



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Highland School District (6804000)

School Year 2022-2023

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 #: 6804000
Superintendent: Jeremy Lewis
Email: jeremy.lewis@highlandrebels.org
Phone: (870) 856-3275
Duration Requested (not to exceed three years): 3 Years
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
6804009 - Cherokee Elementary School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
6804011 - Highland Middle School 6804010 - Highland High School		Synchronous		CMS



Waivers

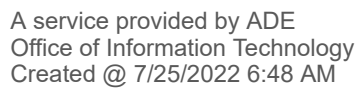
Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



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.
				Highland Virtual Academy (HVA)
				Tri-Region Virtual Program (TRVP) Grades K-8 ***PLAN CHANGED FROM GRADES K-6 TO K-8
				Virtual Arkansas (VA) Grades 9-12 ***PLAN CHANGED FROM GRADES 7-12 TO 9-12
				Highland School District is partnering with TRVP for grades K-8 and VA for grades 9-12 for 100% digital/virtual instruction.
				Highland School District is applying for the attendance waiver.
				HVA: For K-8 TRVP, attendance is taken through daily synchronous “live” lessons, which students are required to attend. For 9-12 VA, most instruction is asynchronous with some synchronous lessons throughout the week, and attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated. Chronic absenteeism may result in a recommendation to return to on-site instruction or a referral to the juvenile court for additional services.
				K-8 TRVP: All instruction will be synchronous, and students will be required to meet daily. However, a district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.
				9-12 VA: Instruction will include asynchronous



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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LEA# 6804000

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



Waiver 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.
				Highland School District is applying for the class size waiver for grades K-8.
				K-8 TRVP: A WAIVER IS BEING REQUESTED DUE TO THE ANTICIPATED TRVP STUDENT-TEACHER RATIO IN K-8 CLASSES - 30:1. TRVP WILL PROVIDE P.E. AND HEALTH, AND A WAIVER WILL BE NEEDED. (per Rules Governing Class Size and Teaching Load 3.02.1)
				9-12 VA: 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.



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	Highland School District will not utilize district waivers for teaching load for K-8 TRVP K-8 and 9-12 VA. 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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	



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>Highland School District is applying for the six-hour instructional day waiver.</p> <p>K-8 TRVP: All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.</p> <p>9-12 VA: We are requesting the six-hour instructional day waiver. Research shows students in grades 9-12 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>



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			



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.
				Highland School District is applying for the clock hours waiver.
				7-8 TRVP: A WAIVER IS BEING REQUESTED FOR CLOCK HOURS FOR 7TH AND 8TH GRADE COURSES EARNING CREDIT. STUDENTS WILL RECEIVE CREDIT FOR THE COURSE BASED ON SUCCESSFUL COMPLETION OF COURSE WORK INSTEAD OF REQUIRED CLOCK HOURS.
				9-12 VA: We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' bichronous (asynchronous and synchronous) approach, student learning may not equal a total of 120 clock hours.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	<p>Highland School District is applying for the recess waiver.</p> <p>K-8 TRVP: K-8 Tri-Region is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.</p> <p>9-12 VA: N/A for grades 9-12. Virtual Arkansas does provide PE and Health as an offering for 9-12 grade students.</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.



HVA: Highland Virtual Academy

TRVP: Tri-Region Virtual Program - GRADES K-8

VA: Virtual Arkansas - GRADES 9-12

HVA: The goal of the Highland Virtual Academy (HVA) is to provide students and their families with an equitable alternative to on-site learning. HVA offers students a robust digital learning option with the benefit of synchronous “live” instruction coupled with aligned asynchronous courses. This allows for students and teachers to develop relationships, address support and enrichment needs, and provide flexibility with learning. The district will partner with Tri-Region Virtual Program (TRVP) for digital/virtual instruction for grades K-8. The district will partner with Virtual Arkansas (VA) for digital/virtual instruction for grades 9-12. The district will collaborate with VA on CTE courses and implement a blended learning option to allow students to experience hands-on learning.

K-8 TRVP: The K-8 Tri-Region Virtual Program model will primarily be synchronous K-8 core instruction. The synchronous model will allow for DAILY 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 virtual lessons daily for core instruction for students in a 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 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. Instruction will occur synchronously five days a week and in real-time.

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



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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.

9-12 VA: Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses, often called BICHRONOUS learning. This model allows the opportunity for instructors to develop relationships with students, address needed “just-in-time” instruction, and provide flexibility in learning. Students are provided the opportunity to attend two Zoom sessions per week, per course, and request additional one:one Zoom sessions as needed. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours. Students are expected to read and interact with messages in their courses on a daily basis during the school week. In addition, students are expected to engage in the online content and assignments on a daily basis.

PARTICIPATION IN THE COURSE CLASS MEANS ENGAGING IN THE COURSE CONTENT. PARTICIPATION INCLUDES VIEWING VIDEOS COMPLETELY, READING THE COURSE CONTENT AND ASSIGNED READINGS COMPLETELY, STUDYING AND PREPARING FOR ASSESSMENTS, AND REVIEWING ALL INFORMATION REQUIRED FOR EACH WEEK. ATTENDANCE IN AN ONLINE COURSE MEANS LOGGING INTO THE STUDENT INFORMATION SYSTEM (SIS) AND ENGAGING IN THE COURSE ON A REGULAR BASIS. ATTENDANCE ALSO INCLUDES ATTENDING LIVE ZOOM SESSIONS. THIS COURSE REQUIRES BOTH PARTICIPATION AND ATTENDANCE TO BE SUCCESSFUL.



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.



K-8 TRVP: The K-8 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.

9-12 VA: Highland Virtual Academy will provide online opportunities through Virtual Arkansas, the State Virtual School (SVS). Virtual Arkansas utilizes a BICHRONOUS model of learning, which incorporates a synchronous and asynchronous approach to teaching and learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have access to this content 24 hours a day and 7 days of the week. Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teachers. In addition, students have the opportunity to request additional live assistance.

HVA: The district will communicate with TRVP and VA about field trips, academic competitions, and other special enrichment functions that occur in the school. Students in grades 6-12 are able to participate in a hybrid model by coming onto campus to participate in band, choir, or athletics as applicable.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.



K-8 TRVP: The K-8 TRVP delivery of instruction for K-8 students will be 100% virtual/remote. The K-8 TRVP will provide Arkansas-certified teachers of record for virtual learners. The K-8 TRVP teachers will be solely dedicated to remote instruction. The K-8 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-8 TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coach (CCC). Training and support will be provided to the TRVP teachers and district CCCs throughout the year.

Responsibilities of the CCCs may be to:

- Monitor progress in real-time
- Serve as an ambassador for the district
- Advocate for their students and families
- Serve as a support seeker
- Serve as the first line of communication and contact for parents and students for the district
- Provide information technology support and overall help
- Partner with the virtual staff to provide support for the students
- Enroll students, coordinate orientation activities, facilitate on-site sessions and build relationships with families
- Address issues that tend to be "high touch"
- Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district

9-12 VA: Highland Virtual Academy will be using Virtual Arkansas for its delivery of instruction for 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. 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.

HVA: For TRVP, the district will utilize a certified teacher employed as an instructional facilitator as the CCC for K-8 students. Highland teachers will not provide digital/virtual instruction. For VA, the district lab facilitator will be the first point of contact for all 9-12 students. Highland teachers will not provide digital/virtual instruction for students.



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



K-8 TRVP: 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 LESSON SESSIONS EACH WEEK. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lesson 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 CHILD 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 THOROUGH 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 CORRESPONDENCE (SOUND WALLS/PHONEME-GRAPHEME MAPPING SKILLS), AND MORPHEMIC UNITS. STUDENTS WILL PRACTICE AND PARTICIPATE IN DURING SYNCHRONOUS LESSONS, AND THEY WILL HAVE INDEPENDENT PRACTICE OPPORTUNITIES THROUGHTOUT 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-ON-ONE OR SMALL GROUP INSTRUCTION.

THE 3-8 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



THIS TIME, THE TEACHER WILL MODEL 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 WITH SYLLABLE DIVISION OF MULTISYLLABIC WORDS. VOCABULARY WILL BE TAUGHT USING MORPHOLOGY AND BACKGROUND KNOWLEDGE USING VARIOUS STRATEGIES: DISCUSSION, VIDEOS, STUDENT RESEARCH, AND READ-LOUDS. COMPREHENSION WILL BE SUPPORTED BY READING TEXTS WITH ACCURACY, USING COMMON STRATEGIES, SUCH AS COMPREHENSION MONITORING, SUMMARIZING, ANALYSIS OF READING PASSAGES FOR TEXT STRUCTURE, 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 student 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 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.

9-12 VA: For students 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 provided the opportunity to attend two live Zoom sessions with each of their teachers.





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

THE DISTRICT WILL UTILIZE WAIVERS FOR CLASS SIZE FOR GRADES K-8. FOR K-8 TRVP, THE FOLLOWING STUDENT-TO-TEACHER RATIOS WILL BE FOLLOWED:

CORE COURSES:

*EARLY ELEMENTARY SCHOOL (K-2): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR EARLY

ELEMENTARY SCHOOL CORE COURSES IS 30:1.

*UPPER ELEMENTARY SCHOOL (3-6): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR UPPER

ELEMENTARY SCHOOL CORE COURSES IS 30:1.

*MIDDLE SCHOOL (7-8): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR MIDDLE SCHOOL

CORE COURSES IS 30:1.

NON-CORE SUBJECTS WILL BE INTEGRATED INTO THE INSTRUCTIONAL DAY.

HVA: THE DISTRICT WILL SUPPORT TRVP TEACHERS AND STUDENTS THROUGH A DESIGNATED CAMPUS CONNECTION COACH (CCC) WHO WILL COMMUNICATE WITH VIRTUAL TEACHERS THROUGH A SHARED DOCUMENT AND BE AVAILABLE FOR STUDENTS AND PARENTS. THE TRVP PRINCIPAL AND DISTRICT CCC WILL COMMUNICATE REGULARLY.

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?

Highland School District will NOT utilize district waivers for teaching load.

K-8 TRVP: TRVP WILL FOLLOW THE STUDENT-TO-TEACHER RATIOS LISTED BELOW.

*EARLY ELEMENTARY SCHOOL (K-2): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR EARLY

ELEMENTARY SCHOOL CORE COURSES IS 30:1.

*UPPER ELEMENTARY SCHOOL (3-6): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR UPPER

ELEMENTARY SCHOOL CORE COURSES IS 30:1.

*MIDDLE SCHOOL (7-8): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR MIDDLE SCHOOL CORE

COURSES IS 30:1.

*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.)

HVA: Highland Virtual Academy

TRVP: Tri-Region Virtual Program - GRADES K-8

VA: Virtual Arkansas - GRADES 9-12

K-8 TRVP: Students in the K-8 TRVP will use Google Classroom as the CMS. At home or wherever the internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

TRVP will share a document with the district CCC that will include attendance and grades. The CCC will enter the information in eSchool weekly. Families and students will have access to student grades through the Home Access Center (HAC).

9-12 VA: 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.

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.



K-8 TRVP: The K-8 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-8 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as third-party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program with the recommended considerations for supplemental resources. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters. The content and resources will effectively address phonological awareness, phonics, vocabulary, comprehension, and fluency. 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 common assessments such as DIBELS.

TRVP will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies.

9-12 VA: Virtual Arkansas provides access to over 150 courses in grades 7-12 which are designed by Arkansas certified teachers and subject matter experts (SME's). In addition, course designers and developers are trained through Quality Matters and Virtual Arkansas course design and development internal training focused on the National Standards of Quality (NSQ) for online courses. Virtual Arkansas courses are designed and developed using the Arkansas State Standards, Quality Matter 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 the Canvas Learning Management System (LMS) that provides 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-



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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.

K-8 TRVP: The K-8 TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date.

Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

9-12 VA: 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 for easy access 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.

HVA: The district will provide students with a Chromebook and charger. Families with little or no connectivity will be provided with internet access or a mobile hotspot. WiFi is available in the elementary, high school, and AL Hutson parking lots. Students may also access free WiFi at four additional locations across the district.

Students and families may contact the District Technology Department during regular school hours or send an email to tech@highlandrebels.org for assistance. Students and families may also reach out to the Connection Campus Coach with technology concerns.

Use of all district Chromebooks is monitored with GoGuardian filters and all school-provided internet is run through state filters. All Chromebooks and internet connectivity used to meet the provisions outlined in the Children's Information Protection Act.

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.



HVA: Highland Virtual Academy

TRVP: Tri-Region Virtual Program - GRADES K-8

VA: Virtual Arkansas - GRADES 9-12

K-8 TRVP: The K-8 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom 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, the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time).

9-12 VA: VIRTUAL ARKANSAS EMPLOYS A STUDENT SUCCESS COUNSELOR WHO OVERSEES THE OFF-CAMPUS AND FULLY ONLINE (100% VIRTUAL) STUDENT WELLNESS AND SAFETY PROGRAM. Virtual Arkansas teachers receive professional development to assist in the monitoring of the physical and mental health of students. When a situation arises where intervention is determined to be needed beyond what can be done virtually, VA will contact the partnering school to step in to provide additional intervention and/or assistance. Virtual Arkansas teachers are trained to report any suspected maltreatment / abuse to the Department of Health Services. Additionally, VA provides ongoing professional development to teachers to support SEL strategies.

HVA: When notified by TRVP or VA with a wellness and safety concern, the K-8 CCC or 9-12 facilitator will communicate the concerns to building administrators and counselors.

School counselors will be assigned secondary students who choose only asynchronous instruction and will make contact with the students weekly through email, phone calls, Zoom sessions, house calls, or on-campus visits during scheduled assessments. Counselors will have "eyes on" the students at least twice a month. If a student needs more support, the counselor will communicate with the student daily and have "eyes on" the students at least once a week.

Meals are provided for students who choose to participate in the district's Child Nutrition Program. Once-a-week meal pick-up takes place at three



Child Nutrition Program: Once a week meal pick up takes place at three locations across the district.

Highland operates a school-based health center, Highland School-Based Health Clinic in partnership with St. Bernards Healthcare. Both physical and mental health services are available at the clinic. Families may contact the clinic for more information. St. Bernards employs a nurse practitioner (APRN) who provides acute care (non-emergency illnesses), chronic disease management, sports and kindergarten physicals, child wellness checks, and immunizations for students, families, staff, and community members.

The Highland Mental Health Program provides school-based therapists to Highland students through a referral process initiated by the family or the school. Sessions with digital learners are typically conducted using telehealth services or face-to-face at the health clinic.

Food, clothing, school supplies, and support for accessing community resources are available by contacting Highland's Student Services Coordinator online, by phone, or in person. Families may request assistance for these basic needs on a family needs request form posted on district and school websites.

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.



K-8 TRVP: Highland School District has access to Google Classroom in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessments will be utilized to identify struggling students. Students who demonstrate a lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the CCC. Highland School District will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (grade book, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students.

TRVP will provide training and support for the Campus Connection Coach. The HVA CCC will be a certified teacher. The CCC will check the shared TRVP document daily (attendance, grades, engagement, and wellness information) and will communicate with school staff and students, and families as applicable.

9-12 VA: Highland School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real-time. THE LMS AND SIS BOTH HAVE THE CAPABILITY TO EASILY PRODUCE LOGIN, PARTICIPATION, AND GRADE REPORTS TO HELP IDENTIFY STUDENT ACTIVITY AND ENGAGEMENT LEVELS. THIS DATA IS ACCESSIBLE TO SCHOOL OFFICIALS., INCLUDING BUILDING LEADERS, COUNSELORS, AND FACILITATORS. ADDITIONALLY, GRADE REPORTS ARE SENT TO PARENTS ON A WEEKLY BASIS. 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, VA will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

VIRTUAL ARKANSAS HAS WRAP-AROUND SUPPORTS BUILT INTO ITS PROGRAM TO ASSIST STRUGGLING STUDENTS. THESE SUPPORTS INCLUDE A DEDICATED PRINCIPAL, STUDENT SUCCESS COUNSELOR, SPECIAL POPULATIONS COORDINATOR, MATH STUDENT SUCCESS COACH, ELA STUDENT SUCCESS COACH, AND A READING SPECIALIST. VIRTUAL ARKANSAS ENGAGES IN ROBUST INTERVENTION STRATEGIES AND TECHNIQUES THAT ARE EMPLOYED THROUGH THE STUDENT INTERVENTION TEAM (SIT).

HVA: If TRVP and VA interventions are not successful, an academic meeting will be required with the student, parent or guardian, the K-8 CCC or 9-12 facilitator and building administrators. The HVA expectations and compact



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...mentary, and building administrators. The IEP expectations and compact
will be reviewed and a plan for daily interventions and monitoring will be
established. If engagement and grades do not improve, the student will be
required to come back on-site.

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



K-8 TRVP: K-8 Tri-Region Virtual teachers will be 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. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.

9-12 VA: Virtual Arkansas 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, REFER STUDENTS TO THE STUDENT INTERVENTION TEAM (STI).

VIRTUAL ARKANSAS HAS WRAP-AROUND SUPPORTS BUILT INTO ITS PROGRAM TO ASSIST STRUGGLING STUDENTS. THESE SUPPORTS INCLUDE A DEDICATED PRINCIPAL, STUDENT SUCCESS COUNSELOR, SPECIAL POPULATIONS COORDINATOR, MATH STUDENT SUCCESS COACH, ELA STUDENT SUCCESS COACH, AND A READING SPECIALIST. VIRTUAL ARKANSAS ENGAGES IN ROBUST INTERVENTION STRATEGIES AND TECHNIQUES THAT ARE EMPLOYED THROUGH THE STUDENT INTERVENTION TEAM (SIT) WHICH MEETS WEEKLY. THIS TEAM REVIEWS STUDENT REFERRALS AND DATA TO DETERMINE NEXT STEPS IN ACCORDANCE WITH APPROPRIATE RTI STRATEGIES.

HVA: The district K-8 CCC will regularly monitor the shared document that includes student attendance, engagement, grades, and wellness information. When the CCC is contacted by TRVP teachers for not showing academic progress through the Tier I and Tier 2 interventions, the CCC will arrange an academic meeting with the TRVP virtual teacher, parent or guardian, the CCC, and building counselor and administrator. Additional interventions may be implemented such as daily check-ins with the K-8 CCC, the student coming on-site for Tier 2 or Tier 3 interventions, or a transition to on-site instruction.

When the district 9-12 facilitator is contacted by VA teachers for not engaging in courses, turning in assignments, or not showing academic progress, an academic meeting will be scheduled with the VA teacher, parent or guardian, the facilitator, and building counselor and administrator. Additional interventions may be implemented such as participating in face-to-face interventions with VA teachers through digital communication, coming on-site for face-to-face interventions, or a transition to on-site instruction.

Virtual students may also receive support from the following support personnel as needed:

Gifted and Talented Director



- Gifted and Talented Director
- Student Services Director
- Special Education Director
- School Counselors
- Highland School-based Health Clinic Coordinator
- Mental Health Coordinator/Therapists

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



HVA: The Highland School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence-based instructional decisions in the best interest of the students.

Kindergarten - 2nd-grade students will complete state-required initial screening assessments on-site up to three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. Students will come on-site three times per year for reading and math i-Ready diagnostic and progress monitoring assessments and the state-mandated Star Literacy/Reading and Star Math assessments.

For students in grades 3-8, the initial screening assessment criteria, as mentioned above for K-2, will be used when needed to identify student deficit areas in grades 3-8. Students will come on-site up to four times per year to complete Star Reading and Star Math assessments and interim assessments. Students will come on-site three times per year to complete reading and math i-Ready diagnostic and progress monitoring assessments.

For students in grades 9-12, the initial screening assessment criteria, as mentioned above for K-2, will be used when needed to identify student deficit areas in grades 9-12. Students will come on-site up to four times per year to complete the Star Reading assessment and interim assessments.

The CCC, dyslexia coordinator, testing coordinator, curriculum specialist, or school counselor will conference over the formative assessment results in order to celebrate success areas and set goals for growth.

Based on individual needs, in extreme circumstances, digital administration of the formative assessments may be administered. In the rare instance a student is administered any district or state formative assessment through a digital format, the testing coordinator and technology department will coordinate the process and be accessible by phone or email to provide technical assistance.

K-8 TRVP: In the K-8 TRVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments (open-ended and multiple choice). Assignments will be aligned to SoR, QuEST, and GPS, and will include recognized assessments such as DIBELS, PAST, etc.

Formative assessments will occur in real-time for all synchronous students. Asynchronous students will be given the same formative assessments and will be monitored on a regular basis to ensure that students' understanding and needs are being met. Based on the results of routine formative



and needs are being met. Based on the results of routine formative assessments, the teachers will determine students' needs and how to best meet those needs through practices such as additional small group work, re-teaching core content, and modifications of tasks to promote mastery.

9-12 VA: Virtual Arkansas 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.

HVA: The TRVP CCC and VA facilitator will monitor student progress. Students and/or parents will receive communication through texts, emails, phone calls, or video communication if adequate progress is not achieved.



K-8 TRVP: The K-8 TRVP provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow up with appropriate school district procedures.

9-12 VA: 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 SPECIFIC ACCOMMODATIONS AS DESCRIBED IN THE VIRTUAL ARKANSAS ACCOMMODATION GUIDE. VIRTUAL ARKANSAS EMPLOYS A DYSLEXIA-CERTIFIED READING SPECIALIST AND A SPECIAL POPULATION COORDINATOR TO PROVIDE ADDITIONAL INTERVENTIONS AND SUPPORT TO STUDENTS WHO HAVE BEEN IDENTIFIED AS DYSLEXIC.

HVA: The district will ensure dyslexia law requirements are met for on-site and virtual learners. Also, the district will adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format. All HVA students in grades K-2 will come on-site for the state-required initial screeners to identify students who may demonstrate characteristics of dyslexia (COD). HVA students in grades 3-12 experiencing reading difficulty as noted by a classroom teacher, will also come on-site for screeners to identify students who may demonstrate COD. For older students in grades 7 and above, using performance on standardized assessments, such as ACT and ACT Aspire, in conjunction with the initial screeners, allow a comparison of the student's performance on the individual components to other students of the same age and grade. Other data that will be considered includes, but not limited to, the educational history of the student and any other curriculum-based reading assessments such as STAR Literacy and i-Ready reading diagnostics, etc.

If the HVA student is unable to come on-site to participate in the screening process, the Dyslexia Coordinator and school-based decision-making team in conjunction with the parent will meet to discuss other delivery options via zoom, google classroom, etc.

Performance on initial screeners will be reviewed by the dyslexia services coordinator and school-based decision-making team. If evidence of reading difficulties are present that warrant further investigation to determine if COD is present, then parental permission will be obtained at that point for further screenings to be conducted. The HVA student will be asked to come on-site so that a Level I or Level II screener may be completed to determine if characteristics of dyslexia are present.

Level I screening assessments will include the following components:

- Phonological and phonemic awareness
- Sound-symbol recognition



Sound symbol recognition

Alphabet knowledge

Decoding skills

Rapid naming

Encoding skills

Assessments given for Level II screenings are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia.

Level II screening assessments will assess the following skills:

Phonological awareness

Rapid naming

Word reading

Decoding

Fluency

Spelling

Reading comprehension

If the Level I or Level II dyslexia screening conducted by the school district indicates a student exhibits characteristics of dyslexia are present, the student shall be considered to have met the typical profile of a student with dyslexia. Results will be shared with the parent and the student will then be provided the necessary accommodations under Section 504 of the Rehabilitation Act and will be provided intervention services using one of the state-approved dyslexia intervention programs that are currently in use by the district. A schedule will then be assigned by the dyslexia services coordinator for the HVA student to come on-site to receive dyslexia intervention services. If the student is unable to come on-site for regularly scheduled intervention services, the dyslexia coordinator, and school-based decision-making team in conjunction with the parent will meet to discuss other delivery options via zoom, google classroom, etc.

Specific dyslexia interventions will be provided through the dyslexia intervention program via the highly trained dyslexia interventionists and supervised by the Highland School District Dyslexia Services Coordinator. The Highland district currently uses The Barton Reading and Spelling System and Connections OG in 3D for dyslexia intervention with students. All of the interventionists providing services to students who display COD are highly trained in accordance and guidelines of the specific dyslexia intervention program being provided to that student so as to maintain the fidelity of use of that particular intervention program developers.

Highland School District employs six dyslexia interventionists under the supervision of the dyslexia coordinator to provide dyslexia intervention services to students with COD. The dyslexia coordinator serves as the district's dyslexia contact and administers and analyzes results from all of the initial, Level I or Level II screeners to determine if COD are present and works with the school-based decision-making team to best determine the



works with the school based decision making team to best determine the educational needs for that student.

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



K-8 TRVP: WEEKLY GT LESSONS WILL BE PROVIDED SYNCHRONOUSLY FOR K-3 GRADERS. ONE METHOD OF REFERRAL FROM TRI-REGION WILL BE BASED ON TEACHER OBSERVATION DURING THE SYNCHRONOUS LESSONS.

9-12 VA: All current 9-12 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. 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. Students have access to twenty advanced placement courses and seventeen concurrent credit through VA.

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.

HVA: The district will ensure all GT program approval standards are met for virtual learners. The Highland School District gifted program will provide the following options to K-12 students who have opted for a full-time virtual program.

- K-4 whole group enrichment students will receive weekly services through lessons that are posted on the HIGATE (Highland Gifted and Talented Education) Google site.
- Identified students in grades 4-6 will receive weekly services through lessons that are posted in Google Classroom and through Google Meet sessions. (The district begins identifying GT students at the end of the third grade.)
- Identified students in grades 9-12 will receive monthly services through activities and information posted in Google Classroom.

All options above are provided by a licensed gifted and talented teacher. Seven through 12th grade-level teachers have been trained in GT Secondary Content, PreAP, or AP. Documentation of student services will be provided as evidence of compliance.

The district will solicit referrals for GT from the virtual teachers and follow its



The district will select referrals for GT from the virtual teachers and follow its procedures for determining the most appropriate placement for students. Referrals will come from other sources such as students, parents, or self-referrals and will be processed in accordance with the district's GT identification and placement procedures.

In April, the district will send out the following message through its text-messaging system to all 3rd through 11th-grade parents of on-site and virtual students.

The Highland Gifted and Talented Program (HIGATE) is currently accepting referrals for students to participate in the Highland School District Gifted & Talented Program. The program is designed to serve high potential students who demonstrate above average 1) intellectual ability, 2) task commitment and/or motivation, and 3) creativity. The process is non-discriminatory and open to all students. If you would like to refer a student for testing, please email teresa.flynn@highlandrebels.org. The deadline for referrals is ...



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

HVA: The district will ensure all requirements of the District English Learner Plan are met for on-site and virtual learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand. The district will share all ELL accommodations with TRVP and VA. The district will regularly communicate with TRVP and VA regarding ELL students' progress and make any necessary adjustments to needed accommodations and supports.

K-8 TRVP: K-8 TRVP teachers will provide all accommodations and modifications as stated on LPACS.

9-12 VA: All ELL accommodations are determined by the districts' LPACS 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 integrated support. 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.



HVA: The district will ensure special education services will follow all rules and regulations for virtual students. Every HVA student with an IEP will be assigned one or more district special education teachers in addition to his or her TRVP and VA virtual general education teachers. HVA will share IEP information with TRVP and VA virtual general education teachers.

The district special education teachers will be available to assist the TRVP and VA general education teachers with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

The district special education teachers will provide direct instruction to HVA students according to the student's IEP on-site or through video communication if students are unable to be on-site.

Related service providers, such as speech, physical, and occupational therapists, will facilitate services for students with an IEP on-site. If the student is unable to receive these services on-site, the providers will utilize Google Classroom and provide related service activities with instructions to the parents.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone or online session at least once each year for the IEP meeting.

Referral and Initial Placement conferences will be conducted on-site. Student evaluations will be conducted on-site due to validity requirements.

At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals.

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

HVA special education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.

K-8 TRVP: K-8 TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.

9-12 VA: Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Highland 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



appropriate 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. The information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students' IEPs. 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.



K-8 TRVP: Assisted technology will be utilized as necessary for student achievement or to meet 504 plans and IEPs.

9-12 VA: 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.

THE COURSE SYLLABUS INCLUDES VPAT (VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE) STATEMENTS FOR EACH OF THE DIGITAL PRODUCTS IN THE COURSE.

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.

HVA: District special education teachers will utilize and assist general education teachers with assisted technology and digital accommodations for students with IEPs. The accommodations may be interactive video tutorials, narrated text, concept maps, digital slide presentations, use of images, and online tools, such as an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

Teacher Supports

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



HVA: Highland Virtual Academy

TRVP: Tri-Region Virtual Program - GRADES K-8

VA: Virtual Arkansas - GRADES 9-12

K-8 TRVP: The K-8 TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperative is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Training sessions focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and DIGITAL LEARNING UNIT specialists at each co-op, continuous professional development will be available to all TRVP teachers.

9-12 VA: Highland 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 issues.

As part of the Professional Learning Community process, VA 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?

K-8 TRVP: The K-8 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

9-12 VA: Highland 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 a curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards.

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. ADDITIONALLY, TEACHERS RECEIVE TRAINING THAT INCLUDES GUIDES FOR RECOMMENDED PACING, ADDING SUPPLEMENTAL CONTENT, AND NAVIGATING THE PLATFORM.

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 the 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.

HVA: Highland Virtual Academy

TRVP: Tri-Region Virtual Program - GRADES K-8

VA: Virtual Arkansas - GRADES 9-12

HVA: In order to ensure all digital learners have equitable access to virtual instruction, HVA provides every student, regardless of living situations, with a Chromebook and charger, and if necessary, a mobile hotspot to access the internet.

The district and Rowdy's House provide basic needs such as clothing, food, and school supplies to remove barriers to student learning.

The Director of Student Services serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students (poverty, homelessness, migrant, foster care, and military-connected students).

Additionally, the district will use the following measures to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc., along with utilizing the for student support and intervention.

K-8 TRVP: The local school/district will provide all appropriate testing and support services for all students. Virtual 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.



HVA: Summative ACT and ACT Aspire assessments will be administered on-site.

Parents will be notified of on-site testing requirements during student enrollment and registration. Student/family refusal to test on-site may result in denied enrollment in the virtual academy.

Students will test on-site per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the district test coordinator. Virtual students will test as a cohort and may test at the same time as on-site students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment will be communicated in advance to give families adequate time to plan.

Device updates for virtual students are pushed out via Chrome management and devices will update when powered off and on again, as long as they are connected to the internet (whether at home or at school). This ensures that student devices are ready for on-site testing.

K-8 TRVP: All virtual students will be required to participate in statewide summative assessments 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. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.

9-12 VA: Virtual Arkansas requires trained proctors for major assessments. Highland School District's plan for students to take proctored assessments includes:

- Students will come on-site or take it virtually if absolutely necessary.

- Students will be given a code to log in to the assessment.

- Students will be monitored by the 9-12 VA lab facilitator on-site or through Zoom.

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.



HVA: The effectiveness of the HVA will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as i-Ready, Star Literacy and Math, and ACT Aspire.

The K-8 CCC and 9-12 facilitator in collaboration with TRVP and VA will identify students receiving D/F grades to determine instructional next steps and to monitor student progress toward meeting graduation requirements.

Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within the academy, what needs improvement, etc. The K-8 CCC, 9-12 facilitator, and building administrators will also use data and feedback collected from TRVP, VA, and students and families.

The K-8 CCC, 9-12 facilitator, TRVP and VA facilitators, and building administrators will meet at least once each month to work collaboratively to improve student outcomes across the district.

K-8 TRVP: TRVP will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.

9-12 VA: 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 9-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principals in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with the 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.

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)



HVA: The district will facilitate an on-site orientation for HVA students and families to provide the following:

- An overview of HVA, TRVP, and VA expectations and guidelines
- Hand out Chromebooks, internet devices, if needed, instructional materials and supplies
- Training on how to navigate the learning management systems and content management systems (Google Classroom and Canvas)
- Strategies on how to be successful with online learning
- Meet the K-8 CCC and 9-12 facilitator

Parents of K-8 students will have access to the Home Access Center and parents of 9-12 students will have access to the Canvas LMS app. HVA will provide parents with progress reports, and parents are encouraged to participate in parent/teacher conferences conducted each semester. HVA will maintain a website and publish important information and updates for students and parents, TRVP and VA.

At any point during the school year, parents may contact the K-8 CCC or 9-12 facilitator or building administrators for individual assistance with digital learning tools, academics, or student support services.

K-8 TRVP: All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. 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. Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

9-12 VA: 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 student's 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.



Provide the URL to evidence of the local school board's approval of the waiver request(s). <https://bit.ly/3u0J3rW>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). <https://bit.ly/3u0J3rW>

Policies

Please provide a link (URL) to the attendance policy for digital learning students. <https://bit.ly/3u0J3rW>

Please provide a link (URL) to the discipline policy for digital learning students. <https://bit.ly/3u0J3rW>

Please provide a link (URL) to the grading policy for digital learning students. <https://bit.ly/3u0J3rW>

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