



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Mountain Home School District (0303000)

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 #: 0303000
Superintendent: Jake Long
Email: jlong@mhbombers.com
Phone: (870) 425-1201
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
0303018 - Mountain Home Kindergarten	all content areas for grades K-7	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
0303013 - Nelson Wilks Herron Elementary		Synchronous		
0303024 - Hackler Intermediate School 0303014 - Pinkston Middle School				



Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The district wishes to apply for this waiver with the goal of identifying a virtual student attendance policy that is similar to a seated student attendance policy but accounts for the differences in virtual instruction and face-to-face instruction.</p> <p>Students enrolled in K-7 Bomber Virtual Academy will be subject to the same attendance expectations as seated students, however active daily participation will determine the student's daily attendance designation rather than physical attendance, which is used to determine student attendance on campus. Students in K-5 BVA will be scheduled into daily meetings with their teachers and with small groups, and they will be assigned asynchronous learning tasks when they are not in these meetings. Students in grades 6-7 will meet with their teacher on a rotating block schedule -- half their classes on A day and half on B day. Students will be required to complete the teacher's daily expectations (both meetings and learning tasks) in order to be counted present for that day. Teachers will set their class schedules before the semester begins, and students will be expected to log in and participate during direct instruction time periods. A student's completion of his/her daily assignments will also serve to mark the student as present when meetings between the teacher and students are not scheduled.</p> <p>Chronic absenteeism -- missing 6 days or more in a semester -- may result in a recommendation for the student to return to on-site instruction and may also result in a referral to juvenile services when applicable.</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)	The district does not wish to apply for this waiver. The district will meet the class size limits for elementary school.



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>Teaching Load Number of students:</p> <p>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.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>The district does not wish to apply for this waiver.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	<p>The district wishes to apply for this waiver. Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.</p>
Clock Hours	1-A.2			<p>The district does not wish to apply for this waiver for this K-7 virtual program.</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.
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)	The district wishes to apply for this waiver. K-6 virtual teachers 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 is not possible for teachers to ensure that this takes place.

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 K-7 Bomber Virtual Academy is to provide a rich, collaborative learning experience for remote learners. Following guidance from Northcentral Cooperative and DESE Digital Learning Webpage (<https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12>) students in this program will utilize the district's learning management system: Canvas. This system will allow students to work with their teachers and other classmates daily and will provide an avenue for parents to communicate with teachers as well. Through Canvas, students will attend live classroom learning sessions, small group learning sessions, and individual learning sessions. There will also be time for 1:1 or small group interventions when applicable. Canvas also allows students to work independently and view videos of previously recorded instruction as reinforcement.

K-5 BVA will consist of synchronous learning with scheduled daily teacher-student meetings and other scheduled activities -- including small group meetings and teacher-assigned learning activities. Students will be required to maintain pace in the core curriculum. While there will be some flexibility as to when learning activities are completed, students will have scheduled, daily check-ins with their teachers. Students not making adequate progress may be required to attend more weekly check-ins until progress is observed. If progress is not observed, the building's student success team will be contacted so that additional supports can be provided. One of the important components of daily core subject meetings will be phonics instruction in small groups for students in grades K-2.

6-7 BVA will consist of synchronous learning in the blended (hybrid) student learning option specific model. The teachers of 6-7 BVA students will have a limited number of onsite courses where they work specifically with onsite students and other chunks of their day will be spent teaching remote students during different class periods on a A/B block. Students will meet with teachers in a live fashion at the beginning of the regularly-scheduled class period. Depending on the day's goals, those meetings might be longer if a lecture or class discussion is necessary. The meetings might be shorter if students are expected to work independently during that class period.

All K-7 BVA teachers will reply to students/parents through email within 24 hours during the regular school week. Students are also expected to reply to teachers within 24 hours during the regular school week. Teachers will update grades in Canvas within one week of the due date unless the assignment is large and will take more time to assess.



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-7 BVA will utilize an online virtual (remote) learning model following expectations set forth by DESE Digital Learning Webpage (<https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12>). The program will provide instruction using synchronous learning. Students will engage in digital coursework through Canvas. All students will be required to participate in scheduled Zoom/Google Meet sessions for synchronous learning with the teacher. All learning and instruction will be virtual except for optional elective courses and AAA sanctioned activities. Students will be required to come on campus for state testing, health screenings, and some types of instructional supports or interventions.

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

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-5 Bomber Virtual Academy will use the synchronous virtual remote learning option for delivery of instruction for students that are 100% virtual. The district will provide an Arkansas certified teacher of record for virtual learners. BVA teachers in grades K-5 will be dedicated to remote instruction only. 6-7 BVA will consist of synchronous learning in the blended (hybrid) student learning option specific model. The teachers of 6-7 BVA students will have a small number of onsite courses where they work specifically with onsite students and other chunks of their day will be spent teaching remote students during different class periods. Teachers in grades 6 and 7 will likely have (based on numbers) students who are seated and students who are virtual, but they will not have both seated and virtual students in the same class period. Grades 6 and 7 BVA will be conducted on a A/B block schedule where some courses will be scheduled on A days and others on B days.



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

K-5 BVA courses will include daily live sessions for core courses. Teachers will interact daily with students following a consistent schedule during regular school hours while monitoring student progress, attendance, and engagement. Instruction will be provided synchronously with recorded lessons provided as reinforcement to the initial live lessons. If necessary, teachers will also make recommendations for additional services -- including but not limited to -- student interventions, guidance counseling, etc.

At the K-5 level, live class lengths will vary but will be scheduled at the beginning of the semester so that parents/guardians know when to ensure their child is online. Additionally, daily phonics lessons will be taught virtually for students in grades K-2.

At the 6-7 grade levels, teachers will meet live with students at the beginning of each scheduled class period to kick off the day's activities. Sometimes this will involve longer, more structured teaching while other days the meeting will serve to introduce a topic and students will then work independently on that assignment. Grades 6-7 BVA will be conducted on a A/B block schedule with some courses scheduled on A days and some scheduled for B days.

As with onsite learning, teachers will work to accommodate parent schedules to conduct parent meetings when necessary and also at parent-teacher conference times.

K-7 BVA teachers will provide frequent achievement feedback to both students and parents. Students not making adequate progress may be required to attend more weekly check-ins until progress is observed. If progress is not observed, the building's student success team will be contacted so that additional supports can be provided.

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

The district does not wish to apply for this waiver.



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 district does not wish to apply for this waiver.

Technology / Platforms

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

Bomber Virtual Academy students will use Canvas. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

Canvas allows students and parents to easily interact with teachers through an internal email system and through video conferencing. Canvas also allows students to interact with one another. Within Canvas, each MHPS teacher will create a landing page with links to modules, links to instructions, calendars, etc. Each of these landing pages will have similar features to provide clarity for students with more than one teacher.

MHPS encourages parents to download the Canvas Parent App for quick feedback about student progress. Parents in our BVA Parent Support Group on Facebook have recommended that parents of virtual students also download the Canvas Student app as it does provide a more well-rounded picture of the students' progress, expectations, etc. Parents will be provided the link to DESE Digital Learning Webpage (<https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12>).

MHPS has created a team of digital instructional designers (teachers who assist other teachers with digital learning programming), and a member of this team wrote a program for Canvas that allows administrators to have access to specific student performance reports -- including, but not limited to, failing grade reports. Additionally, building-level administrators are added to all Canvas classes as observers, so they can get point-in-time data on any student (including BVA students).



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.

Benchmark Reading and Writing Workshop will be used in grades K-5 for both onsite and virtual students for literacy, which will support all pillars in Science of Reading. This resource supports the Arkansas Standards set forth by the State of Arkansas. Virtual teachers will have support and opportunities from the Northcentral Cooperative for ongoing training for the Science of Reading. IReady will be the math resource in grades K-7. IReady supports the Math standards set forth by the state of Arkansas.

Canvas is the LMS that will be used to support the instruction. To support the science and social studies standards, teachers will design their own resources using the essential standards set forth by the grade level and district. All Arkansas State Standards, Common Core standards, and Next General Science Standards will be addressed and supported.

All courses will consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. During live-teaching sessions, students will have the opportunity to engage in small groups with their virtual classmates. This will ensure communication not only with their teacher, but will still allow the student to student dialogue to encourage student participation

Along with Canvas, virtual teachers also have the Go Guardian software program to monitor student activity on district digital devices.

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.

All video communication will take place through Zoom or Google Meet. Zoom is the district's primary form of video conferencing, and a subscription to Zoom was purchased by the district to be used on all school-owned devices including student Chromebooks and teacher Macbooks.

If a parent does not have access to Zoom, or if Zoom is down for some reason, the district will utilize Google Meet. District employees are trained and proficient in the use of Google Apps, so this alternative will be easy for them to access and navigate if necessary. During parent orientation, both Zoom and Google Meet tutorials will be provided. Links to additional tutorial videos about these two systems will also be shared with parents.



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.

Each virtual student will be assigned a district-issued Chromebook and charger. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas.

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. Students may also access free WiFi at Baxter County Library. Use of all district devices is monitored by Go Guardian to meet the provisions outlined in the Children's Information Protection Act.

In order to ensure that students are using devices at appropriate times, student devices are shut off from 10 p.m.-6 a.m. for all students in grades K-7.

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.



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To ensure that families are prepared for the expectations of Bomber Virtual Academy, the district will require that every virtual student and parent or guardian participate in an onsite orientation prior to the first day of instruction.

During the orientation, virtual students and their parents/guardians will receive an overview of BVA expectations, training on how to navigate Canvas and strategies for successful online learning. MHPS staff will distribute copies of students' virtual learning schedules, the student/parent contract for success, and the mobile device agreement form.

Teachers will continue to train students during small and large group synchronous instruction on how to navigate Canvas. The district used Canvas in all classrooms and in our virtual program this year, so most students will have familiarity. If additional support is needed, teachers will provide opportunities for families to come onsite for individual training sessions. The district's PTO may be engaged to assist parents with Canvas training.

During the first week of school, students and parents will be asked to complete a wellness and safety 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, the number of children in the family, particular wellness and safety needs of the family, and the best way for the teacher to communicate with the family.

Surveys will also be conducted at semester and again at the end of the year. This will provide important data to the BVA team 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 Bomber Virtual Academy.

BVA teachers will monitor students' wellness and safety through student-teacher in-person interactions, both digitally and live. These interactions may include submission of assignments through Canvas and video conferencing. Email, texts, phone conversations, and in-person interactions also provide a communication avenue for students and their families to reach out to virtual academy teachers, building administration, and district-level staff. Brent Bogy, Director of Academic Support, will be responsible for reaching out to families that need further support by monitoring BVA student attendance on a weekly basis to ensure families have an opportunity for support in the areas of wellness and safety.

The district recognized the need for student mental health support and hired a Social-Emotional Learning Support Specialist for the 2021-2022 school year. This specialist -- Heather Hatman, school counselor, will implement SEL curriculum with both virtual and onsite students. She will be communicating with the district's director of academic support to assist in monitoring students' attendance and academic weekly reports to identify a student needing support



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attendance and academic weekly reports to identify a student needing support for food, physical, mental health, and academic needs.

Additionally, the district's School-Based Mental Health Coordinator will work with contracted mental health professionals to serve students in need of mental health services. These services may be conducted as tele-health visits or in person at the request of the student's family. The district's social-emotional learning specialist can visit with students in person or digitally if needed as requested by the student, parent, or guardian.

MHPS teachers have also been trained by our SBMH coordinator in trauma-informed teaching and mental health first aid.

If virtual students have a physical need, they will still qualify to utilize the Bridges program. The district's non-profit Bridges program works to bridge the gap between families and services or materials they might need. Our Bridges hub offers access to free laundry services, learning materials, and supplies not already provided by the district, clothing, etc. as well as information about resources to meet other needs (food insecurity, healthcare, utility assistance, etc.). Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Pinkston Middle School for all BVA students every day that school is in session. Families will sign up for daily meal pick-up once in August. On Fridays, weekend snack packs are also available for BVA students who qualify. The district partners with our area food bank to provide monthly food boxes that are available for pickup for virtual and seated students who qualify for free/reduced meals.

BVA teachers will document and monitor student attendance and engagement levels. Teachers, along with administrators, will contact families when students do not log on, submit assignments, or join synchronous lessons and/or interventions.

If families experience changes and 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.



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.



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Weekly progress monitoring will take place utilizing reports from the Canvas and attendance records of the virtual classroom teachers. BVA teachers will share weekly academic progress reports to keep students and families abreast of student mastery of grade level skills and essential standards. If students do not show progress in weekly assignments, or if an overall grade drops below passing, BVA staff will follow the protocols in the district handbook.

Along with weekly progress monitoring, the district will ensure students attend on-site periodic assessments required for all students. These will occur at the beginning of the year, (BOY), middle of the year, (MOY), and end of the year (EOY). Assessments to be used will include NWEA, Dibels, and ACT Aspire. In addition, teachers will provide interventions/extensions for the students based on the results of those assessments. Interventions could include but are not limited to: reteaching of a lesson, small group sessions, one-to-one sessions, or onsite tutoring time. Extensions could include, but are not limited to: extended research projects based on essential standards of the next grade level. The district's Teacher On Special Assignment (Dyslexia) will review student screenings, weekly progress monitoring, and will provide support to interventionists, virtual teachers, and students to ensure struggling students have appropriate support while receiving intervention services. If interventions are not successful, an academic meeting will be required with the student, parent, and BVA teacher. 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 Student Success Team (SST) process. As a last resort, students may be asked to return to on-site learning. The district's Director of Academic Support will provide assistance to students/families/guardians during transitions from virtual to onsite learning.



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

Virtual teachers at MHPS will use the same Student Success Team process for RTI as the onsite classroom teachers. The BVA teacher will analyze a student's data including but not limited to BOY, MOY, EOY, Common Formative Assessments, and Daily/Weekly/Unit assessments, and determine if the student needs Tier 2 or Tier 3 RTI support. If support is needed, the BVA teacher will bring the student's name to the Student Success Team for review. A Response To Intervention plan will be written at that time, and the teacher will document all interventions given. Progress monitoring will be used to determine the effectiveness of interventions given until the next formal assessment time. If interventions prove successful, the student may scaffold down a tier until they are taken off of the RTI once they are on grade level. Monthly meetings will be held to discuss and adjust the progress of the student with the Student Success Team. If the interventions are unsuccessful, the student may be referred for SPED testing with the district Special Education Director. The district's Teacher On Special Assignment (Dyslexia) will review student screenings, weekly progress monitoring, and will provide support to interventionists, virtual teachers, and students to ensure struggling students have appropriate support while receiving intervention services. BVA teachers will have the opportunity for support from Northcentral Cooperative content specialists. Teachers may use office hours for interventions. Virtual teachers will also pull small groups or work 1:1 with students based on needs.



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

Mountain Home Public Schools will use periodic assessments to drive and support student learning in both the brick and mortar buildings and in the virtual setting that will be monitored by the district's Director of Academic Support. NWEA, IReady, and Dibels Assessments will be given 3 times/year at a designated school site. These assessments will drive Tier 1 instruction. Along with these periodic assessments, Common Formative Assessments will be utilized to determine student mastery of essential standards. Once mastery is reached, students will proceed to the next essential standard. Until mastery is reached, teachers will continue to remediate and intervene with the student. ACT Aspire will be given at the end of the school year. The ACT Aspire will determine student growth and the effectiveness of the instruction. Content specialists from Northcentral Arkansas ESC will assist teachers in disaggregating data and identifying needs based on formative assessment results.

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. Bomber Virtual Academy provides accessibility tools to support students with dyslexia. The district's Teacher on Special Assignment with a focus on Dyslexia will monitor dyslexia screening and services for all students. She has a dyslexia endorsement on her licensure. Teachers in Grades K-2 will administer state-required screeners to digital learning students on-site if at all possible, to identify students who may demonstrate characteristics of dyslexia (COD). Teachers will administer Level I screeners to digital learning students in Grades 3-7 onsite if at all possible.

Level I screening assessments must include the following components:

- Phonological and phonemic awareness
- Sound-symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming
- Encoding skills

Mountain Home Public School District administers the following Level I screeners in grades kindergarten through second grade:

- Phonological Awareness Screening Test (PAST) and/or
- Heggerty Assessment
- NWEA Skills Checklist
- DIBELS 8th Edition
- Arkansas Rapid Naming Screener
- Primary Spelling Inventory (PSI)
- Kindergarten Readiness Test (KRT) *Kindergarten only

The following Level I screeners are administered to students who experience reading difficulty in Grades 3 - 6:

- Phonological Awareness Screening Test (PAST) and/or
- Heggerty Assessment
- DIBELS 8th Edition
- San Diego Quick Check Word Level Reading Assessment
- Core Phonics

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. Mountain Home Public Schools uses the following Level II screeners for this purpose:

- CTOPP-2
- WRMT-III
- TOWRE
- WIST
- GORT

For students in Grades K-7, using standardized assessments such as NWEA Map allows a comparison of the student's performance on the individual components to other students of the same age and grade



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individual components to other students of the same age and grade.

All interventionists who provide services for students with COD have been trained by company specialists (Apple Connections and/or Susan Barton) to use the programs they deliver with fidelity as the district's TOSA (teacher on special assignment) for dyslexia will monitor compliance. In addition to the district's dyslexia TOSA, we will regularly engage our literacy specialist who specializes in dyslexia services at Northcentral Arkansas ESC. Our dyslexia TOSA will meet in this specialist's cadre and will bring back any information to BVA teachers as well as teachers in the brick and mortar.

Interventionists who are providing COD services are available to meet with parents/guardians via Zoom or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians information regarding screening and progress monitoring results. Phone calls and text messages provide a quick and easy form of communication between parents and teachers who are providing COD services.

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



Mountain Home Public Schools will provide virtual students services that are compliant with the Gifted and Talented Program Approval Standards.

Kindergarten virtual students will receive one thirty minute Talents Unlimited lesson weekly. The Kindergarten virtual teacher will have completed the ADE approved Talents Unlimited training. This can be provided via ZOOM or a video lesson can be posted in Canvas which will also include necessary handouts and activity sheets. Handouts and activity sheets can also be made available for parents to pick up as needed. Student responses will be collected for GT identification purposes.

First and second grade virtual students will receive one thirty minute whole group enrichment lesson weekly delivered by a licensed Gifted and Talented teacher. This lesson can be provided via ZOOM or a video lesson can be posted in Canvas which will also include necessary handouts and activity sheets. Handouts and activity sheets can also be made available for parents to pick up as needed. Student responses will be collected for GT identification purposes.

Third through fifth grade identified gifted and talented virtual students will receive a minimum of 150 minutes of GT resource instruction by a licensed Gifted and Talented teacher. Instruction can include ZOOM lessons, presentations, and/or discussions weekly. Activities, projects, independent research/inquiry opportunities, video lessons, and other assignments will be accessible in Canvas to ensure identified gifted students receive quality gifted programming options that meet or exceed Gifted and Talented Program Approval Standards.

These services will be in place of, and not in addition to, the general education curriculum.

GT staff will review ongoing testing data in order to look for additional referrals for GT identification. The GT director will collaborate with the NAESC GT coordinator and area GT directors to ensure that best practices are effectively implemented.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom.

GT staff will provide professional development to the BVA teaching staff and will collaborate with teachers throughout the year on appropriate GT services, documentation of differentiation, characteristics of GT students, etc. The GT Specialist from NAESC will support by providing professional development as needed. All requirements from the GT Program Approval Standards will be met while providing GT services to virtual students.



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

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. ESOL Services are provided for identified English Learners (ELs) in grades K-7.

English Language Development classes will be offered synchronously or asynchronously using the programming guidelines set forth in the Mountain Home Public Schools ESOL Handbook.

Curriculum, grouping, and pacing will follow that of the Mountain Home Public Schools ESOL guidelines. Students' language progression will be monitored through annual state testing using the ELPA21.

Meaningful access to core curriculum standards will be provided in all content areas using grade-appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. Testing accommodations will be listed in each English Learners' Language Proficiency and Assessment Committee's form, updated annually. The district's Director or Student Services will monitor BVA ESOL services for compliance while offering support to BVA teachers for service needs. Additionally, the Director of Student Services will survey each quarter our ESOL students, their parents, or guardians to monitor their needs and areas to provide assistance.

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



Every BVA student with an IEP will be assigned a special education teacher in addition to his or her general education teachers.

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 will also provide direct instruction to BVA students as dictated in the student's IEP. TeachTown and teacher developed lessons through CANVAS may serve as the primary curriculum resource in the self-contained learning environments (SLE) or in order to meet the identified needs and goals within a student's IEP.

Related service providers, such as speech, physical, and occupational therapists, will offer virtual services for students with an IEP through tele-health therapy or onsite therapy depending on the preference of the parent.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone, online session or in person at least once each year for the annual IEP meeting. Referral and Initial Placement conferences will be conducted on-site, by phone or virtual conference depending on parent preference.

Student evaluations will be conducted on-site due to validity requirements.

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

If a student plans to transition back to on-site learning from BVA, an IEP meeting will be held to address any adjustments needed.

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

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.

Frequently used Digital Accommodation Suggestions will be shared with all BVA teachers as well as all onsite teachers. Committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on a students' IEP, 504 Plan, or LPAC.

Link to Digital Accommodations Suggestions:

<https://drive.google.com/file/d/1wEMB9gq9xheTIxgOzV5CPgoVN2rukMOK/view?usp=sharing>

Teacher Supports

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



After Canvas was established as our LMS, the team of teachers who led teacher training sessions were given the title of Digital Instructional Designers (DIDs). In addition to their roles as teachers, these DIDs will receive a stipend to support their colleagues and parents throughout the year with virtual learning tutorials and information. Each grade level has a DID, and faculty members are able to ask the DIDs questions and receive feedback. If a DID does not know the answer to a colleague or parent's question, he/she will research it and follow up with new information. DIDs send regular emails to their building-level colleagues about helpful virtual learning or Canvas-related topics. They also schedule and host in-person training opportunities with colleagues and parents who need additional support.

Several DIDs will work during the summer of 2021 to troubleshoot issues related to digital instruction so they can provide targeted training to their colleagues. The district will also provide time to virtual teachers to collaborate with one another quarterly. This group of virtual teachers in grades K-7 will come together to support one another, plan together, etc.

The district will provide professional development especially targeted toward virtual teachers during summer 2021 -- this training will include more advanced Canvas tutorials. The district will utilize its partnership with NAESC to offer professional development for virtual teachers in the areas of classroom management for the virtual setting and implementation of virtual learning for student success. All professional development can be found in our district's PD catalog.

https://docs.google.com/document/d/1_bGGLN8S2adZbyvot0MFyflsXQoquL9zbhdw3ru6yA8/edit?usp=sharing

At NAESC, a member of the Team Digital staff is housed and able to help districts with digital learning needs. This individual may be engaged to support teachers in design of high-quality digital content.

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 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

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.

In order to ensure all digital learners have equitable access to virtual instruction, MHPS provides every student, regardless of living situation, with a Chromebook and charger. And, if necessary, a mobile hotspot to access the internet. If families elect to participate, low cost insurance for Chromebooks is available through the school district. These costs may be waived for students qualifying for assistance, such as those who receive McKinney-Vento Educational Services.

The district also supplies supplemental school supplies to all students -- both on-site and virtual.

Bridges of Mountain Home provides basic needs such as clothing, food, and additional learning materials to remove barriers to student learning.

The Federal Programs Director/Title IX Coordinator serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies.

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

The district's equity policy can be found here: <http://mhbombers.com/state-info/view/474/title-ix-information>



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.

Bomber Virtual Academy Students will be given the following assessments on site: Summative ACT/ACT Aspire, ELPA, and NWEA MAP assessments as well as K-2 screeners are administered onsite for digital learning students.

Parents will be notified of onsite testing requirements during student enrollment and registration. Testing requirements are also outlined in the Bomber Virtual Academy guidelines. Student/family refusal to test on site may result in denied enrollment in the virtual academy.

Students will test onsite per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the building test coordinator with input from the building principals and virtual academy teachers. Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments.

Communication to parents may be through any of the following methods:

- *the Blackboard Connect Messaging System,
- *Canvas,
- *DoJo,
- * parent/student email,
- * text messages,
- *weekly newsletters
- * phone calls

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.



LEA INSIGHTS

The district will implement the Plan Do Check model noted in the DESE's Guidebook for Digital Learning. After the planning and implementation, the district will also evaluate the program's effectiveness based on the following markers and data sets:

The effectiveness of the Bomber Virtual Academy will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as NWEA Map, ACT Aspire, and Common Formative Assessments. Timeline for data set analysis: ongoing point-in-time and MOY analysis as well as EOY analysis. The district will continue its partnership with NAESC content-area specialists to help with data disaggregation.

Administrators, teachers and counselors will identify students who are not meeting grade level proficiency in order to determine instructional next steps, and to monitor students' progress toward meeting grade level readiness. Timeline for this: ongoing ALL year.

Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within the academy, what needs improvement, etc. Focus groups and/or advisory committees will be formed and will contribute additional data to evaluate effectiveness. Timelines for surveys: Quarterly.

Administrators will also use data and feedback collected from collaborative team meetings and Student Success Team meetings to monitor program and student success levels. Timeline: ongoing throughout the year.

Building and district administrators will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs and Science of Reading monitoring requirements.

Academic Focus Committee and Building Leadership Teams will review data with feedback from Virtual teachers to determine the overall effectiveness of the digital option after surveying parents and students on their experience each quarter. Our Student Services Director and Student Engagement Director regularly meet with virtual teachers and principals each month to review attendance, grades, and needs identified by students, parents, and virtual teachers to support student engagement and academic success of the virtual learner.



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)

Through the Parent/Observer role in Canvas, caretakers can view any and all student/teacher interaction in a read-only capacity. Parents have access to the student's gradebook, coursework, and any announcements and communication from the district or teachers.

The district's team of Digital Instructional Designers will continue to host parent/guardian training opportunities both in-person and virtually. The DIDs return parent calls and emails, set up training times, and provide follow up support.

The BVA family orientation that takes place before school will have a breakout session devoted to navigating Canvas and tips about digital learning from the parent's perspective. PTO will be engaged in this event as a support for parents.

Through our Family And Community Engagement committees, each building has committed to surveying parents and families twice a year to identify needs and areas of necessary support for students to be successful both in the virtual and seated environments.

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

<https://docs.google.com/document/d/1NqjlWAIY6bEuShN4ZByOArrDAktYEnuffb>

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

https://docs.google.com/document/d/1WVIRsPCX1etBfkHO5Zo28_gG12FCVxuEE

Policies

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

https://docs.google.com/document/d/1Flc0ZvnahD4UprvLqcmnYzzDr945AZMq_

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

https://docs.google.com/document/d/1Flc0ZvnahD4UprvLqcmnYzzDr945AZMq_

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

https://docs.google.com/document/d/1Flc0ZvnahD4UprvLqcmnYzzDr945AZMq_