



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**



Valley Springs School District (0505000)

School Year 2021-2022

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

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

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

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

**District:**

**LEA #:** 0505000

**Superintendent:** Kyle Mallett

**Email:** kmallett@valley.k12.ar.us

**Phone:** (870) 302-3047

**Duration Requested (not to exceed five years):** 5 Years  
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0505027 - Valley Springs High School	Grades 7-12	Asynchronous	Blended (Hybrid)	LMS
0505028 - Valley Springs Middle School		Synchronous		



Waivers

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

6-18-  
213(a)(2)



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>One of the purposes of the Valley Springs Digital program will be to provide students with the same quality education that they would receive on campus but in a more flexible setting.</p> <p>We are requesting an attendance waiver because some instruction will be asynchronous, which means students will not be in attendance onsite for the usual amount of time. This will allow flexibility in the time of instruction.</p> <p>A student's attendance will be based on whether or not they stay engaged in the learning. This engagement will include the requirement that the student logs into the learning management system and completes the work by the specified date. Adjustments will be made in the event that a student has an IEP or 504 plan.</p> <p>If a student is chronically absent, i.e. not logging into Canvas and having regular meetings with their digital liaison and teachers, then the student will be required to come back into onsite instruction.</p> <p>In addition, the student will check in with their digital learning liaison at a minimum of once per week.</p> <p>In the event that an AMI is required, the digital student will complete their work through the LMS as detailed in the AMI plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	We will not be seeking this waiver.
<b>Teaching Load</b> Number of students:  Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We will not be seeking this waiver



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	In the case where a student is considered virtual/remote, the student would not be required to be on their computer the entire six hour instructional day. The students will have the flexibility to receive their education in the way that works best for them, while at the same time still receiving a high quality education. The students will be required to complete assignments on time, log into the LMS daily, and check in with their digital liaison at a minimum of once per week.
<b>Clock Hours</b>	1-A.2			



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Students in the virtual/blended environment will have the ability to work at their own pace and time. The students will be required to log into the LMS and interact with their teachers everyday, but this instruction will not consume their entire day. They will not follow the same clock schedule as a student that is receiving their instruction onsite.</p> <p>The students will be working both synchronously and asynchronously on their assignments. Other than the required meeting times, the student will have the flexibility to complete their assignments on their own time, place, and pace.</p>
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	We will not be seeking this waiver.



## Digital Model

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

### Interaction / Delivery

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



The goal of the Valley Springs Virtual Valley program is to continue to provide our students with a high level education, just in an alternative location. This location will give the students to complete assignments at their own time, place, and pace.

Both synchronous and asynchronous instruction will take place in a true hybrid or blended model, expectations are dependent on the teacher and course. For example: in Personal communications, the students participate in synchronous and asynchronous instruction, logging in for class time several days a week, presenting live speeches through Google Meets to the class and working independently through the LMS on other days. In Economics, the curriculum is all uploaded into the LMS and students can work at their own pace.

Any student wishing to take courses through Virtual Valley, will use the blended learning format with a combination of onsite and remote learning. In addition to logging on daily, students will be required to attend at least one live session (such as a Zoom, Google meet, or onsite instruction) each week. Students will be required to take all exams onsite and will be required to see instructors onsite and face-to-face at least twice a month. In this way, we can monitor student progress, food needs, and technology access. If a student is unable to take tests online and adequate alternative arrangements made, then this could result in the student having to return to onsite instruction.

The content loaded into Canvas will be a combination of classwork and teacher videos. The teachers are equipped to upload pre recorded videos into the LMS. In addition, there will be mandatory times where the students will be in a Google Meet with the teacher to discuss specific lessons. This will give the student individual feedback as well as allow the teacher to check on the wellbeing of the student.

All parents and students are required to attend an orientation at the beginning of the year. Staff are on hand to help create student and parent observer accounts and give them an overview of the LMS. We will keep them updated through emails and social media posts. Students will be required to attend onsite instruction for the first two weeks of classes to build that foundational rapport with teachers and classmates.

In addition, in the event that a student's grades begin to drop or engagement for three days doesn't occur, then the digital liaison and principal will be in contact with the parent. At this meeting, they will discuss the possibility of the student coming back on campus if the situation doesn't improve.

Frequent surveys will be sent to both the virtual students and parents to gather information on how the program is going and make changes if needed.





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



We want to offer the most flexibility to our students and parents, therefore, we will be offering a blended model. We have implemented the blended model this year and our students have been successful with this model. It offers them the flexibility to pursue both college and career goals while at the same time as completing high school. The blended model offers teachers the flexibility and time to support their work with the digital learning environment. The blended model allows the school district to use our human resources most efficiently.

Most of the courses will be created by the Valley Springs staff. In the event that the student wishes to take a course that we do not offer, then some courses will be provided by Virtual Arkansas. If a student chooses one of these courses, then the students would be remote learners. Students may work from home or may be assigned to study hall during the school day to work on the VA course.

The student's instruction will come from asynchronous lessons posted to Canvas, synchronous digital instruction, and synchronous onsite instruction. Students will be required to take all summative exams onsite and will be required to meet with instructors onsite and face-to-face at least twice a month. In addition, virtual students will have the ability to participate in all extracurricular activities.

Teachers and students are expected to interact daily. Parents are notified when a student does not log in to the LMS for 3 days in a row. In addition to uploading daily lessons, teachers are expected to post one video or host 1 zoom session each week, to support students in working through the digital content. Teachers are available each day from 7:30-4pm to respond to emails, phone calls, etc. Our policy states that a student must maintain a 70% in all courses to remain Virtual. If the student's grade remains below 70% for the 9 weeks, they will have 2 weeks to bring the grade back above 70%. If they are unable to bring the grade up to a 70% at that point, they will be required to return to campus for onsite instruction.



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.

Most of our staff will be focused solely on onsite instruction. The teachers who will be teaching our remote students will perform a dual function. We will limit the number of remote students they are instructing as well as their onsite students.

If a teacher has a virtual class, then they will be given a digital period during the day to work synchronously with their remote students. The teacher will have both remote and in-person classes during the school day, but will not have to instruct both at the same time.

Virtual Valley teachers will have the virtual classes built into their daily schedules which will provide them with the necessary planning time. This will also provide time for them to meet with students virtually and in person, as well as provide time for onsite exams. Teachers will be expected to host live sessions weekly and promptly record grades and attendance.

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



Students will be expected to attend onsite classes for the first 10 days of class each semester in order to build rapport and set expectations and ensure their success with Canvas and other digital elements. Students will be expected to log in to each class, each day and respond to announcements and messages. Students and teachers are expected to check their school email account daily.

Teachers and students are expected to interact weekly. Parents are notified when a student does not log in to the LMS for 3 days in a row. In addition to uploading daily lessons, teachers are expected to post one video or host 1 zoom session each week, to support students in working through the digital content. Teachers are available each day from 7:30-4pm to respond to emails, phone calls, etc. Our policy states that a student must maintain a 70% in all courses to remain Virtual. If the student's grades fall below 70%, the parent, teacher, and student have a meeting either virtually or onsite. If the student's grade remains below 70% for the 9 weeks, they will have 2 weeks to bring the grade back above 70%. If they are unable to bring the grade up to a 70% at that point, they will be required to return to campus for onsite instruction.

In addition, each student will be assigned a digital liaison to answer any questions not coursework related. This will allow them to inform the school if they have other needs or difficulties that the school needs to address to help them be successful.

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?

We will not be asking for class size waivers. We will monitor a teacher's class load and not allow it to exceed the maximum number. We are limiting the number of students who will be enrolled in Virtual Valley.

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?

We will not be seeking this waiver. We are limiting the number of students who will be enrolled in Virtual Valley.

## Technology / Platforms



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

Our school has adopted Canvas as our LMS last school year. Our local community college (NAC) and Virtual Arkansas, both use Canvas which allows our students to transition smoothly. Teachers can create their own content and easily collect data and monitor student engagement. In the event that a student wants to enroll in a course that we do not offer, then we will pay for them to take a course through Virtual Arkansas or our local community college. In addition, we are a google school. Teachers may also use google classroom and google drive to store and upload content. In addition, our school has purchased GoGuardian to monitor student engagement and online interactions.

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.

A small group of innovative teachers in our district have been working toward a vision for digital curriculum and flexible scheduling for the last several years. Teachers started with the flipped classroom model and slowly began to upload lessons and lectures. In this way, our teachers have been working on their content for some time. Those teachers with Virtual Valley courses have volunteered to do this. Therefore, a majority of our classes will be created and taught by our staff. The digital content will be posted in our LMS Canvas daily.

However, if a student chooses to enroll in a class that we do not offer, then we will pay for them to take the course through Virtual Arkansas. In addition, Valley Springs has a long history of partnering with Arkansas Tech University (through Virtual Arkansas) and North Arkansas College to provide online concurrent credit classes for our students. With the rollout of the Arkansas Concurrent Challenge Scholarship (Act 456) this option is now readily available for a larger segment of our population.

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.

Each student is issued a Chromebook and a hotspot if needed. These Chromebooks each have an audio component as well as a web camera. Teachers are issued a laptop to use for their job. These computers have the capability of recording lessons, video teaching, as well as an audio component. Teachers will use Google Meets and Zoom to conduct their synchronous learning. In addition, to capture and upload their lessons, teachers have the option to use screencastify.

If a student requires services such as speech, dyslexia intervention, or any other support, then these services can be completed online with their Chromebook.



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.

Next year, each student in grades 5-12 will be issued a Chromebook. The students will have access to this Chromebook the entire school year. If a student does not have internet at home, they can check out a hotspot from the school to use at home. In addition, the school has multiple outside Wi-Fi hotspots on campus for student use outside of school hours. Furthermore, we have partnered with members of the community who have opened up their business Wi-Fi to allow our students to use 24 hours a day. We also have a room on campus for them to come during the school day to complete their work.

## 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.



At the beginning of the school year, all parents and students are required to attend an orientation at the beginning of the year. Staff are on hand to help create student and parent observer accounts and give them an overview of the Canvas platform. During this meeting, the students and parents will be given the expectations of Virtual Valley and provided with email address and phone numbers for support. This support will be continuous throughout the school year. We will keep them updated through emails and social media posts. Students will be required to attend onsite instruction for the first two weeks of classes to build that foundational rapport with teachers and classmates.

Each digital student will be assigned a school digital liaison that will meet with the digital students a minimum of weekly to check the student's wellness, safety, and ability of the student to continue to be a digital student. There will also be times during the semester that the student will have to come and have a face to face meeting with their mentor. Each of our students will have access to our counselors, mental health therapists, and any other services that they require. In addition, the Valley Springs School District has purchased GoGurdian which is an online system that monitors student internet activity and filters the web content that they can access.

If a student requires necessary items such as weekly food bags, hygiene products, internet hotspot, or other items then this will be provided by the school at no cost to the student.

If a student exhibits a lack of student/liaison/teacher interaction, then the school counselor, school principal, and school resource officer will make a home visit to check on the wellbeing of the student.



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.

Canvas and Go Guardian have tools to monitor engagement. We can run analytical reports that catalog all student and teacher interaction. It also logs the amount of time that a student is engaged in the lessons.

Teachers and students will be in daily communication. Furthermore, each of the students will be assigned a digital liaison to communicate with at a minimum of once weekly. This liaison will speak with the student about academics but also how they are doing and if they need any necessary items such as food.

Teachers email, call, then pass on non-engagement to the principal. The principal will then try to make contact with the parents and student. If this step is not successful, then the principal and school resource officer will make a home visit.

Our policy requires the students log in during a class time to monitor progress. If a student does not engage or is not successful, then the school can revoke the students privilege to complete remote instruction.

Each of these steps will be documented and the initial contract will be referenced as necessary.

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





If a student is virtual, then they will have to be assessed just like our onsite students. This assessment will be completed on site and in person. The data from these screening tools will then be analyzed to determine if a student needs to access our RTI model. If the student requires these services, then they will either meet with our interventionist teacher virtually or onsite in a secure location. Enrichment activities will also be given to help the student progress in their area of weakness. These enrichment activities will be uploaded in Canvas. Also, synchronous instruction will be required either virtually or onsite to fill in the missing gaps in the student's education. These gaps will be determined by analyzing test data and other periodic assessments throughout the school year.

All services provided through special education, speech therapy, OT/PT, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely. We will also offer these services onsite based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments.

If a student continues to struggle in some areas, then we will offer them onsite after school tutoring in a secure location.

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

We will continue to administer the Act aspire interim, STAR, and the ACT Aspire Summative testing on site. Students will schedule a time to come and take this test in our testing center. The student will be housed with a teacher and only 1-3 other students. If a parent does not want to bring their child on campus to test, this could result in the student being required to return to onsite learning and disqualify them from participating in virtual learning the following year. Before this occurred, a meeting would be set up with the District Testing Coordinator, the principal, and the parent.

At Valley Springs, we allow our students to take quizzes online at home, however they may be required to come onsite to take unit or semester tests.



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

The Valley Springs School District is committed to ensuring that all students receive an education that meets their individual needs. The district will ensure that dyslexia law requirements will be met in our virtual setting.

Students who show signs of dyslexia will be referred to the District Dyslexia Specialist and will need to come onsite for screenings. While we understand that the best place for struggling readers is onsite, we also understand that participating in interventions should not limit the student's access to virtual learning at the high school level. Those students requiring Dyslexia interventions would be enrolled in the Academic Reading Course. Virtual students enrolled in Academic reading would need to zoom in during class time each day. We will be using the Take Flight curriculum which requires 45 minutes/5 days a week. If a student is absent the teacher (who is a trained interventionist) will schedule a separate zoom session to make up the time and ensure that the student gets the required time in for the week. We will have a "take home" packet available with manipulatives and a workbook, so that virtual students will have the necessary supplies at home to complete the work.

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

In grades 9-12, GT students are mainly served through the AP and Pre-AP courses. In addition, the GT coordinator has digital content for them to complete to enhance enrichment. This work will primarily occur asynchronously but at times, synchronous instruction will be required. Students may also Zoom in with other GT students during the time for HS GT pull outs... this will allow them to work synchronously on group projects or practice for quiz bowl, etc.

Classroom teachers are also available to work with students or mentor them through an independent research project, if needed. The AP and Pre-AP lessons will be created in a partnership between the classroom teacher and the GT coordinator.

Students will be selected to enroll in the GT program in the same manner in which onsite students are chosen. Meetings will periodically take place onsite to ensure that students' individual needs are being met.

The district will ensure that GT Program Approval Standards are met for both virtual and onsite students.



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

Canvas gives us the ability to create our own courses. Our ESL Instructor will set up courses and embed coursework for the students to complete. The assignments will focus on ESL supports. The student will receive ESOL support at a minimum of two days per week. The ESL instructor will work in conjunction with the classroom teacher to provide assignments based on the student's ability and goals for growth.

Students will also be required to communicate and meet both digitally and in person with our ESL Coordinator.

All LPAC plan requirements will be met for digital learners. This will be ensured by the ESL Coordinator as well as the ESL Instructor.

Students will come on site for their ELPA 21 testing.

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



Upon acceptance into the virtual learning program, special education and related services will be provided to the digital learning students as indicated on the student's Individualized Education Plan (IEP) in accordance with IDEA and DESE rules and regulations. IEPs for digital learners will be developed with a variety of digital delivery methods in mind. Goals, objectives, accommodations, modifications, and testing procedures will be calibrated for students to make meaningful programs in light of their circumstances through digital learning. Each campus will have a designated virtual SPED teacher. This teacher will be part of the instructional team and will collaborate with virtual teachers to assist in implementing the accommodations/modifications necessary for that student based on their IEP. Student progress will be monitored closely, and lack of progress will trigger an IEP conference to convene. This plan will address how the student's services will change due to instruction at home. In this the plan, the Present Level of Performance, Goals, Special Factors, Modifications, Special Education Platform, Services, Related Services, and Progress Monitoring are addressed individually on each specific student and how those areas will change if the student participates in school from home. As for the platform and how those minutes will be served, options include live Google Meet lessons, coursework in Canvas, pre-recorded lessons uploaded to Canvas, paper/book, phone calls, and emails. General education teachers are provided with modifications that need to be provided remotely. The special education teacher communicates on a regular basis with general education teachers to monitor student progress in general education classes taken remotely.

Our Virtual Learning environment will focus on ensuring that all accommodations are met on the students IEP in the digital setting. Coursework and lessons will be modified as new needs arise.

When accommodating for special education students, the Valley Springs teachers will focus on the following practices:

- Engaging students through video or phone conference (Individual sessions and group sessions)
- Bringing students on campus once a week
- Contacting students and/or parents regularly
- Offering flexible hours
- Offering flexible modes of communication
- Providing district provided internet
- Providing district provided technology
- Creating paper packets, activities, and/or task boxes for those not able to access technology
- Simplifying learning tools
- Monitoring goal and academic progress through teacher created activities
- Aiding general education teachers with assignment ideas that meet IEP modifications/accommodations
- Periodic formative assessments

If possible, evaluations and conferences will be hosted onsite for digital learners. If this is not possible, then we will set up a Google Meet with the parent and student. The parent would then be mailed a certified copy of the



parent and student. The parent would then be mailed a certified copy of the paperwork and notes from the meeting.

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.

Each one of our teachers is issued a laptop instead of a desktop computer. They have the ability to take this device home or to another location if needed. They will also be given either extra planning time or a period to conduct synchronous education of our remote students. We also have incorporated practices such as a flexible Friday schedule in addition to our early dismissal monthly on Wednesdays.

Some of the accommodations that will be offered to the students may include, digital copies of notes, the use of the Google Suite, internet, hotspot, extended time on assignments, text to speech, and many other resources.

To ease the transition to teaching digitally, we have purchased services to help smooth the process. We purchased Kami, which converts any digital document to an editable document. We purchased Canvas as our LMS K-12 to ensure that our teachers and students have a central location for assignments. We are a Google School, which gives us access to all of Google amenities. We have purchased a Turn it in to help stop plagiarism.

## Teacher Supports



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

Professional development on Canvas, Google Suite, Kami, Turn it in, and teaching in the digital age.

Teachers all have laptops, in addition to technology in the classroom

Two teachers at each school are paid a stipend to be Canvas experts and help with tech issues.

Two full time tech support personnel to help with hardware/software/internet issues

Teachers have been allowed to check out hotspots if they don't have good connectivity at home.

We will also be utilizing Team Digital to ensure that our teachers have the skill set needed to teach our remote students effectively.

If a student chooses to enroll in a class that we don't offer, then they will be enrolled in Virtual Arkansas or a course in our local community college.

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?

We began the process of implementing Virtual Valley or Virtual learning three years ago. We have 5 teachers that have taken the time to build their own courses through Google Classroom. These teachers are constantly working on these courses and they are now all hosted on Canvas. The teachers also have access to the Canvas library of courses to find new innovative techniques and lessons to add to their course. The teachers will also have access to our Team Digital representative. We have also partnered with our local Educational Cooperative to host professional development for our teachers.

Virtual Valley teachers will have the virtual classes built into their daily schedules which will provide them with the necessary planning time. This will also provide time for them to meet with students virtually and in person, as well as provide time for onsite exams. Teachers will be expected to host live sessions weekly and promptly record grades and attendance.

## 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.

To ensure that each student has equitable access to opportunities for success, each of our students have been issued a Chromebook to use at their home. We have also purchased hotspots for our students if they do not have internet access at home. These can be checked out at any time. We have partnered with community businesses that allow our students to access their Wi-Fi internet free of charge. We have a list of these locations. In addition, on campus we have added outdoor access points for our students to access the internet. This is free and open 24 hours a day, 7 days a week, 365 days a year. Each week we have our cafeteria provide food bags for our students that need it. We are continually updating this list to ensure that we are meeting the needs of all of our students. We also have a food pantry for our students to access as well.

If a student requires services such as special education, speech, OT/PT, ESL, 504, GT, school based mental health, they will still be able to receive all of these services. These services could be done digitally, onsite, or a blend of both.

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.

Testing is a vital part to our success at Valley Springs. Therefore, it will be a requirement that students come on campus to take their statewide summative assessments. In addition, we have created a testing center on campus. This center is where the students can take their tests safely. They will come in small groups to take this test. If a parent does not want to bring their child on campus to test, this could result in the student being required to return to onsite learning and disqualify them from participating in virtual learning the following year. Before this occurred, a meeting would be set up with the District Testing Coordinator, the principal, and the parent.

This is part of the orientation and the digital learning contract that parents and students sign at the beginning of the school year. We then remind them quarterly with emails, social media posts, and letters that are mailed home with report cards.



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.

Once a 9 weeks we will gather data on the effectiveness or ineffectiveness of our digital program. We will gather data from teachers, students, and parental surveys. The data will be reviewed by the Superintendent, Curriculum Director, High School Principal, Middle School Principal, and lead teachers. This data will then be used to make tweaks to our current programming. Our teachers will be in constant communication with the students and parents enrolled in Virtual Valley. Each student will also be assigned a digital liaison to meet with on a weekly basis. This meeting will consist of gathering vital information to make Virtual Valley successful. Parents will be encouraged to attend some of these meetings. Furthermore, we will use summative assessments in addition to classwork to determine the effectiveness of both the students in Virtual Valley as well as 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 and students are required to attend an orientation at the beginning of the year. Staff are on hand to help create student and parent observer accounts and give them an overview of the LMS. We will keep them updated through emails and social media posts. Students will be required to attend onsite instruction for the first two weeks of classes to build that foundational rapport with teachers and classmates.

Tutorial videos will be placed on our website under our digital learning tab for the 2021-22 school year. This is a place where we will house all information relating to Virtual Valley. In addition, we will place literature regarding digital learning and engagement in this section of our website.

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

The board approved our digital learning plan on 3/16/21 at our regular school bo

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

The following survey was sent out to all current virtual students and parents. Th

## Policies

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

In virtual learning, engagement equals attendance. Virtual students are expecte





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

All current discipline policies as outlined in the VSMS and VSHS handbooks appl

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

From the handbook: GRADING, TESTING, AND GRADE REPORTING Virtual Valley

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