



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Dover School District (5802000)

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 #: 5802000

Superintendent: Joshua Daniels

Email: josh.daniels@doverschools.net

Phone: (479) 331-2916

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
5802008 - Dover Middle School 5802006 - Dover High School	5802009 - Dover Elementary School K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
5802009 - Dover Elementary School 5802006 - Dover High School	5802008 - Dover Middle School K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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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>We are applying for the attendance waiver for K-12.</p> <p>Grades K-6: Yes. Digital learning gives students and their families flexibility of time and place for learning. Student attendance in Arkansas River Co-op Virtual is based on activity performed during the week. Special attendance consideration is given to students working at an accelerated pace. Teachers will continue to record attendance in eSchool based on students making adequate progress in their courses. . District policies and practices regarding student absences apply to virtual academy students. Chronic absenteeism may result in a recommendation to return to onsite instruction per Dover Virtual MOU or a referral to the juvenile court for additional services. With regard for student safety and virtual attendance capabilities, a daily attendance and absence report for each student may not be necessary in order to promote a productive and educationally rigorous curriculum and student performance.</p> <p>Grades 7-12: Yes. Our district facilitator will utilize the Power Panel to monitor student activity and attendance through Canvas. Virtual Arkansas staff's policy is that as long as students are working along in their course and making progress, they recommend they be counted present for attendance.</p>



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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are not requesting additional waivers for class size. The class size waiver will not be needed in K-6. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms.</p> <p>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:</p> <p>https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf , and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load:</p> <p>http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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; 6-16-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>K-12</p> <p>YES, in order to properly facilitate our digital students in an asynchronous curriculum we ask to waive the Six Hour Instructional Day for virtual/remote students because virtual students may have more control over the pace of their coursework than those engaged in onsite learning. Virtual students may work at an accelerated pace, completing multiple assignments in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work more some days and work less other days.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>K-12</p> <p>YES, in order to facilitate our virtual students in asynchronous curriculum, subject matter competency and mastery of grade level standards may not require 120 clock hours. Some students may require longer and some shorter to complete their coursework. Instructional facilitator's goal will be to help students to master the standards; the time that takes may vary with each student.</p>
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>K-6</p> <p>YES, in facilitating our virtual students, we will encourage students to engage in supervised, unstructured social time, free play and vigorous activity scheduled as part of the day; however given the nature of virtual school, it would not be possible for teachers to make sure this takes place.</p> <p>Recess is not applicable for 7-12 requirements.</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.



The Dover School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our school's academy or virtual option. ARESK will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the Connection Coach:

[https://docs.google.com/document/d/1-](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

[RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

that will serve as the liaison for virtual families, ARESK, and the District. The District will work hand-in-hand with ARESK to serve the needs of every virtual student.

A combination of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers: https://docs.google.com/document/d/1lpvdA-KJQzyuVlJk4B_7Qle9Rp7kt-oB96kJusr8hvM/edit?usp=sharing and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature 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 content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Virtual Paraprofessionals:

https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVlfq_A2AN3ER3UIYfE/edit?usp=sharing

will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. In order to meet the requirements of K-2 R.I.S.E, virtual students will meet through required asynchronous and synchronous sessions daily to address key elements such as: phoneme awareness, decoding, and vocabulary. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged) 2) Yellow (has fallen below the threshold in



pace, or target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the Virtual Campus Coordinator:

<https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing> and the District Connection Coach:

[https://docs.google.com/document/d/1-](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

[RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.

Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student.

Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

Whole group

Small group

One-on-one

Hands-on projects

Cooperative learning

Collaborative projects

Independent projects

Choice of assignments

Activities that encourage student's voice

Daily and weekly progress monitoring

Science of reading

Point-in-time intervention

Enrichment opportunities

Math quest

Grasping phenomenal science

Virtual office hours for support



Virtual office hours for support

Educational games

Interactive online quizzes

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



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-6: The Dover School District will partner with Arkansas River Co-op to administer DESE approved virtual provider Edgenuity LMS, to provide a fully online learning experience for its students. Students working during asynchronous learning times have control over the pace, place, and time they are completing assignments. Certified teachers employed by Arkansas River Co-op will provide Dover students both synchronous and asynchronous learning opportunities. Scheduled Zoom or Google Meet sessions will allow for synchronous learning. All learning and instruction will be virtual, including specialized support provided by Dover Schools such as GT, ELL, Dyslexia, and/or Counseling services. Students will be required to come on site for specific assessments and state mandated testing.

7-12: The Dover School District will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.



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-6: Dover School District will use Arkansas River Co-op for delivery of instruction for students K-6 grade that are 100% virtual. Arkansas River Co-op will provide Arkansas Certified teachers, and will be solely dedicated to teaching virtual learners by way of Edgenuity-Genius LMS.

7-12: The Dover School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. The Dover School District will utilize classified staff to perform as a liaison between Virtual Arkansas and the Dover School District. 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.

Dover School District will provide a district employee to serve as the Campus Virtual facilitator. All learning and instruction will be virtual, including specialized support provided by Dover Schools such as GT, ELL, Dyslexia, and/or Counseling services. Additional intensive support will be provided onsite, when needed.

The Dover School District will provide a Virtual Facilitator to monitor and address virtual student needs and provide intervention.

Dover School District employees that provide special services will serve both virtual and remote students combined.

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



K-6: Dover Virtual learners will receive a teacher advisor (Virtual Facilitator). The teacher advisor's role is to support students' online learning experience. This includes monitoring student progress, attendance, and engagement. The teacher will make recommendations for additional services, including, but not limited to, counseling, School Intervention Team (SIT) referral, and additional synchronous times to meet students' individual needs.

In Grades K-6, students must participate in asynchronous learning. However, they may choose to participate in synchronous instructional sessions. Also, optional for students are individual student support sessions. Students and parents will be notified when a K-6 student earns grades in the D or F range in any course. These students will be required to join synchronous small-group sessions or come onsite for intervention, remediation, and supplemental learning opportunities until their grades rise to a C or above. Arkansas River Co op Teachers will analyze student data to determine content, frequency and length of small group sessions. In addition to instructional interaction, Arkansas River Co op teachers will communicate with students at least bi weekly to identify barriers to student success including physical and social-emotional well-being. The District will provide equitable student services to both onsite and virtual students to provide wrap around support when needed.

7:12: Students are utilizing Virtual Arkansas courses, and Virtual Arkansas teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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

The Dover School District will work with Virtual Arkansas and Arkansas River Co-op to support student achievement. The Edgenuity LMS is an incredible support that allows a teacher to exceed class size requirements. The curriculum itself, along with additional teacher resources, greatly reduces the workload in preparing lessons, assignments, and assessments. The Dover School District will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks, laptops, Ipads, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile hotspot, if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity. Dover School District teachers will provide Tier 2 and Tier 3 interventions to meet students' individual needs. Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services. Student support staff (ESL, GT, Sped, Interventionists) will be available to support teachers and students. Dover teachers will not exceed class size in order to support our virtual students because teaching load will be performed by Arkansas River Co-op and Virtual Arkansas.

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

The Dover School District will not utilize district teachers to provide core instruction to our virtual learners. The Arkansas River Co-op and Virtual Arkansas will monitor class size and teaching load for our virtual students.

Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services. Student support staff (ESL, GT, Sped, Interventionists) will be available to support teachers and students. Dover teachers will not exceed class size in order to support our virtual students because teaching load will be performed by Arkansas River Co-op and Virtual Arkansas.

Technology / Platforms



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

The Dover School District with Arkansas River Co-op Virtual will use Edgenuity as the learning management systems for all virtual learning students in grades K-6. Utilizing the Edgenuity curriculum provides consistency and clarity for all students and families in the virtual academy. Dover Virtual Facilitator will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas for grades 7-12.

Specialized support teachers will not utilize any LMS or CMS for their content if students are completely remote.

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.

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

K-6: <https://www.edgenuity.com/>

Dover School District in partnership with Arkansas River Co-op will use the Edgenuity curriculum as the primary learning management system for students in Grades K-6. In order to fully support all students in the virtual academy, other content management systems may be implemented as Tier 1 instruction, as well as Tier 2 and Tier 3 interventions along with on campus or zoom options with Dover School teachers.

All professional development will be provided to virtual instructors by the Arkansas River Co-op and Virtual Arkansas.



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

Zoom and Google Meet video communication are used to facilitate live communication between two or more participants. All district-issued devices have web cameras for video communication. Teachers use Zoom and Google Meet Breakout Rooms during synchronous teaching times to foster a deeper level of connection and communication for/with virtual students in a smaller setting.

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.

The district will provide students with a district-issued Chromebook or Ipad and charger. Families with little or no connectivity will be provided a mobile hotspot. Students and families may contact the District Technology Department during regular school hours or submit a help desk ticket at any time for technological assistance. Drive-up WiFi is available in every school parking lot in the district. Use of all district devices is monitored and filters are in place 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.



The Dover School district will utilize Google Classroom to relay wellness, safety, and mental health directives from state and federal agencies as directives become available.

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

To make certain families are prepared for learning from home, the Dover School District will require that every virtual student and parent or guardian participate in an onsite orientation prior to the first day of instruction. Families will have the ability to attend an orientation session during the day or the evening to allow for greater flexibility. During the orientation, virtual students and their parents/guardians will receive an overview of Arkansas River Co-op Virtual expectations, training on how to navigate the learning management systems and strategies for successful online learning. Dover School staff will distribute hard copies of student's virtual learning information, the student/parent contract, and the Chromebook/Ipad agreement form. Throughout the first weeks of school, teachers may continue to train students during small and large group synchronous instruction on how to navigate the learning management systems. If additional support is needed, Dover Virtual Facilitator will provide opportunities for families to come onsite for individual training sessions.

During the first week of school, students and parents will be asked to complete a survey to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family. Surveys will be conducted at semester and again at the end of the year. This will provide important data to the Dover School District to ensure that current programming is meeting the needs of students and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the Virtual program. Email, texts, and phone conversations also provide a communication avenue for students and their families to reach out to virtual academy, building and district-level staff. Dover School District virtual coordinator document and monitor student attendance and engagement levels. The Virtual coordinator, along with administrators, contacts families when students do not log on, submit assignments, or join synchronous lessons and/or interventions over a minimum of three consecutive days. If families experience



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interventions over a minimum of three consecutive days. If families experience changes so that they are no longer able to adequately support students in a virtual setting, they are encouraged to return their students to onsite learning. If onsite learning is not an option, Staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support or families may elect to homeschool. Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Dover Middle School for all Dover School students weekly. There are other services available to Dover School students such as clothing help and hygiene.



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.

Dover School District virtual coordinator will closely monitor student progress and utilize reports from the learning management system and attendance records of the virtual classroom teachers. Arkansas River Co-op teachers will share weekly academic progress reports to keep students and families aware of student mastery of grade level skills and standards. If students do not show adequate progress or success, Dover School staff will follow the Protocols for Disengaged Learners. In addition, teachers will provide interventions for these students. Interventions could include, but are not limited to: re-teaching of a lesson, small group sessions, one to one sessions, or onsite tutoring time. If interventions are not successful, an academic meeting will be required with the student, parent and Dover School District virtual coordinator and/or Administrator. Students may be required to attend daily digital or onsite check-in meetings with the teacher for more frequent individual or small group support. Additionally, teachers may request support through the School Intervention Team (SIT) process. As a last resort, students may be asked to return to On-site learning.

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



Dover school district facilitators will monitor student progress and report progress deficiencies.

If a student does not make academic progress or is not engaging consistently, the Arkansas River Co-op and/or Dover School virtual coordinator will intervene. These interventions may include, but are not limited to: academic coaching, providing small group or one-on-one instruction, reteach the skill or standard, and/or a phone call to parents. Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in mandatory in-person or virtual meetings with the teacher and parent to monitor progress, remediation session to ensure success on assignments, and increased time spent on coursework. Additionally, interventions may include weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance within a 4-week timeframe, the student will be referred to the School Intervention Team (SIT) for consideration of more intensive support. The SIT team consists of an administrator, a counselor, and at least one other licensed staff member. Guest experts are also included when appropriate. For example, if the team is considering a referral for Level II dyslexia screening the reading interventionist is invited. Students are eligible for face-to-face instructional support during established hours of on-site learning. Students may access school-based counseling services onsite or remotely.

All services provided through special education, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely, or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments. Support personnel include, but are not limited to the following:

- Migrant Aide
- Gifted and Talented Director
- Dover Schools Virtual Coordinator
- Behavior Interventionist
- Student Services Director
- Special Education Director
- ESOL Director
- School Counselors
- ESOL Communications Specialist
- Arch Ford Educational Service Cooperative Specialists

Additionally, Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.



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

Dover school District facilitators will communicate with Virtual Arkansas staff to access student achievement reports.

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.

To support student learning the Dover 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 we serve. Additional data points are analyzed including attendance, discipline, mobility, etc. Dover Schools, depending on analysis of data, uses the School Intervention Team (SIT) at each building site to monitor and support students showing limited improvement throughout the multiple data points.

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



The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

K-6

Teachers in Grades K-2 will administer state-required screeners (RAN) to digital learning students onsite, if at all possible, to identify students who may demonstrate characteristics of dyslexia (COD). Students in the lower 20% of their class will be monitored through the SIT team. Teachers or reading interventionists will administer Level I screeners to digital learning students in Grades 3-6 either onsite or via Zoom/Google Meet (Live corrective instruction, not a recording). Reading interventionists will administer Level II dyslexia screeners to digital learning students onsite, if at all possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings are available if absolutely necessary. All students screened for (COD) will be placed in intervention with parent notification and consent. Reading interventionists will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor according to the fidelity of the Phonics 1st Program. Dover School District and Arkansas River Co-op Virtual uses Phonics First (Level 1) and Structures (3-6) as its primary curriculum resource to support students with COD. Digital learning students will be able to choose either virtual or onsite intervention sessions. The Dover School District Dyslexia Interventionist attends regular professional development opportunities offered by Arch Ford Co-op. The Interventionist will serve in a dual role, delivering instruction to both on-site and virtual learners. If necessary, in order to ensure articulation, pronunciation, fluency and accuracy of reading, spelling and writing Dover students will be issued a Hot Spot if internet connectivity is not sufficient. Both Staff and student devices issued by Dover School District have sufficient camera clarity and capability to perform virtually.

7-12

Dover School District provides services via Zoom facilitated by the district's Critical Reading classes.

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



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



All requirements from GT Program Approval Standards will be met for the K-12 gifted program for remote learners.

For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESG Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate identified student participation in the district gifted and talented program. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. This participation may be virtual or remote, depending on the service or opportunity. Virtual Teachers will be supported by the ARESG Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

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

All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, https://dese.ade.arkansas.gov/Files/20201102110215_Gifted%20and%20Talented%20Program%20Approval%20Standards%20ADE%20080.pdf). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to 9 - 12 grade students through Virtual Arkansas: (list courses available and districts would only include those that they will utilize for their students). AP English Language, AP English Literature, AP World History, AP US History, AP Environmental Science, AP Biology, AP Calculus, AP Chemistry, AP Spanish Language, AP Art 2-D, AP Art 3-



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Biology, AP Calculus, AP Chemistry, AP Spanish Language, AP French B, AP French D, Ap Art Drawing, AP Human Geography, Ap US Government and Politics, AP Psychology, AP Music Theory, AP Computer Science, AP European History, AP Computer Science Principles. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

The following concurrent credit courses are available to 10-12 grade students through Virtual Arkansas: Composition I and II, US History, World History, Oral Communications, Survey of Fine Arts, Elementary Spanish, Intermediate Spanish.

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

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

The district will ensure all requirements of the District English Learner plan are met for on-site and remote learners.

The Dover School District will continue to provide services by Dover School District ELL Coordinator. Virtual Arkansas and Arkansas River Co-op provide accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. Students' language progression will be monitored through annual state testing using the ELPA21.



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

For learning virtual students, services consistent with the IEP will be provided by Dover School District's special education teachers and therapists. A conference will be held at enrollment in the program to review the student's IEP and consider any needed changes based on the online platform. The special education teacher will be available to assist 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 special education teacher/therapist will provide direct instruction to digital learning students according to the student's IEP. The Dover School District counselor will upload the modification/accommodation information to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

The district has a Child Find plan in place that will be followed for virtual learning students. IEP conferences will be conducted in person or virtually. All evaluations will be conducted at the school campus the student would normally attend.

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. Dover School District Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.



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.

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Teacher Supports



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

The Dover School District will be utilizing Virtual Arkansas and Arkansas River Co-op 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 and Arkansas River Co-op teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas and Arkansas River Co-op provides a team of instructional and digital content experts for just-in-time support for all teachers. They also have a team of technology support specialists to assist with any technology issues.

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

The Dover School District will be utilizing Virtual Arkansas and Arkansas River Co-op for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support curriculum, accommodations, technology tools, instructional practices, etc. The virtual school learning management system will include digital content to reduce the need for teacher-created lessons. However, teachers will have flexibility to insert lessons into the learning management system to help further meet the needs of the students.

Dover teachers will provide Tier 2 and Tier 3 special services such as GT, ELL, Sped, etc. They will be responsible for both onsite and virtual students. Teachers will use planning time to accommodate both virtual and on site learners.

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.

"Equal Educational Opportunities

It shall be the policy of the Board of Education that the school district shall place an equal emphasis upon the nondiscriminatory provision of educational opportunities for children, and no person shall be denied the benefits of any education program or activity on the basis of race, color, disability, creed, national origin, age, or sex. All programs offered by schools within the district shall be open to all students in compliance with statutory and judicial requirements."

Student Handbook, page 8:

<https://drive.google.com/file/d/1PonuNMvN8b3gW7tmiQjglyotXCkwMSnL/view?usp=sharing>

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

The Dover School District Virtual students are required to attend the school campus in order to participate in state mandated summative testing. Communication to the parents concerning testing dates will be provided through student and parent email. Alternate dates and times can be given to accommodate student and family need. For students whose parent(s) refuses to bring them onsite for testing, A certified testing facilitator will arrange an offsite testing location ie. students home, library, suitable testing location.

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.



K-6 Digital Program

The K-6 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with the Virtual Campus Coordinator, Cooperative Teacher Center Coordinator, and the Cooperative Director of the Arkansas River Education Service Cooperative. Components that affect student achievement are addressed below.

Teacher Effectiveness: ARESC Virtual Academy will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed annually by district staff and virtual staff to ensure Arkansas standards are being met.

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 Staff and District Staff.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent and staff (virtual and district) surveys will be conducted once each semester to monitor the effectiveness of the services.

Timeline: ARESC will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.

7-12 Digital Program

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

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

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

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas



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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.

*According to our District Memorandum of Understanding All Dover Virtual Academy students must earn a minimum of a 2.0 grade point average on their progress report each marking period. If a student does not maintain the required 2.0 GPA, a probationary period will be implemented by the district to allow time for the student to achieve the required minimum 2.0 GPA by the end of the 9 week marking period. If after the probationary period the student does not achieve a 2.0 GPA, he/she will not be allowed to continue as a Dover Virtual student.



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)

Dover School District will host onsite virtual student orientation to provide students and families with the needed resources and tools to be successful in digital instruction. Virtual Arkansas and Arkansas River Co-op provide parent/guardian informational webinars throughout the school year for families of students in virtual 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 learning management system to view course progress and grades. 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 (linked here).

Engagement Plans:

https://drive.google.com/drive/folders/1j_HpScF2pBspqUyedI3GiX_9dHbGrNgb?usp=sharing

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

https://drive.google.com/file/d/1obbQKE9__5HGI9xd8ht3sN5BjX8zOZZ/view?u

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

https://drive.google.com/file/d/1SL9yPH6i4hD7BxYRcSkqLS4F4_iIEq0s/view?usp

Policies

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

Virtual Arkansas administration teach their facilitators to go in and access the we

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

Virtual Arkansas students are expected to adhere to our local district discipline p

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

Virtual Arkansas provides a grading policy to the local school district and student

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