



# Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Ouachita School District (3005000)

School Year 2021-2022

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.  
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.  
NOTE: The approved application must then be posted on the district website - State Required Information.

**District:**  
**LEA #:** 3005000  
**Superintendent:** Larry Newsom  
**Email:** larry.newsom@ouachitasd.org  
**Phone:** (501) 384-2318 Ext. 222  
**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
3005029 - Ouachita Elementary School	K-12	Asynchronous	Blended (Hybrid)	<b>LMS</b>
3005030 - Ouachita High School		Synchronous		



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.
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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>Request Waiver-</p> <p>A student in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning.</p> <p>Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, synchronous learning, and submits assignments according to specified due dates. Adjustments may be made to meet individual students, based on their IEP, 504, or LPAC plan.</p> <p>Extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.</p> <p>AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan.</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.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	<p>Request Waiver for K-6-</p> <p>At no time will there be more than 22 Kindergarten students in a class. At no time will there be more than 27 students in a 1st-6th grade class.</p> <p>At no time will there be more than 30 students in a 7th-12th grade class.</p>
<b>Teaching Load</b> 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	<p>NOT Requesting Waiver-</p> <p>Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.</p>
<b>Six Hour Instructional Day</b> (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>Request Waiver-</p> <p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</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.
Clock Hours	1-A.2			<p>Request Waiver-</p> <p>Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for 0.5 credit or required clock hours may not be needed to master the course standards.</p>
<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)	



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>Request Waiver-</p> <p>Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting.</p> <p>The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.</p>
Digital Model				
Please complete the following application with responses describing the school and district digital programming.				
Interaction / Delivery				
What are the ways teachers and students will				



interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.

Ouachita Elementary School (grades K-6) will provide a virtual/remote learning experience that combines some synchronous instruction with aligned asynchronous courses. Certified classroom teachers will provide all instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students will have the opportunity to attend two Zoom sessions per week for core content courses and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend a minimum of one Zoom sessions per week with the Arkansas certified virtual teacher. It is highly encouraged that students attend all Zoom sessions each week. Students may request an additional Zoom session as needed. 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 Google classroom and the district email system. Teachers are expected to communicate with parents and students using the Google Classroom LMS, or the OSD Google Email System on a bi-weekly basis Monday - Thursday; Ouachita School District operates on a four day per week schedule.

The district will facilitate daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. The district reading interventionist will lead at least two of these zoom sessions per week.

Lexia Core 5 will also be utilized by teachers for students in grades K-5 to supplement reading instruction.

Ouachita High School (grades 7-12) will provide a virtual/remote learning experience that combines some synchronous instruction with aligned asynchronous courses. Teachers will utilize Google Classroom and Zoom sessions to provide instruction and meet student needs. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request an additional Zoom session as needed. Students in grades 7-12 will be required to attend at least one zoom session per week. Students/teachers are also able to communicate 24/7 via the Google Classroom LMS or District Google Email. 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.

Ouachita School District will utilize virtual/remote learning through Google Classroom, our chosen LMS for grades K-12. Pre-recorded teacher lessons will be posted to Google Classroom on a daily basis. Students will engage in digital coursework through Google Classroom. 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/remote.

All virtual students will be invited to virtually participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar.

Some students in grades 9-12, who are enrolled in distance classes will utilize virtual/remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach 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 virtual/remote.

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.

Dual role. Teachers will determine, based on content, manageability, class size, etc... whether asynchronous or synchronous instruction is most appropriate for each lesson. All asynchronous instruction for virtual students will be provided through pre-recorded lessons and placed on Google Classroom for student viewing.

Ouachita Elementary (K-6) will have a Point of Contact (POC) Lori Corter, reading specialist, to assist teachers and students with virtual learning needs. She will assist with Google Classroom, attendance, grades, concerns, and any issues that may arise.

Ouachita High School (7-12) will have a Point of Contact (POC) Lisa Kissire, Curriculum Coordinator, to assist teachers and students with virtual learning needs. She will assist with Google Classroom, attendance, grades, concerns, and any issues that may arise.



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

Students will complete assignments in Google Classroom daily. Teachers will post pre-recorded videos for lessons on a daily basis, depending on content and student understanding, etc... Teachers will also offer some lessons "live," using a synchronous method of instruction. Teachers will be available as needed via Zoom, telephone, or email during their conference period daily in order to assist students with virtual learning; teachers will be in contact with students at least weekly.

Grades K-6 students will be required to attend a minimum of two Zoom sessions per week. Grades 7-12 students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that all students, K-12 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. Virtual students will interact with regular classroom teacher, SPED teacher, Virtual AR teachers, etc... as appropriate. Teachers and students will be able to communicate twenty-four hours a day using the Google Classroom Learning Management System or through the OSD Google Email system. Teachers of virtual students are expected to communicate with parents and students in the virtual program on a daily basis Monday - Thursday; (OSD is on a 4 day per week schedule.) Teachers are expected to monitor students in the virtual program and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. 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.

The district will ensure the science of reading requirements are met for students in grades K-2 by facilitating daily zooms for students in the lower grades and requiring attendance for students who need more assistance. Lexia Core 5 will also be utilized by OSD teachers for students in grades K-5 to supplement reading instruction.

K-12 teachers are expected to deliver a minimum of 2 zoom sessions per week, per grade level, and content area. In addition, teachers will zoom with small groups or individual students as needed based on student need indicated by formative assessments.

For grades 9-12 students enrolled in Virtual Arkansas (VA) courses, distance teachers and the OSD VA facilitator will actively monitor their courses. VA Teachers will 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. The district facilitator, Milton Paredes, will also reach out to students individually. 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?

No waiver requested

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?

No waiver requested

**Technology / Platforms**

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

Google Classroom. Content will be provided by teachers and aligned with on-site, in person content instruction.

The district POC, Lori Corter, will conduct a minimum of two zoom sessions per week for students in the lower grades (K-2) to ensure the science of reading requirements are met for these students. Lexia Core 5 will also be utilized for students in grades K-5 to supplement reading instruction.

K-12 teachers are expected to deliver a minimum of 2 zoom sessions per week, per grade level, and content area. In addition, OSD teachers or POCs will zoom with small groups or individual students as needed based on student need indicated by formative assessments.



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

Teachers will provide digital content based on essential standards for each class. Individual courses and content are designed and developed by AR certified teachers, employed with OSD, or through Virtual AR, using the Arkansas State Standards. Blended learning allows the student to continue learning grade-level content standards through an educational plan that leverages both technology-based and face-to-face instruction. The content for the blended curriculum and the OSD Virtual Learning curriculum will be aligned so that students and teachers can easily pivot from onsite to online instruction as needed.

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.

K-12 teachers and students will be utilizing Zoom video conferencing software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each virtual student, if needed. 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.

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.

A device and internet access will be necessary for each student participating in online learning. These, Chromebook and Mi-Fi will be provided by the school if needed. Additionally, 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.



OSD staff have received training and resources in the area of social-emotional learning. They will receive additional training on how to identify wellness and support needs for students and families. OSD Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. All students will be required to attend at least one zoom session per week and will be monitored for weekly wellness and safety through these zoom sessions. When students are able, in-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. OSD Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with OSD teachers to discuss strategies to identify and respond to student behavior.

OSD teachers and administrators will work with Therapeutics Family Services (TFS) to learn a variety of methods of communication and skills to ensure students are cared for. If and when a situation arises where intervention is determined to be needed beyond what can be done virtually, OSD teachers and administration will contact TFS to assist the school with providing intervention.

All OSD teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services.

OSD wellness plan can be found here. [https://www.ouachitasd.org/316003\\_3](https://www.ouachitasd.org/316003_3)

#### Food security:

OSD will provide meals to virtual students. Designees of virtual students may pick up meals from the school cafe' daily from 11:00 a.m. -12:30 p.m.



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.

The District will use Google Classroom to monitor student progress. K-12 teachers, POCs, the building counselor, and building administrators will initiate intervention when a teacher determines a student isn't actively engaging or performing at or above grade level standards. The building administrator will reach out to the student's parent to determine what additional supports may be needed, up to and including the student returning to onsite instruction.

Definition of Active Engagement - A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. Adjustments may be made to meet an individual student, based on their IEP, 504, or LPAC plan. When any extenuating circumstances exist, that require longer periods of time to complete assignments, the POC or building administrator will work with the student and family to create a student success plan.

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



Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, the RTI processes and procedures will be implemented, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Teachers and district POC's will partner to provide and monitor Tier III interventions and provide any special services needed.

Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.

State assessment data such as MAP and ACT Aspire, and Reading Assessments, etc... will be used to determine if a student needs an academic response to intervention. Teachers, and district POC's will also pull small groups or work 1:1 via Zoom with students based on needs.

Teachers will have additional support and resources through the SIT team, District POCs, Cooperative staff, and resources provided by the State. If the School Intervention Team determines a student needs additional services and supports, District staff will work together to coordinate these services and supports.

All OSD 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 I and II interventions, and if those are not successful, reach out to Dawson Co-Op specialist regarding additional Tier II or Tier III interventions.

Virtual Arkansas teachers have been trained to identify and intervene with immediacy when any enrolled 9-12 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 structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.



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

Ouachita School District (OSD) will utilize NWEA for diagnostic, formative assessments in grades K-10. For grades 11-12, OSD will use teacher-made assessments, created from the previous year's essential learning standards, to identify individual areas of content weakness. Teachers will break down NWEA, and other student data in order to interpret, understand and address areas of content weakness with individual students using robust, scaffolded lesson plans, and a variety of remediation tools.

All OSD teachers have received training in NWEA, and will continue to utilize Professional Learning Communities (PLCs) to refine and perfect their skills for virtual and blended learning.

In addition to formal periodic formative assessments, checks for understanding, and pre- and post-tests will be utilized in grades K-12 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 synchronous and asynchronous courses with open-ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers will require a weekly live Zoom to conduct additional informal formative checks to ensure clarity for students on asynchronous learning tasks and intervene to address student needs based on formal and informal assessment data.





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

Dyslexia screening will be provided virtually by the dyslexia interventionist. Digital learning students identified with characteristics that could be associated with dyslexia will receive synchronously streamed dyslexia interventions from the district's dyslexia interventionist.

All accommodations/modifications per the individual 504 plan will be followed.

Ouachita School District will ensure all requirements of the dyslexia law are met for on-site and virtual/remote learners.

Virtual Arkansas provides accessibility tools to support any enrolled 9-12 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.

OSD dyslexia plan: [https://www.ouachitasd.org/199616\\_2](https://www.ouachitasd.org/199616_2)

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

Ouachita School District will ensure Gifted and Talented Program Approval Standards are met for virtual/remote learners.

All GT Standards will be followed when designing programming for identified gifted students.

All 2nd grade virtual students will complete the district's universal screener remotely on the same timeline as on-site students. Additional screening and evaluation will take place remotely, or will be scheduled individually through the district GT Coordinator. Students will have the option to participate in on-campus Gifted and Talented classes when possible, and/or enroll in accelerated G/T courses within the digital platform. Students will be able to use Zoom or Google Classroom to participate in on-campus GT classes.



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

Ouachita School District will ensure all requirements of the LPAC plan are met for virtual/remote learners.

The District ESOL Coordinator will work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers 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 as needed.

All teachers will provide all accommodations and modifications as stated on LPAC plans, IEPs and 504s.

Virtual Arkansas provides accessibility tools to support any enrolled ESOL/ESL student in grades 9-12, and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

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



If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received.

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 LEA, Shana Newsom, when possible.

A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and LEA. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via Zoom sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to IDEA guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (Zoom), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. If the parent opts for a virtual meeting, all district protocols will be in place. All attendees will attend the conference virtually using synchronous software (Zoom). Documents will be shared electronically with parents and an electronic document signature software will be utilized. If the assessment's validity requires an in-person evaluation, it will be held onsite, when possible.

All teachers will use curriculum and instructional strategies that include the following evidence-based practices 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 District LEA will work with parents to schedule all therapies that may be needed by virtual students.

District Plan:

[https://www.ouachitasd.org/200476\\_2](https://www.ouachitasd.org/200476_2)



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.

Teachers have been provided devices and software as needed in order to develop individual lessons in digital format. Digital accommodations 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.

**Teacher Supports**

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



Teachers have been provided robust, ongoing support/professional learning as needed in order to refine and perfect their skills for creating digital content for virtual/blended learning, as well as, using Google Classroom and Zoom Technology. All teachers (grades K-12) are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative (PLC) teams. The district will also utilize the onsite media and technology support specialists, as well as the Dawson technology support specialist, and the Dawson Content Support Specialists, as needed, to assist with any technology or content issues that may arise.

Grades K-12 will be utilizing Google Classroom as our learning management system/digital instruction solution. OSD teachers and staff have all received training and ongoing, job-embedded support in Google Classroom, and fully understand the process of using this method to deliver instruction. All OSD teachers attend weekly PLC meetings to discuss and perfect any issues they may be having with Google Classroom/online instruction. The district will also utilize the Dawson technology support specialist, as needed, to assist with any technology issues that arise.

Some students in grades 9-12 will be enrolled in Virtual Arkansas for some classes. 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 issues.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

All OSD teachers are provided a minimum of 40 minutes each day for their conference/planning period. Additional digital supports and professional learning will be provided as needed in order for teachers to plan, create, and continue to develop digital content for their classes. The District POCs will continually monitor and communicate with district teachers to ensure they have the time and resources necessary to develop and plan for virtual instruction. Additional time will be provided if needed.

Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. OSD provides a facilitator for students in grades 9-12 enrolled in Virtual AR to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas has provided training to the OHS facilitator, as well as ongoing support through Mrs. Amy Fulmer, OHS Counselor, and the Virtual Arkansas' Facilitator Coordinator.

## District Supports

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

The District will provide all appropriate testing and support services for qualifying students. Appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary. The district will work will all virtual students and parents to ensure appropriate testing and support services are provided.

All prescribed modifications will be given, as well as any other needs of the virtual student, including but not limited to providing transportation to and from school as needed when appropriate. The district will ensure that all virtual students have the devices and internet they need to be successful in virtual instruction. These devices include, but are not limited to computer technology, MiFi connectivity, and Google Classroom instruction, etc...



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.

All OSD Virtual Program students will be required to do statewide summative and school/district required testing (NWEA MAP, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel.

Ouachita School District has a communication plan that will enable the use of all social media outlets, the district website, phone contact, email, and USPS mail, if needed. We will also utilize home visits, and school vehicles, including busses, if necessary, for parents that do not cooperate and bring students on-site to test. Those not cooperating will also be sent a certified letter.

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 K-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Curriculum Coordinator, and District Principal. Components that affect student achievement are addressed below.

**Teacher Effectiveness:** OSD will follow the Arkansas Teacher Excellence and Support System (TESS) for teacher evaluations with scheduled and non scheduled classroom visits.

**Curriculum Effectiveness:** The course content will be reviewed on a regular basis by district staff and administration to ensure Arkansas standards are being met. The course content will be revised as needed, at least annually.

**Student Achievement:** Student learning will be monitored through formative and summative assessments. Building administration, District POCs, and teachers will monitor student progress weekly to ensure all students are on task and learning the essential standards.

**Data Sources:** Monitoring, assessing, reflection on data (inferences and next steps,) by faculty and staff will be conducted during PLCs each week, and formally in a survey each semester, in order to monitor the effectiveness of services and make recommendations for improvement.

**Timeline:** OSD will schedule weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program for the students involved.

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 K-12 Virtual Program 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 District 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. OSD faculty will also conduct parent/teacher conferences for students participating in both onsite and virtual instruction, as required by state standards.

Parents, students & other community members will be able to register for ENotes (text, email, and/or phone calls) via our website, which will be our main form of global communication. Parents will have access to ESchool (HAC) accounts to check grades and attendance records so they are able to monitor their student's progress.

Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of OSD 9-12 students enrolled 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 (link: [https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)).

The Ouachita School District will support parents/students with digital tools and resources by providing Chromebooks and MiFi hotspots if needed. Teachers, as well as the district POCs, media specialist and technology coordinator will provide technical assistance and resources to parents/students as needed.

OSD Parent and Family Engagement Plans:  
[https://www.ouachitasd.org/107247\\_2](https://www.ouachitasd.org/107247_2)

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

[https://drive.google.com/drive/folders/1w4yVqvvh6ZRgtoVfxekl\\_Pttj1IHwd4tF](https://drive.google.com/drive/folders/1w4yVqvvh6ZRgtoVfxekl_Pttj1IHwd4tF)



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

OSD made the following survey available on our website to receive feedback reg;

## Policies

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

<https://drive.google.com/drive/folders/1P6dPLXceBbbyYgkfibQxPBVdTvVDXl5t>

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

<https://drive.google.com/drive/folders/1P6dPLXceBbbyYgkfibQxPBVdTvVDXl5t>

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

<https://drive.google.com/drive/folders/1P6dPLXceBbbyYgkfibQxPBVdTvVDXl5t>

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