



# Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Iazard County Consolidated School District (3306000)

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 #:** 3306000

**Superintendent:** Fred Walker

**Email:** fred.walker@iccougars.org

**Phone:** (870) 258-7700

**Duration Requested (not to exceed five years):** 1 Year  
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
3306014 - Iazard Co. Cons. Elem. School	K-12, core content	Asynchronous	Virtual (Online) / Remote (Distance)	<b>CMS</b>
3306015 - Iazard Co. Cons. High School		Synchronous		
3306016 - Iazard County Cons Middle Sch				



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>K-6</p> <p>All instruction will be synchronous and students will be required to meet daily. Students will be marked present each day they attend the synchronous session. However, we may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.</p> <p>7-12</p> <p>Students will meet synchronously for the first full week of each new course to complete orientation and to become acquainted with the virtual teacher. To keep the work flexible so students can maintain an independent schedule, for the remaining weeks of the semester students will be counted present when they maintain a 70% or higher in each course. Teachers will monitor student coursework and provide feedback and intervention. Teachers will be available with open virtual meetings following a daily schedule. Students falling below 70% in any course will be required to attend scheduled virtual meetings for a minimum of one week or until their grades are above 70%. In that event, students will be marked present when they attend synchronous meetings.</p> <p>ICCVA Attendance Policy: <a href="https://docs.google.com/document/d/1WUdVMjBJb7a8ysfxt3CZE5_3u5nT6CY13Y-Bm-eAu2k/edit">https://docs.google.com/document/d/1WUdVMjBJb7a8ysfxt3CZE5_3u5nT6CY13Y-Bm-eAu2k/edit</a></p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	<p>A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes- -30:1 (K-2) and 50:1 (3-6).</p> <p>Student:teacher ratios in grades 7-12 will remain below the state guidelines.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Teaching Load</b> Number of students:  Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	K-12 Teaching Load Number of students: In K-6, the Teacher of Record provides virtual instruction to only students who are remote. In 7-12, teachers will be provided a designated virtual learning period. Current Arkansas teaching load rules and laws will be followed.
<b>Six Hour Instructional Day</b> (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>All students learn at a different pace, based on age as well as background and dependent on course content. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Virtual students will receive instruction (teacher-made videos, videos from outside sources, interactive assignments, virtual meetings with teacher, assessment, etc) that is equivalent in time to their on-campus peers. However, the time needed to actively engage in this instruction may vary from student to student. Additionally, in K-6, a six-hour instructional day exceeds age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times while also providing a rigorous and relevant curriculum that is equivalent to that of on-campus students. In 7-12, a waiver will be utilized to allow students an equivalent education with a flexible schedule that fluctuates depending on the needs of their course load and performance in each class.</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			K-12 Virtual students working either synchronously and/or asynchronously work at their own time, pace, and place. While we expect our instruction will meet the 120 clock hour requirement, we also acknowledge some students may master the content in a lesser amount of time.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	K-6 ICCVA is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.

## Digital Model

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

## Interaction / Delivery

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



The K-6 ICCVA will primarily be a synchronous model for K-6 core instruction because we believe that younger students need the continual support and interaction from their teacher to be academically successful. The synchronous model will allow for structured learning, increased interaction, and direct instruction for these younger virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

An asynchronous option will be made available to students with extenuating circumstances with virtual lessons made available to asynchronous students on a weekly basis. Eligibility for an asynchronous model for K-6 students will be determined by a committee consisting of the school principal, parents, the campus connection coach, and parents.

The 7-12 ICCVA will provide flexible scheduling for students via both synchronous and asynchronous instruction. Students performing at 70% or better in a course may choose which method best suits their individual learning needs. Students performing lower than 70% will be required to participate in synchronous instruction until their grade is 70% or better. Regardless of whether or not a student is synchronous or asynchronous, the teacher will be available to meet with the student each day.

In grades K-12:

Teachers:

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

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real time.

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





# LEA INSIGHTS

responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

## Students:

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

Asynchronous students will be informed by their teacher of the deadlines for completing work and are expected to complete assignments by that date.

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



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

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

## 7-12

The 7-12 ICCVA will utilize online virtual learning for core content through Google Classroom and Zoom. The program will provide instruction using a model that is asynchronous. A personalized hybrid instruction option is available to students who receive certain services or participate in sports. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lesson sessions for synchronous learning with the teacher and will be required to do so if grades fall below 70%. All virtual lesson sessions will be recorded using Zoom and uploaded to Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

For courses outside of core content, students will participate in Virtual Arkansas. While this will typically be elective courses, it may also be used for credit recovery.

All K-12 students will be invited to participate in field trips, academic competitions, and other special functions. The CCC will contact virtual students to inform them of the special functions.

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



The K-6 ICCVA delivery of instruction for K-6 students will be 100% virtual/remote provided by Arkansas certified teachers of record for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-6 ICCVA teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches. Training and support will be provided to the ICCVA teachers and district CCC throughout the year.

Responsibilities of the CCCs may be to:

- Monitor progress in real-time,

- Serve as an ambassador for the district,

- Advocate for their students and families,

- Serve as a support seeker,

- Serve as the first line of communication and contact for parents and students for the district,

- Provide information technology support, and overall help,

- Partner with the virtual staff to provide support for the students,

- Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families,

- Address issues that tend to be "high touch"

- Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district

The 7-12 ICCVA teachers will be serving a dual role of teaching both remote and in-person learners and will have a designated virtual learning period. The 7-12 ICCVA teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coach (CCC). Training and support will be provided to the ICCVA teachers and district CCC throughout the year.

A certified teacher will be acting as the K-12 Campus Connection Coach.

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



K-6 ICCVA teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. It is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

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

Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.  
Teachers will complete the grading of assessments within 2-3 business days  
Teachers will complete the grading of portfolio items within 4-5 business days

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

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real time. This instruction will occur daily and synchronously to ensure that the foundational literacy skills ("bottom of the rope") are developed and supported on a regular basis.

Reading instruction is crucial in the overall success of students. Core literacy



Reading instruction is critical in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and class reader sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.

## 7-12

ICCVA teachers will provide daily, asynchronous instruction for virtual students. It is highly encouraged that asynchronous students view all virtual lessons sessions each week. If desired, asynchronous students are encouraged to attend virtual lesson sessions in real time to interact with the teacher and other students. For students whose individual needs dictate a truly asynchronous experience, virtual sessions will be recorded and saved for viewing at a time that works best with the student's schedule. Students may view the lessons multiple times if needed.

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

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

7-12 teachers are trained in the Science of Reading and implement reading supports into their 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 K-6 ICCVA will not utilize district waivers for class size. The following student: teacher ratios will be followed:

Core Courses

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

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

Non-Core subjects will be integrated into the elementary instructional day  
The 7-12 ICCVA will not utilize district waivers for class size.

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

The K-6 ICCVA will not utilize district waivers for teaching load. The following student-teacher ratios will be followed:

Core Courses

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

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

Teaching load will not exceed 150 students.

The 7-12 ICCVA will not utilize district waivers for teaching load.

## Technology / Platforms



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

Students in the K-12 ICCVA will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

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.

The K-6 ICCVA will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-6 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and class reader sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.

ICCVA will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies as well as provide all student supplies needed.

In grades 7-12, each virtual teacher will use the Arkansas Academic Standards and their existing on-campus curriculum to build out content for virtual students. Digital resources such as Khan Academy, iXL, and PLATO will be used to support learning. Google Classroom will be utilized to deliver 7-12 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.



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.

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

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

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 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot. WiFi accessibility will be available on each campus in posted areas. Reliable internet service is a cornerstone to successfully participating in virtual instruction. ICCVA will exhaust all possibilities to ensure families have access to such services; however, students may be referred to on-campus instruction if internet accessibility becomes a barrier to their learning.

## 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.





ICCVA teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

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

Since the beginning of the pandemic in March of 2020, our district has provided breakfasts and lunches to all virtual students and then our whole student body last summer. We have continued that program through the past school year and have already made our first summer deliveries this week. We already have a well-established system in place to continue providing meals to all virtual students in the upcoming school year.

Because we serve a high-poverty population, our district provides all needed instructional supplies to students each year so parents do not have to worry with this cost.

Virtual students also have access to our school nurse and health counselor through on-campus interaction or virtual platforms. Our district has a dedicated health counselor on staff to serve students which allows us to quickly get support to students.

Teachers are available daily to students and will be trained to evaluate their physical and mental health to make appropriate referrals if needed. The Campus Connection Coach will meet with families weekly and specifically inquire about these needs.



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.

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

The virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided. The Campus Connection Coach is Molly Taylor, a certified teacher who will serve as a fulltime CCC.

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



ICCVA teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver excellent whole-group instruction (Tier 1) and then provide small group interventions (Tier 2) when needed. Virtual teachers will call parents to offer support and also let the Campus Connection Coach know when a student is struggling so additional oversight and assistance can be provided for families. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Teachers will make referrals for students who need Tier 3 interventions. These interventions will be provided in a small group or 1:1 setting by either the classroom teachers or school interventionist. If the student is not successfully participating in Tier 3 interventions online, the student may need to come to the campus to receive those services.

We will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.

In 7-12, virtual students will meet synchronously for the first full week of each new course to complete orientation and to become acquainted with the virtual teacher. For the remaining weeks of the semester, students will be required to maintain a 70% or higher in each course in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback and intervention. Teachers will be available with open virtual meetings following a daily schedule. Students falling below 70% in any course will be required to attend scheduled virtual meetings for a minimum of one week or until their grades are above 70%.

Tier II interventions will be provided by the classroom teacher in smaller groups and at a time arranged between the parent(s), student, and teacher. Tier III interventions will be provided by the district's interventionists at a time arranged between the parent(s), student, and teacher. Both Tier II and Tier III interventions will be provided via Zoom if possible although students may need to attend on-campus if deemed more appropriate for the student's individual needs.



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

ICCVA will use formative assessment to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice). Assignments will be aligned to SoR, QuEST, and GPS, and will include recognized assessments such as DIBELS, PAST, etc. The local school/district will provide all appropriate testing and support services for all students. When appropriate, these services will be provided online; however, when necessary for the efficacy of testing, students may be required to come on campus for assessment.

Formative assessments will occur in real time for all synchronous students. Asynchronous students will be given the same formative assessments and will be monitored on a regular basis to ensure that students' understanding and needs are being met. Based on the results of routine formative assessments, the teachers will determine students' needs and how to best meet those needs through practices such as additional small group work, re-teaching core content, and modifications of tasks to promote mastery.

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

ICCVA provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The local school/district will provide all appropriate testing and support services for all students. When appropriate, these services will be provided online; however, when necessary for the efficacy of testing, students may be required to come on campus for assessment.

All state mandates regarding screening of students for dyslexia will be followed with the virtual student population. To ensure accuracy of results, students may be asked to come to campus for such screenings and follow-up testing if dictated by the screening results. Students who qualify for dyslexia services will receive interventions with our district dyslexia interventionist three times a week for forty-five minutes in each session. These interventions will be provided via Zoom if appropriate but students may also be asked to come to campus if needed to best serve the needs of the student.



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

The K-6 ICCVA teachers will embed enrichment activities into core content. Education Cooperative GT Specialists will have input in the development of curriculum in order to ensure rigorous activities are embedded in core content courses.

7-12 ICCVA teachers will embed enrichment activities into core content.

GT referrals could come from many sources such as other students, parents, or self-referrals, etc. and will be processed in accordance with our GT identification and placement procedures. ICCVA will ensure that all requirements from GT Program Approval Standards will be met for virtual learners. Students must come on campus to be tested for GT.

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

K-12 ICCVA teachers will provide all accommodations and modifications as stated on LPACS.

ELPA screenings and testing will be conducted on campus. An English Learner Plan will be developed if the student fails the screening. The district will ensure all requirements of the District English Learner Plan will be met for on-site and virtual learners.

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

K-12 ICCVA teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.

The district will ensure special education services will follow all rules and regulations for virtual students. Students with IEP's will receive instruction via Zoom with certified SPED instructions according to the minutes outlined in the IEP. Most evaluations require the presence of the student on campus. Conferences will be conducted via Zoom if possible.



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.

Assisted technology will be utilized as necessary for student achievement.

Accommodations such as text-to-speech, speech-to-text, extended time, and other assisted technology will be utilized as needed for student achievement. Our district also employs a full-time certified teacher who serves as the Campus Connection Coordinator who will meet weekly via Zoom with parents and students to ensure student success. The CCC will have access to student grades and will intervene on the behalf of struggling students to make sure they are aware of provided accommodations or determine if the family needs additional support.

## Teacher Supports

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

The K-12 ICCVA will support professional development for online teachers and will align this support with the National Standards for Quality Online Teaching. There are a number of avenues through which this training will be provided. Professional development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of professional development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all ICCVA teachers.



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 K-12 ICCVA will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). The district will also provide a Campus Connection Coach who will help teachers with technology issues and support teachers with digital content and planning by margin them aware of available resources and provide instruction on how to implement those resources.

## 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.

The local school/district will provide all appropriate testing and support services for all students. When appropriate, these services will be provided online; however, when necessary for the efficacy of testing, students may be required to come on campus for assessment. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary. The district will provide internet connectivity if needed as well as a device for each virtual student.

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.

All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.

Parents will be notified of the need to bring their student(s) to campus for assessment purposes and will be provided a window of time to choose a time that best suits their schedule.

Part of our virtual learning application process includes a virtual learning compact signed by both the student and parent/guardian. One of the requirements listed in the compact is that virtual learners take all school-mandated assessments in-person on one of our campuses. Families who refuse to bring students to school for needed testing may be deemed more appropriate for onsite instruction only and not candidates for our virtual academy.



Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The Izard County Consolidated School District will monitor and evaluate the effectiveness of the ICCVA as part of a continual process carried out throughout the year. On a weekly basis, teachers and the Campus Connection Coach will monitor student performance to quickly intervene on a student's behalf to determine what additional steps might need to be taken to ensure academic success. Parent surveys will be utilized at least twice during the school year to gather valuable feedback to better ICCVA's practice. The school leadership team will meet to review this data as well as consider feedback from teachers, interventions, and students. Student performance on formative, summative, and state-required assessments will help further determine ICCVA's efficacy when that data is compared to on-campus students.

Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)

All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. ICCVA teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades.

Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

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

[http://icc.k12.ar.us/uploads/7/7/7/6/77765386/march\\_31\\_2021\\_board\\_meeting](http://icc.k12.ar.us/uploads/7/7/7/6/77765386/march_31_2021_board_meeting)

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

Our virtual planning committee met with stakeholders to obtain feedback on our

## Policies

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

[https://docs.google.com/document/d/1WUdVMjBJb7a8ysfxt3CZE5\\_3u5nT6CY13](https://docs.google.com/document/d/1WUdVMjBJb7a8ysfxt3CZE5_3u5nT6CY13)

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

ICVA Discipline Policy <https://docs.google.com/document/d/10eNNmGzzgssulv>

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

Virtual students will be required to follow on-site grading policies. <http://icc.k12>.





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