



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Buffalo Is. Central Sch. Dist. (1605000)

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 #: 1605000

Superintendent: Gaylon Taylor

Email: gaylon.taylor@bicschools.net

Phone: (870) 486-5411 Ext. 4

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
1605065 - Buffalo Island Central High School	7-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
1605061 - Buffalo Island Central Elementary School	K-6	Synchronous	Virtual (Online) / Remote (Distance)	CMS



Waivers

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

Attendance

6-18-
213(a)(2)



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>The district will apply for a waiver of attendance for K-6th and 7th-12th grade students that are approved for virtual learning. This waiver allows those students to work from a remote location and to still receive educational services on their own schedule. Attendance for BIC virtual students will be based on the submission of completed weekly assignments. Students will be counted "present" every day of the previous week based on the completion of assignments given by Virtual Arkansas. Buffalo Island Central School District is requesting a waiver for attendance for virtual learners so that the district may calculate the student's attendance based on the previous week and the assignments completed.</p> <p>K-6 virtual students will participate in the Tri-Region Virtual Option. All instruction will be synchronous, and students will be required to meet daily. There will be the option of asynchronous learning in the event of certain circumstances.</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 Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	<p>BIC does request a waiver for the K-6 TCVP. A waiver is being requested due to the anticipated student: teacher ratio in K-6 classes- -30:1 (K-2) and 50:1 (3-6).</p> <p>BIC 7-12 virtual students will be 100% remote, therefore a waiver for class size will not be necessary. Virtual learning is regarded as a "Large Group" (Distance and Digital Learning Rule 6.07). The student: teacher ratio will be 30:1 (K-2) and 50:1 (3-6) and (7-12).</p>
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	<p>BIC K-12 Teaching load, Number of students: The Teacher of Record provides virtual instruction to remote students only. Teaching load will not apply as per DESE Rules Governing Class Size and Teaching Load since remote or virtual learning classes are considered large group 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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Students will still be scheduled according to their student success plan and will continue to gain the credits needed to graduate. Instruction will be provided through the Virtual Arkansas LMS platform for BIC High School 7-12th grade. BIC Elementary students will be provided instruction through the Tri-Region virtual platform. Students may not need six hours of required time to complete assignments.
Clock Hours	1-A.2			The District will apply for this waiver. Instruction will be provided to students through the Virtual Arkansas platform and the Tri-Region platform asynchronously. The waiver requested is based on course mastery and not 120 clock hours for 7-12. Student participation and completion of work will be the documentation needed for completion of the course.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	K-6 Tri-Region/BIC is requesting a waiver for the requirement to provide forty minutes of recess due to the fact that instruction is 100% virtual.

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.



Buffalo Island Central High School will assign a facilitator to each Virtual Student. The facilitator will act as a liaison between Virtual Arkansas and students. Virtual Arkansas will provide content through their LMS asynchronously. Students will work based on the due dates that VA teachers assign. Students will be offered Zoom sessions. If students fail to participate this will affect their attendance. Students will also meet with the facilitators from our district to maintain that they are on track. If the student falls below a C, then the district will intervene to be sure the student stays on track. High school students that are asynchronous are expected to follow the policy set forth by our district in regards to attendance, discipline, and assignments.

Buffalo Island Central Elementary will assign students to the Tri-Region Virtual program at the local cooperative. Students will communicate directly with those teachers synchronously for K-6 core instruction. The synchronous model will allow for daily structured learning for elementary students. The elementary administration will continue to communicate with students as a prevention measure. Teachers will upload lessons daily and virtual lessons will be recorded so if a student misses a lesson it will be readily available. Elementary students will meet daily for attendance. Days missed due to illness will be made up through small group instruction from Tri-Region.

The K-6 TRVP will primarily be a synchronous model for K-6 core instruction. The synchronous model will allow for structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

An asynchronous option will be made available to students with extenuating circumstances and at the discretion of participating districts. The virtual lessons will be made available to asynchronous students on a weekly basis.

Teachers:

Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade-level standards-based syllable types and syllable breaking



LEA INSIGHTS

...ions, grade-level standards-based syllable types and syllable streaming patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments, will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will routinely monitor asynchronous students' engagement and academic progress throughout the week and regularly interact with those students via videos, electronic communications, and other means available. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

Students:

Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours

Asynchronous students are expected to follow the policy set by their districts regarding the standards for completion of work in a timely manner.

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.

The K-6 TRVP teachers will upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in a synchronous environment. Virtual lessons will be recorded so students can revisit for additional support. Teachers will continue to support students.

Students will be responsible for their attendance. They will complete the 178 days of instruction as required by the state. Days missed may be made up, but at the secondary level truancy can result in the loss of credits. If additional time or support is needed to complete assignments, the parent or student may request a small group makeup session. Students will be required to maintain a



LEA INSIGHTS

request a small group makeup session. Students will be required to maintain a 2.0 GPA in core classes to satisfy academic requirements. Students will be evaluated each quarter to continue to participate in the virtual program.



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.

The K-6 TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lesson sessions for synchronous learning with the teacher. All virtual lesson sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

The district and Virtual Arkansas will both provide online approach methods for 7th -12th grade students. The students will access the Virtual Arkansas LMS system to receive their content and will also communicate via email and Google Classroom with their facilitators on the BIC campus. Tri-Region will deliver instruction for the elementary level remotely.

Virtual field trips will be available when possible. High school students will be given the option to Zoom with colleges regarding admission information.

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.



The K-6 TRVP delivery of instruction for K-6 students will be 100% virtual/remote. The K-6 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-6 TRVP teachers will be solely dedicated to remote instruction. The K-6 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-6 TRVP teachers will work with our own facilitator for remote students. Training will be provided for both parties.

Virtual Arkansas teachers will be communicating with the student and the BIC high school facilitators directly. The high school counselor will be included for additional support for the students. Tri-Region will communicate for the elementary students with parents and the district.

Facilitators may be responsible for monitoring grades, speaking on behalf of the district, advocate for the students, provide some technical support, and serve as the communication liaison.

Nicole Stewart will serve as the building virtual facilitator for elementary and Mandy McFall will serve as the building virtual facilitator for high school.

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



The Virtual Arkansas teacher will work with the students directly and assign DESE-approved course material through their own LMS platform. The facilitator will check in with students weekly. All teachers will use email and Zoom meetings, preferably every week, but no longer than every two weeks.

TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. Synchronous students will be required to attend daily sessions each week, and asynchronous students are expected to view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Parents will also have access to these lessons in order to support their children with any additional activities or tasks.

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade-level standards-based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments, will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

The 3-6 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common



LEA INSIGHTS

strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures, and verbal reasoning. Instruction will occur synchronously five days a week and in real-time.

This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition (“bottom of the rope”) are developed and supported on a regular basis, as well as the skills of language recognition (“top of the rope”)

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their student's progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.

Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.

Teachers will complete the grading of assessments within 2-3 business days

Teachers will complete the grading of portfolio items within 4-5 business days

Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.



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?

BIC K-12 will not utilize district waivers for class size. Virtual/remote programs qualify as large group instruction. The following student-ratios will be followed:

Core Courses

Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1).

Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1).

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

The K-6 TRVP and 7-12 Virtual Arkansas will not request a district waiver for teaching load. Teaching load will not exceed 150 students.

Technology / Platforms

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

Virtual Arkansas will be using Canvas as their online platform currently for high school students. The district facilitators will use Google Classroom. Tri-Region will use Google Classroom as the CMS platform for elementary students. This will allow students to interact at home or wherever the Internet is accessible.



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.

7th-12th grade will use Virtual Arkansas. The courses that they offer in their course code appendix will be available for students including their CTE courses. K-6th grade will use Tri-Region virtual CMS platform. Their curriculum aligns with DESE-approved K-6 state standards and requirements. Courses consist of direct instruction with teachers, videos, assignments, and assessments that will engage all students.

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.

Zoom will be the communication software that is required for any remote student. Gmail, district social media, and district text will also be used for other communication. Zoom/Google Meet sessions will be recorded and saved for students who are asynchronous or those that are absent. Zoom/Google Meet allows teachers to monitor progress and allows for small group sessions if needed.

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.

All students are provided with a device and hotspot if needed for internet access.

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.

Students will have the opportunity to pick up meals each week. The food service group will have those meals available. The high school counselor will stay in contact and schedule meetings in-person or through Zoom periodically throughout the school year or upon request from the student, family, or the suggestion of the facilitator/teacher. Zoom sessions will be readily available with both Virtual Arkansas, Tri-Region, and BIC. Outside counseling services are also available to virtual students through Life Strategies, Inc, Next Step, and Delta Behavioral Systems. Teachers and facilitators will monitor for well-being and safety with Zoom sessions and check-ins. The teacher/facilitator will submit a student referral for services if they deem necessary.

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.

Once IPRs are available, the district learning committee will evaluate student progress (academically and attendance) to look at individual success. The process will take place throughout the year. STAR Reading and STAR Math will also be looked at for progress monitoring.



Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	Tier 2 Interventions will be provided using many forms of assessment. STAR Reading and Math, progress reports, and other data provided by the virtual provider and facilitator. The district will provide tutoring or interventions through zoom, additional practice, or enrichment when necessary.
Describe the district or school's formative assessment plan to support student learning.	The district uses Renaissance for STAR Reading and Math. All students will be responsible for taking these tests. These can be done virtually for the fall and winter windows.
Describe how dyslexia screening and services will be provided to digital learning students.	<p>The K-6 TRVP will provide accessibility tools to support students with dyslexia characteristics based on level 1 and level 2 screeners. A certified dyslexia specialist from the district will be available to screen students for those characteristics of dyslexia.</p> <p>7-12 will use Barton's and Take Flight to help implement support based on the student's needs.</p> <p>The screening process for Dyslexia for remote students will be completed in grades K-12 when a student shows a deficit in reading and spelling. This process will consist of recommendations from teachers, grades, student/parent requests, assessments, and any other specific data that may give the impression screening is needed. All virtual students that meet the requirements for Dyslexia services will be provided with materials for services. The interventionist will gather materials and provide them to students.</p> <p>The district will ensure that the dyslexia law requirements are met for virtual learners.</p>



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

The K-6 TRVP will embed enrichment activities into core content. Education Cooperative GT Specialists will have input in the development of K-6 curriculum in order to ensure rigorous activities are embedded in core content courses. The district gifted and talented teacher will be available to administer assessments onsite, and she will ensure that students receive the required minutes for GT instruction. PreAP and AP courses will be offered at the secondary level. The GT coordinator will communicate with Virtual Arkansas teachers.

The Gifted and Talented coordinator will provide specific training to teachers and facilitators to ensure that they are all familiar with differentiation among gifted students. Often times LMS platforms allow gifted students to work ahead or at a faster pace. Virtual Arkansas will provide the content for the coursework. Virtual students will also be provided enrichment when possible through our district. Facilitators will provide guidance for these students in navigating the platform and providing support in communicating with the facilitators. Facilitators should reinforce deadlines, guidelines, and rules for students that will be working on a digital platform. The Gifted and Talented teacher from the BIC district will zoom in when possible with students that qualify and are remote.

The district will ensure that GT Approval Standards are met for virtual learners.

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

ELPA screeners and STAR assessments will be used in determining the necessary LPAC plan with accommodations and modifications for each student. K-6 TRVP and 7-12 Virtual Arkansas teachers will utilize the plan to ensure they are followed.

As of now, we have no virtual learners that are ESOL. If that changes, we will ensure that LEP plans are shared with Virtual Arkansas so that students' accommodations/modifications are met. Facilitators will use Google translate to communicate with students and/or parents as needed. The district will provide materials in the language needed and provide any additional materials that can assist with instruction (i.e. graphic organizers, audio materials, videos).

The district will ensure that the LPAC plan requirement will be met for virtual learners.



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

K-6 TRVP and 7-12 Virtual Arkansas teachers will provide accommodations and modifications as provided on each student's IEP and/or 504 plan. They will participate in conferences, as needed, in the capacity of a general education teacher. Our LEA supervisor and special education teacher will oversee these processes. Speech, Occupational Therapy, and Physical Therapy services may also be provided online.

All students that receive special education services will receive accommodations/modifications based on their in-house IEP that will be held by a district special education teacher and monitored by our assigned LEA. Virtual Arkansas will be provided with all of the information regarding individual students for them to provide services as well. Evaluations of virtual students will be held in person on campus if possible with CDC guidelines in place. The option to zoom in for the services and receive electronic signatures will be available.

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

Students have access to tools such as Kami, Zoom, Google Suite add-ons, translation software. If we do not have something that the student needs we will look at purchasing. Some students have multiple devices for different areas of learning. All students are provided with headphones and mice for their devices. Text-to-speech, text readers, audiobooks, extended time, and flexible assignments may be provided for students.

Teacher Supports

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

Virtual Arkansas will provide training for our facilitators regarding their LMS platform and how to navigate their system. This will ensure that the facilitator can help the students and parents when needed. It will also allow the facilitator to proctor students when needed and maintain a record of their progress and academic success. Tri-Region will take care of all content and material for students. The administration will keep in contact, but no teacher training is needed for those services.



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?

Facilitators will spend time each week communicating with each student. Virtual Arkansas teachers will also maintain communication with each student on a weekly basis. VA teachers will also spend time weekly providing progress reports on those students that need individual support and motivation to complete assignments. This time will occur during their regular scheduled prep time. Elementary will communicate as they see a need.

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.

All virtual students will have equitable access to devices, the internet, and materials needed to be successful in a virtual setting. The district will interview all virtual applicants and base their decision on the ability of student success they feel is achievable.

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.

Students will be notified upon approval of remote learning that they are responsible for all state testing. The students will be notified by phone, email, text, social media, and Google Classroom about times and dates. If needed, Zoom options for communication may be used as well and in regards to STAR assessments.

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 district will work closely with K-6 TRVP and 7-12 Virtual Arkansas to ensure student success. Assessment data, participation, communication, and academic marks will all be assessed for progress.

The applications will be reviewed based on the research per student done by the Virtual Learning Committee. The committee will meet periodically to discuss the success and or the outcomes of the effectiveness of each individual virtual plan. Data will be collected and reviewed at each nine weeks to determine if those virtual students will remain virtual and continue 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)

All parents/students will be required to interview to apply for a virtual spot. They will be required to sign a waiver with the understanding that the student will be monitor and re-assessed every quarter. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. 7-12 will provide feedback through the facilitators, technology, the LMS platform. Grades will be readily available through the HAC Center and the Virtual Arkansas Platform.

Virtual options will be available for parent/teacher conferences throughout the year.

The district will use email, texting apps, social media, and Google Classroom to communicate with parents. Phone calls will be used as well and if needed throughout the school year. Zoom communication will be readily available. We will also offer parent training on any of the above along with the LMS platform training if they choose.

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

https://drive.google.com/file/d/17yEnPgUyBpeyby5-KemdU5_drrGV5jwh/view?u

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

<https://docs.google.com/spreadsheets/d/1h1jGamtbw-l1knUoT0gGcQcSX49GpL>

Policies

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

<https://docs.google.com/document/d/1hCgqNACLDy95ylwKwf10akzVi1nt5gvefY>

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

<https://docs.google.com/document/d/1hCgqNACLDy95ylwKwf10akzVi1nt5gvefY>

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

<https://docs.google.com/document/d/1hCgqNACLDy95ylwKwf10akzVi1nt5gvefY>

[^ Back to Top](#)