



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

White Hall School District (3510000)

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 #: 3510000
Superintendent: Doug Dorris
Email: dorrisd@whitehallsd.org
Phone: (870) 247-2196
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
3510084 - Gandy Elementary School	Kindergarten through Twelfth Grades	Asynchronous	Virtual (Online) / Remote (Distance)	CMS
3510078 - Hardin Elementary School		Synchronous		
3510079 - Moody Elementary School				
3510080 - Taylor Elementary School				
3510076 - White Hall High School				
3510081 - White Hall 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>Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the ARESC Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software.</p> <p>District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator will work with the District Connection Coach to create a personalized student success plan.</p> <p>Students in grades 7-12 attending Virtual Arkansas will not need a waiver regarding student attendance. Attendance is taken daily through the assigned 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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are not requesting additional waivers for class size. The class size waiver will not be needed in K-6. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms.</p> <p>The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load: http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<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>We are not requesting additional waivers for the teaching load.</p> <p>Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load</p> <p>http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</p>
<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>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are requesting the waiver. Research shows students in grades K-6 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.</p>
				<p>We are requesting the six-hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.</p>
Clock Hours	1-A.2			<p>Students in grades 7-12 may not need 120 clock hours to master course content since they will have the flexibility of time, place, pathway, and pace.</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)	<p>We are requesting a waiver. We will work with parents to schedule recess daily, provide ideas, and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.</p> <p>N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.</p>

Digital Model

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

Interaction / Delivery

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



The White Hall School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our White Hall School District virtual option. Arkansas River Education Service Cooperative will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the Connection Coach: <https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing> that will serve as the liaison for virtual families, Arkansas River Education Service Cooperative, and the District. The District will work hand-in-hand with Arkansas River Education Service Cooperative to serve the needs of every virtual student.

A combination of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers: https://docs.google.com/document/d/1lpvdA-KJQzyuVIJk4B_7QIe9Rp7kt-oB96kJusr8hvM/edit?usp=sharing and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Virtual Paraprofessionals:

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

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

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. In order to meet the requirements of K-2 RISE, virtual students will meet through asynchronous and synchronous sessions daily to address key elements such as phoneme awareness, decoding, and vocabulary. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color



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depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

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

<https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing> and the District Connection Coach: <https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing>.

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

Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of reading
- Point-in-time intervention
- Enrichment opportunities



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Enrichment opportunities

- Math quest
- Grasping phenomenal science
- Virtual office hours for support
- Educational games
- Interactive online quizzes

Students in K-6 are required to attend all synchronous sessions and attend invitations from the teacher or paraprofessional for intervention in areas that are not meeting proficiency.

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request an additional one: one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. White Hall School District students are required to attend all synchronous lessons and request additional sessions in areas that need reteach or intervention.

Students/teachers are also able to communicate 24/7 via the CANVAS Learning Management System messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



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.



As a member of the Arkansas River Education Service Cooperative K-6 Virtual Academy Consortium, the White Hall School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned. The blended (hybrid) model of instruction is available for students with markers of dyslexia, served under the Individuals with Disabilities Education Act or 504, mental health/counseling, English as a Second Language, and gifted and talented to meet individual student needs. Students are encouraged to complete state assessments onsite or in a district building.

The White Hall School District will utilize online virtual remote learning through Virtual Arkansas in grades 7-12. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teachers. All learning will take place online. Career Technical Education courses will be offered in a blended learning environment. Depending on the course being offered/taken, Career Technical Education courses would include synchronous sessions with face-to-face sessions. Students may use the blended model to participate in extracurricular activities such as clubs, sports, band, and or music.



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.

As a member of the Arkansas River Education Service Cooperative K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.

The White Hall School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

The White Hall School district will monitor student progress and attendance through an assigned Principal for virtual instruction. The responsibilities of this Principal include collaborating with parents, students, and Virtual Arkansas staff, Arkansas River Education Service Cooperative District Connection Coach, serving as the district testing coordinator,

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



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During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily. Virtual Teachers employed by Arkansas River Educational Service Cooperative will be under a 190-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely. Virtual Teachers will also have office hours where students may receive additional support or ask questions

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



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

We are not requesting additional waivers for class size.

The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

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Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

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



We are not requesting additional waivers for the teaching load. Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

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Technology / Platforms



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

The Arkansas River Education Service Cooperative K-6 Virtual Academy Consortium has selected the Edgenuity Learning Management System for Kindergarten through 6th-grade courses.

The Learning Management System will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This Learning Management System is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.



Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide point-in-time resources and support.

The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River Education Service Cooperative Content Specialists, and the Virtual Campus Coordinator.

Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.

Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert virtual teachers with rigorous assignments, performance tasks,



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teaching experts, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support. The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.



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

Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support.

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.

Digital Learning Students have access to school-issued Chromebooks and or hotspots. Internet Access is available on each campus, as well as designated areas in the community.

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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Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.

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

The White Hall School District supports the social-emotional needs of all students. White Hall virtual students have access to the counselors' Google Classroom for mental health and wellness resources. School counselors partner with the District Connection Coach, Virtual Arkansas facilitator, and parents to counsel individual students. The White Hall School District contracts with Pinnacle Pointe for mental health services. Referrals are made through the school counselors.

Breakfast and lunch are offered to virtual students. Parents and or students can email their campus counselor or Virtual Facilitator to request the meals.

District Wellness Policy: <https://5il.co/kg2m>

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.



Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff, and Virtual Staff will partner to provide solutions and support.

Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.

The White Hall School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real-time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact the administrator or request the administrator to be contacted if the initial intervention is not successful.

The White Hall School District has a dedicated Principal for the virtual program. Coordination of student services, concerns, and celebrations will flow to the virtual principal. School Counselors and Mental Health services are available to assist in addressing student engagement. The Principal of the virtual program will conference with parents and students to build a strategic action plan for increasing engagement and academic growth.



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



Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.

Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.

Virtual Teachers will have additional support and resources through the SIT team, the Virtual Campus Coordinator, Cooperative staff, and resources provided by the State. If the School Intervention Team determines a student needs additional services and supports, Virtual staff and District staff will work together to coordinate these services and supports.

Virtual teachers monitor the academic and behavioral progress of virtual students through formative assessments. If a student fails to demonstrate success academically or behaviorally the District Connection Coach will contact the District Campus Coordinator to schedule a conference on-site or through Google Meet with the parent/guardian, teachers, administrator, and student when appropriate. The team builds an action plan that includes goals and a timeline for monitoring at TIER I or TIER II level interventions which may include small group or one-one instruction. This instruction is offered at the blended (hybrid) or virtual model. The intervention targets specific standards identified as deficits. Intervention may come from a support staff member through Title 1, a digital content resource program, or be provided by the Digital Learning general education teacher. Progress monitoring of interventions is presented to the campus SIT team. If success is not noted in the Tier II interventions a referral for specialized testing may be requested.

The White Hall School District recognizes the Response To Intervention process provided by the Virtual Arkansas Teachers. The district Principal for virtual students collaborates with the Response To Intervention team to monitor student progress

Additionally, Virtual Arkansas teachers have been trained in the Response To Intervention process to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier I and II interventions and, if those are not successful, reach out to the partnering school regarding additional Tier II or Tier III interventions. Virtual Arkansas also has a Professional Learning Community structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks



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



Virtual Teachers will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions, very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as one-to-one, peer groups, additional tiered support as needed. Each student will be closely monitored on the Response To Intervention TIERS to see if progress is being made. Virtual Teachers and students will meet virtually or face-to-face to determine a weekly goal. In addition to the 4 ½ week progress reports required by law, we will provide a weekly progress report to parents.

The White Hall School District supports this process and will monitor the formative data through the Virtual Connection Coach and the District Campus Coordinator. Students will also be scheduled to come onsite to complete STAR testing.

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments (open-ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the Response To Intervention process and methods of intervention.

The White Hall School District supports this process and will monitor the formative data through the Virtual Arkansas Facilitator and the District Campus Coordinator.



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



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The White Hall School District will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that is experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by District Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.

3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. 3-6 students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring. [Districts should add information



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screening results and progress monitoring. Districts should add information about how they are going to communicate with Virtual Parents regarding Level II screening results, progress monitoring, and student engagement in dyslexia services.

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. Districts will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing.

District interventionists will deliver Tier II and III interventions.

Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the Response To Intervention process. The Virtual Teacher will monitor how the student is doing on grade-level work. This will be communicated with the interventionist. District interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer Level II.

Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous ZOOM sessions will be scheduled when interim and progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student.

All dyslexia law requirements will be met for on-site and virtual learners.

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by the partnering school. The response to intervention team monitors students' data and communicates with the assigned building principal when concerns or "flags" of markers of dyslexia may be evident. The data is reviewed by the Student Intervention team and if determined level I screeners will be administered. The results of the level 1 screener will determine if a level II assessment should be completed. If the student meets the criteria for services for markers of dyslexia intervention will begin



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Students that demonstrate the need for dyslexia services are offered the blended (hybrid) model or may receive their intervention through synchronous Google Meet sessions. Attendance is expected at all synchronous and or onsite sessions. The district provides instruction through the Take Flight and Barton programs. Digital resources for implementing Take Flight in the virtual setting are provided for each Take Flight trained certified teacher. Digital interventionists utilize the Barton digital tiles to provide intervention to digital learning students.



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

The White Hall School District provides support and services to students identified as Gifted and Talented through the blended (hybrid) model or the virtual model. Asynchronous and synchronous instruction is included through the virtual model. Students are expected to attend all synchronous sessions and be active oral and visual participants. Asynchronous assignments include an extended timeline and choices of projects or performance evidence. The Gifted and Talented certified teacher provides the instruction. The Gifted and Talented teacher has a Google Classroom that includes additional resources such as digital books, audio recordings, videos, and digital resource links. Students may choose the blended (hybrid) model and attend Gifted and Talented classes on their home campus.

Digital learning students may be referred to the Gifted and Talented program by a teacher or parent. Screening includes the student's assessment data, grades, teacher observations, creativity, and work samples.

All requirements from the Gifted and Talented program approval standards are met for the GATE program for remote learners.

Gifted and Talented Approval Application <https://5il.co/s4tg>

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



The White Hall District will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

English Language Learners that are identified and are served through the White Hall Digital Learning program receive accommodations through their LPAC plan. Supports are given through identified areas for intervention. The intervention may be in areas of vocabulary development, reading fluency, following directions, etc. The White Hall School District employs a support staff member that provides one-on-one Google Meet sessions with students that are not making significant progress academically and or need additional academic support. The district also utilizes Rosetta Stone for the Elementary Grades to provide vocabulary and language support. Rosetta Stone is also used in grades 7-12 as a support for vocabulary and language. Progress monitoring in the Rosetta program is a data source to monitor student growth. The district-assigned principal ensures each student has access to the site and has log-in information.

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



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If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents. Special Education programs delivered in a virtual learning environment will follow all Individuals with Disabilities Educational Act /Arkansas Rules and Regulations for Special Education. The information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to the student's Individual Education Plan. During virtual learning, students who have been identified as needing special education services will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, which will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone, or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to Individuals with Disabilities Educational Act guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all-district protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:

1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using



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hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. The White Hall School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. The assigned principal will work with the Virtual Arkansas facilitator to begin the referral process.

Special Education programs delivered in a virtual learning environment will follow all Individuals with Disabilities Education Act/Arkansas Rules and Regulations for Special Education. The information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students' IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

White Hall School District Special Education Plan

Digital Learning students that are identified as needing a comprehensive evaluation, based on a referral request by the parent and or Student Intervention Team, have a referral conference scheduled in the same manner as the on-site student referrals. The parent/guardian is given the option to come on-site and meet with the team or attend virtually through a Google Meet. All required committee members will be present. Consent forms are mailed to



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required committee members will be present. Consent forms are mailed to parents/guardians that choose the virtual conferencing with a stamped return envelope. A scheduled time for the student to come on-site for testing is arranged with flexibility. A designated location away from on-site students is suggested and at a time when there is little traffic in the building. Evaluation conferences will be held on-site, or virtually through a Google Meet with the parent receiving a copy of the evaluation prior to the meeting. All required evaluation conference members will be present. White Hall School District certified special education teachers will provide the services through synchronous and asynchronous instruction.

Special Education Self Contained: Digital special education learners that are in need of the self-contained setting and more special education time, receive services under the blended (hybrid) or virtual program. Students have access to the digital content program Teach Town for interactive lessons to reinforce IEP goals. This program can be accessed from home. Digital teachers/therapists partner with parents/guardians, or adults at home with students, to provide resources such as manipulatives, sensory items, visual schedules, books, appropriate accessibility equipment, etc. Synchronous instructional sessions are scheduled in collaboration with the home partners. The district expectations include synchronous instructional sessions a minimum of three times a week and that the student attend the Individual Education Plan required therapy sessions. Blended schedules are constructed in partnership with parents/guardians. The White Hall School District digital students work with the teacher and or therapist on campus, or in an agreeable location, in a designated selected area at minimum twice a week. The Digital Special Education teacher assists parents/guardians with logging into Google Classroom and locating resources. Students come on-site to complete state assessments.

Special Education Resource: Digital learner special education students that require special education services through this setting, receive services under the blended (hybrid) or virtual models. Digital Learning certified special education teachers provide the services based on the Individual Education Plan goals, schedule of services, and accommodations. Instructional lessons are provided through synchronous and asynchronous communication. Students are encouraged and expected to attend all scheduled synchronous sessions. Asynchronous instruction includes resources found in the Digital Learning special education teacher's Google Classroom. Resources include videos, audiobooks, directions for using interactive tools, and teacher contact information. Students submit assignments through Google Forms, Google Meet, and or email. Digital learning special and general education teachers monitor student progress and communicate with the building administrator and parent/guardian when there are concerns regarding attendance and or engagement. Students come on-site to complete state assessments. Special Education accommodations documented in the Individual Education Plan are given to general education teachers for implementation. Students are expected to attend all synchronous and blended model sessions.

Speech Therapy/Occupational Therapy/Physical Therapy: Services are offered



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speech therapy/occupational therapy/physical therapy. Services are offered through the blended (hybrid) and virtual model. Therapists schedule services based on the student's Individual Education Plan. Special Education services and supports are offered through both the blended (hybrid) and virtual models. Therapists partner with the parent/guardian and or home partner to ensure an understanding of technology tools and provide an understanding of technology tools and provide accessibility materials for use at home. Students are expected to attend all synchronous and blended model sessions.

Services are provided by certified district special education teachers and or therapists through a dual role. The Individual Education Plan team determines the appropriate accommodations and additional resources the student with a disability may need.



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.



All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

Virtual Arkansas courses meet the guidelines of the Individuals with Disabilities Education Act and Section 504. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Digital Learning teachers have access to digital resources and training through collaboration with their campus media specialists and the Arkansas River Educational Service Cooperative Literacy, Math, Science Specialists, and Team Digital staff. Storage of recorded instructional videos through the Arkansas Digital Sandbox, and the creation of videos through Kami, and Screencastify are utilized in building and storing asynchronous instructional lessons. Students have easy access to books for check out through the SORA program of each campus media center. Instructional “how-to videos” are linked in Google Classroom to provide assistance in accessing lessons or digital content. A Digital Learning Guide is given to parents/ guardians that explains how to access Google Classroom, additional resources, communication, attendance, and grading. Special Education and or 504 students are provided accessibility tools for enlarging fonts, reading texts, and voice dictation in writing, etc. The White Hall School district has digital resources to accompany adopted texts in the content areas. Resources also include:

Google Slides

Flip Grid

Screencastify

Kami

Arkansas Digital Sandbox

Sora(Book Check out)

Freckle Math

Studies Weekly

Moby Max

Elementary Literacy Program online Benchmark Workshop University

Rosetta Stone Elementary

Rosetta Stone Secondary

Kahoot.com

Explaineverything.com (digital whiteboard)



Teacher Supports

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



Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need identified, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. The Virtual Campus Coordinator will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs.

The White Hall School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.

The White Hall School district has digital resources to accompany adopted texts in the content areas. Resources also include:

Google Slides

Flip Grid

Screencastify

Kami

Arkansas Digital Sandbox

Sora(Book Check out)

Freckle Math

Studies Weekly

Moby Max

Elementary Literacy Program online Benchmark Workshop University

Rosetta Stone Elementary

Rosetta Stone Secondary

Kahoot.com

Explaineverything.com (digital whiteboard)

The White Hall School District provides digital training in Google Classroom, Google Meet, Google Forms, and other digital resources in collaboration with



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Google Meet, Google Forms, and other digital resources in collaboration with Arkansas River Educational Service Cooperative and Team Digital. Digital Learning Teachers collaborate through professional learning communities to build instructional strategies, review data, and enhance technology resources.

White Hall Digital Learning teachers have new laptops issued for the 2021-2022 school year. Classrooms have smart televisions, cameras, and microphones for providing synchronous and asynchronous instruction.

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?



Virtual Teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation.

Prior to the start of school, the Arkansas River Educational Service Cooperative K-6 Virtual Academy Consortium will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district and cooperative staff.

Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

The White Hall School District will make available to the virtual teachers' resources such as essential standards, pacing guides, and digital resources that are effectively implemented in the on-site program.

White Hall School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to the facilitator(s) through Virtual Arkansas' Facilitator Coordinator. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas.



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.

It is the policy of the White Hall District to ensure equitable access to opportunities for all students without regard to race, religion, national origin, sex, age, or disability. The White Hall School District affords the same services and educational opportunities to foster, migrant, military, and /or students in poverty that are afforded other children and youth whether digital learners or on-site.

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



The district's assigned administrator will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site on the White Hall campus to take assessments. White Hall School District students are required to take all state assessments on a district campus. The district assigned administrator will work with students to provide a safety plan and flexibility in scheduling based on the state assessment guidelines. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement. The Virtual Campus Coordinator will work with the District Connection Coach to provide daily support and communication. Reminders for parents will be included during parent-teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications.

Virtual Arkansas requires trained proctors for major assessments. White Hall School District plan for students to take proctored assessments includes: White Hall School District students are required to take all state assessments on a district campus. The district assigned administrator will work with students to provide a safety plan and flexibility in scheduling based on the state assessment guidelines.

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of



implementation as described within this application.

Through our partnership with the Arkansas River Cooperative Virtual program and Virtual Arkansas, we will evaluate the effectiveness of this option on a daily and monthly basis using qualitative and quantitative data. The district-assigned principal for virtual educators will gather data and present it in district-led data meetings.

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

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

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

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Staff and District Staff.

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

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

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

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

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



CLASSROOM VISITS:

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Arkansas Teachers and Administration.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.

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



Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.

The District will provide a dedicated staff member (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support.

In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.)

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Families will be provided the office hour schedules of Virtual Teachers, District Connection Coach, and Virtual Campus Coordinator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support. Families will receive a schedule for assignments and class meetings to engage students in both the local school community and the virtual school community. In partnership with the District Connection Coach, and Virtual Staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e., morning announcements, bulletins from the school.)

One of our goals is to keep students connected to their local school campus. In addition to the strategies listed above, the virtual campus will hold district-specific Zoom sessions where the teacher will utilize the district logo/colors as his/her background for that session. On set days, the Virtual Teacher will wear district spirit shirts while meeting with students from a specific district. Students will be asked to explore their communities in assignments and projects.

Based on individual needs and requests, students/families will be connected to school, district, community, regional, and state resources (counseling services, additional training, food pantries, clothes closets, and assistance programs.



Teachers will encourage and expect parents and student's voices, choices, and agency. We will build capacity in students and families to effectively engage in digital learning.

Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (https://www.virtualarkansas.org/293342_2).

Families and students have access to the White Hall School District website and Facebook page where announcements of events and contact information can be found. Elementary campus PTO organization information will be shared with virtual students.



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

Communication Plan: <https://5il.co/s5md> Timeline: <https://5il.co/s5mi> Feedback

Policies

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

Attendance Policy: <https://5il.co/s5a0>

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

Discipline Policy: <https://5il.co/s5a1>

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

Grading Policy: <https://5il.co/s5a2>

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