




Status:

SBE

Act 1240 Digital Learning Waiver Request

 Nettleton School District
(1611000)

School Year 2021-2022

Please use this Addendum to update your State Board approved Act 1240 Digital Learning Waiver Request.

- **Add grade levels** not included on the initial application.
- Remember to address each section of the application to include the grade level information being added.
- **All additions should be in red font.**
- Please do not remove or revise any information in the approved application.
- Email updated application to Melissa.Matus@ade.arkansas.gov.
- Updated applications are due September 1 by 5:00 p.m.

District:

LEA #: 1611000

Superintendent: Karen Curtner

Email: karen.curtner@nettletonschoools.net

Phone: (870) 910-7800 Ext. 1200

Duration Requested (not to exceed five years):

1 Year

(School year 2021-2022 to 2022-2023)

				<input type="checkbox"/>
				<input type="checkbox"/>
The proposed waiver(s) will apply to the following schools:				
LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1611035 - Fox Meadow	K-2			nchron
1611035 - Fox Meadow	3-6			nchron
1611035 - Fox Meadow	K-2			
1611040 - University Heights Elem. School	3-6			Asynchronous Synchronous
1611043 - University Heights School of Medical Arts	3-6			Asynchronous
	7-8			Synchronous/Asynchronous
	9-12			Synchronous



Virtual (Online) /
Remote
(Distance)

Virtual (Online) /
Remote
(Distance)

Virtual (Online) /
Remote
(Distance)

Virtual (Online) /
Remote
(Distance)

Virtual (Online) /
Remote
(Distance)



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>Regular attendance in a virtual setting is crucial to the academic growth of students; therefore students are expected to attend and complete 178 days of instructional content. Students in each grade will have a schedule to ensure academic success with mandatory live instruction times, as well as times for office hours that can be used for additional support, academic intervention, etc. Days missed due to illness or other events will be made up through designated small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time and/or supports are needed the student and/or the parent (learning coach) can contact the teacher for assistance.</p> <p>Attendance via synchronous 'live' lessons shall be defined as: a minimum of 3 hours per day for students. *Some schedules (depending on grade level) may adjust this synchronous lesson requirement.</p> <p>Attendance via asynchronous 'offline' lessons shall be defined as: a minimum of a lesson (such as materials, projects, assessments, etc.) per subject area to be completed each day.</p> <p>Canvas Student Engagement Reports will be ran every Monday to calculate the total time (for the previous week) of student activity and logged hours toward assignments/materials, as well as completion of required work.</p>



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3:28 PM



LEA INSIGHTS

LEA# 1611000



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: 25		DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	<p>The waiver is not needed as class size limits will not be exceeded.</p> <p>K-6 Class size waiver is requested for K in order to have 25 students in a virtual class.</p> <p>7-12 We are not requesting additional waivers for the teaching load. 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 <u>DESE Rules for Distance and Digital Learning</u>, and teaching load would not apply as per <u>DESE Rules Governing Class Size and Teaching Load. (from VA Digital Learning Plan)</u></p>
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>The waiver is not needed as teaching load limits will not be exceeded.</p> <p>7-12 This waiver is not needed as 100% virtual classes are considered large group instruction.</p> <p>We are not requesting additional waivers for the teaching load. 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 <u>DESE Rules for Distance and Digital Learning</u>, and teaching load would not apply as per <u>DESE Rules Governing Class Size and Teaching Load. (from VA Digital Learning Plan)</u></p>



only

virtu /remote students
only



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Students in each grade will have a daily schedule to ensure academic success with mandatory live instruction times, as well as times for office hours (to provide additional support, intervention/enrichment, etc.) If increased assistance is needed outside of the daily schedule, the student and/or the parent (learning coach) can contact the teacher for such assistance.</p> <p>Students and their learning coach should anticipate a 6-hour learning day each of the 178 school days. Each day will consist of set mandatory live instruction times (at least three hours per day) and set times for office hours (at least one hour per day) that will provide students with a structured, yet flexible, schedule to complete asynchronous course work at their own pace. This type of instructional schedule will also allow for some course work to be completed outside of the Monday through Friday school week.</p> <p>7-12 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. (from VA Digital Learning Plan)</p>





Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>The clock hours for the school day will be set within the perimeters of 8:00 a.m.-3:00 p.m. each day. As such, each student's daily schedule will be created within these hours. However, since there is flexibility given to some course requirements/instructions/completions, there are opportunities for students to complete work outside of the perimeters of the school day.</p> <p>Furthermore, academy instructors will provide opportunities for student assistance outside of the school day in various ways including email, text, technical help desk, etc.</p> <p>7-12</p> <p>This waiver will be needed as credit will be awarded based on course mastery instead of 120 clock hours.</p> <p>We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours. (from VA Digital Learning Plan)</p>



Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	Within each student's daily schedule, various times will be provided to allow for physical activity/stretching. Each day will encompass at least (2) 10-minute physical activity periods in the morning, and at least (1) 10-minute physical activity period in the afternoon. These activity periods will be guided by a designated instructor.
				7-12 N/A for grades 7-12.



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 in both expectations and participation for students.

Nettleton Virtual Academy will provide academic instruction to students grades K-6 via a weekly schedule that is a blended environment of

synchronous and asynchronous learning. This model allows for structured learning, increased interactions, and direct instruction for all academy students. Virtual students will have the flexibility to complete learning tasks at their own pace using a weekly schedule that is conducive to their specific needs. Using this model of instruction and scheduling helps to increase student-teacher communication, as well as targets the individual learning needs of all students.

Academy instructors are expected to have all resources and materials uploaded to Canvas (chosen learning management system) at least one day prior to the synchronous lesson. All synchronous lessons will be recorded so that students may access them at any time after an absence or when in need of review/assistance. Reminders of synchronous lessons will be given to students via Canvas, emails, or Remind. Along with leading synchronous lessons, academy instructors will assist small groups and/or individual students as needed.

Synchronous lessons will align with work assigned to be completed asynchronously. During this time, teachers will be able to schedule office hours within their day, which will allow them time to give individual assistance to digital learners, including providing additional support and feedback.

Instructors can also use this time to monitor student attendance and interactions via synchronous lessons, Canvas analytics, Remind, emails, tech help desk, etc.

*Please note that Nettleton students in grades 7-12 interested in virtual learning will be given the option of receiving their education via Virtual Arkansas, given they meet their entrance requirements.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors.

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. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Nettleton Virtual Academy will require that all NVA students attend at least (1) zoom session per content area each week. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week. (from VA Digital Learning Plan)



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 delivery of instruction will be virtual (on-line)/remote (distance) as teachers and students will not be located in the same place. Academy teachers will be housed in the Nettleton Support Services Building and students will be able to attend virtually at a location of their choice.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors.

Nettleton School District will utilize online virtual remote learning through Virtual Arkansas. 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 teacher. All learning will take place online. **(from VA Digital Learning Plan)**

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?

*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.

Teachers selected to provide remote instruction to digital learners will be responsible only for the academic instruction of their assigned digital learners.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors, who are dedicated solely to digital learners.

Nettleton Virtual Academy 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. Nettleton Virtual Academy will use both paraprofessionals and certified teachers assigned to NVA to serve as facilitators. However, there will only be a need for these facilitators when NVA students are provided a set time at the Nettleton Support Services Building to complete an assigned assessment. All other student learning will be completed offsite and therefore,



there will be no need for a facilitator. All facilitators will receive the required training from Virtual Arkansas and will be assigned to monitor student testing as their schedule allows. 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. (from VA Digital Learning Plan)

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

It is the expectation that academy instructors will have daily interactions with their digital students. The number of interactions and length of each interaction will be dependent upon the grade level and the set schedule for that day, however, each day will require both personal interaction and instruction between the academy instructor(s) and the virtual student.

Specifically, academy instructors are expected to have all resources and materials prepared and placed in Canvas at least one day prior to the synchronous lesson. All synchronous lessons will be recorded in order for students to access them at any time. Reminders of synchronous lessons will be given to students via Canvas, emails, or Remind.

Further, academy instructors will ensure synchronous lessons (at least three total hours per day) for each student. They will assist small groups and individual students as needed in scheduled daily groups, and each instructor will have a scheduled time each day (at least one hour) to provide their digital learners with additional support and feedback.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors.

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





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?

Even though Nettleton Virtual Academy is not using this waiver, the district is committed to the support and success of the instructors and the students of the Academy. Thus, the district has created a dedicated space within its Student Services Building for the academy, its faculty and its families. This space includes a "technology hub" that will provide the virtual students with a technologically-enhanced space to come and meet with academy instructors, take state-mandated assessments, etc.

In addition to the technology that is provided to each virtual learner, each virtual classroom is equipped with the technology needed to provide an interactive and fulfilling on-line learning experience.

Also, along with the personnel dedicated solely to the instruction of digital students, the district has created a new position, Virtual Academy Facilitator, that will be responsible for the continuous review of the needs of virtual instructors and virtual students. This individual will serve to secure the proper supports for these groups so that their success as a virtual learner and as a virtual instructor are ensured.

7-12

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. 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 the model (synchronous/asynchronous) of instruction. (from VA Digital Learning Plan)



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?

Nettleton Virtual Academy is not using this waiver, but please refer to the question above for additional supports that the district has put in place to support virtual instructors and students.

7-12

We are not requesting additional waivers for teacher load. 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. 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. **(from VA Digital Learning Plan)**

Technology / Platforms

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

Canvas - Learning Management System

*Please note that courses provided through Buzz/Virtual Arkansas will be loaded into Canvas

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors. NVA will provide all technology needed to access the LMS used by Virtual Arkansas.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS 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. (from VA Digital Learning Plan)

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.

Houghton Mifflin Harcourt - Core Curriculum (K-6) Lincoln Learning - Art & Music (K-6)

*Please note that all content is being pulled into our chosen learning management system, Canvas

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas, their instructors, and their curriculum. In addition, those performance-based courses, as well as those courses associated with AAA, will be made available (on-site) to NVA students in grades 7-12. Students will also be able to apply for membership in any AAA-sanctioned clubs associated with courses in which they are enrolled.

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, 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. **(from VA Digital Learning Plan)**



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.

Canvas will house all of the communication software that will be used within the academy, and will provide an ease of accessibility for virtual learners and their teachers.

Specifically, Google Workspace for Education (Google Meet) and Zoom will be the video communication software used to facilitate live conferences, including live lessons, office hours, small group sessions, etc.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors. NVA will provide all technology needed for students to successfully participate and communicate with their VA instructors.

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. 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. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators. **(from VA Digital Learning Plan)**

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.

Nettleton Public Schools will provide (1) an iPad (6th Generation), (2) a Logitech case with a detachable keyboard, and (3) a carrying case to all of its digital learners, as well as an Internet hot spot in order to ensure connectivity and equity for academic instruction at offsite locations.

7-12

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locations.

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.

Each week, a team of administrators and (appropriate) instructors will meet to discuss the performance and participation of each virtual learner. Within these discussions there will be a review of the weekly report provided by Canvas that details the student's academic activity of the previous week.

Also, in addition to the administrative and teaching staff, a social worker and school resource officer may be included in the weekly team meeting to discuss the social and emotional wellness and/or overall safety of each digital learner. Academy instructors may request assistance at anytime for their students' health and well-being. However, at every mid-quarter, and at the end of every quarter, a survey will be provided to both the virtual learner and their parent to assess any need for assistance in such areas. If it is determined that assistance is needed, referrals to district personnel (such as Food Service Director, Homeless Liaison, School Psychologist, District Nurse) can immediately be made for assistance.

7-12

Each week, a team of administrators and (appropriate) staff members will meet to discuss the performance and participation of each virtual learner. Within these discussions there will be a review of the weekly report provided by VA that details the student's academic activity of the previous week.

Also, in addition to the administrative and teaching staff, a social worker and school resource officer may be included in the weekly team meeting to discuss the social and emotional wellness and/or overall safety of each digital learner. Academy staff members may request assistance at any time for their students' health and well-being. However, at every mid-quarter, and at the end of every quarter, a survey will be provided to both the virtual learner and their parent to assess any need for assistance in such areas. If it is determined that assistance is needed, referrals to district personnel (such as Food Service Director, Homeless



Liaison, School Psychologist, District Nurse) can immediately be made for assistance.

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. **(from VA Digital Learning Plan)**



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.

Each Monday, student engagement reports will be retrieved from various data points including: Canvas, Remind, Call Logs, Email Logs, etc. These reports will be reviewed by the Academy Principal for appropriate action. In addition, teachers can share any student concern of academic or student engagement at anytime with Principal who will then refer to social worker or School Resource Officer as appropriate.

Technology Help Desk - Provide in person assistance to resolve engagement issues if it relates back to the technology itself. The 'Hub' (library) can provide live hands on lessons/experiences to assist them in understanding how to use the tools. "Back to School" Orientation Sessions will provide each student with a time/date to come on-site and meet their teacher, pick-up devices, access accounts, etc. (If on-site is not acceptable to the family, other arrangements can be made to provide orientation on-line or at home).

7-12

Each Monday, student engagement reports will be retrieved from various data points including: VA Reports, Call Logs, Email Logs, etc. These reports will be reviewed by the Academy Principal for appropriate action. In addition, staff members (NJHS Counselor, NHS Counselor, NVA Facilitator, etc.) can share any student concern, academic or engagement, at any time with the Principal who will then refer to the social worker or School Resource Officer as appropriate.

Technology Help Desk - Provide in person assistance to resolve engagement issues if it relates back to the technology itself. The 'Hub' (library) can provide live hands on lessons/experiences to assist them in understanding how to use the tools. "Back to School" Orientation Sessions will provide each student with a time/date to come on-site and meet their teacher, pick-up devices, access accounts, etc. (If on-site is not acceptable to the family, other arrangements can be made to provide orientation on-line or at home).

Nettleton Virtual Academy 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. (from VA Digital Learning



Plan)

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



All practices and procedures put in place for RTI onsite students will be followed for offsite students requiring such services. Students not performing at appropriate levels academically, socially, emotionally, or behaviorally, will be referred for Response To Intervention services and supports so to best address the student's need(s).

The RTI process is described in levels of instruction, Tier 1 (regular instruction) and Tier 2 (more specified instruction), both of which is provided by the classroom teacher. When a student is being considered for Tier 3 instruction (more intensive instruction), a conference is held with the parent to notify them that the student is not making progress and in need of more intervention.

Using personnel dedicated to the academy including the principal, academy facilitator, social worker, special education teacher, and virtual instructor(s), decisions will be made as to the appropriate intervention needed and the best way in which to implement the intervention(s). Interventions may include: small group instruction, individual tutoring, counseling services, etc. If it appears that even more intervention is needed, the team can reach out to other personnel within the district who may be of assistance, including those outside agencies that provide contracted services for the district. During Tier 3 instruction, specific skills will be targeted in deficit areas and students will be monitored in order to ascertain any achievement or growth.

In addition to using the same RTI practices and procedures for offsite students as are used for onsite students, offsite students will also be provided academic interventions via the HMH curriculum, as it can track student academic growth and adapt intervention lessons specifically designed to assist each student in attaining grade level.

7-12

All practices and procedures put in place for RTI onsite students will be followed for offsite students requiring such services. Students not performing at appropriate levels academically, socially, emotionally, or behaviorally, will be referred for Response To Intervention services and supports so to best address the student's need(s).

The RTI process is described in levels of instruction, Tier 1 (regular instruction) and Tier 2 (more specific instruction), both of which are provided by the classroom teacher. When a student is being considered for Tier 3 instruction (more intensive instruction), a conference is held with the parent to notify them that the student is not making progress and in need of more intervention.

Using personnel dedicated to the academy including the principal, academy facilitator, social worker, special education teacher, and other NVA staff, decisions will be made as to the appropriate intervention needed and the best way in which to implement the intervention(s). Interventions may



include: small group instruction, individual tutoring, counseling services, etc. If it appears that even more intervention is needed, the team can reach out to other personnel within the district who may be of assistance, including those outside agencies that provide contracted services for the district. During Tier 3 instruction, specific skills will be targeted in deficit areas and students will be monitored in order to ascertain any achievement or growth.

In addition to using the same RTI practices and procedures for offsite students as are used for onsite students, offsite students will also be provided academic interventions via the HMH curriculum (used by K-6 NVA students), as it can track student academic growth and adapt intervention lessons specifically designed to assist each student in attaining grade level.

Additionally, Virtual Arkansas teachers have been trained in the RTI 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. (from **VA Digital Learning Plan**)



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

Canvas, along with the HMH curriculum, provides insight to how students perform on teacher-graded activities within each course. The desegregation of student achievement data tracks student growth, as well as provides insight to how best meet and support each student's academic needs.

Further, Canvas provides detailed reports regarding student time spent on academic materials, pages, quizzes, etc. Such information will allow the instructor to analyze what should be done in terms of student engagement in order for each student to make appropriate academic progress.

All formative assessment data collected will be regularly reviewed so that if needed, it can help design a plan for additional support services, or guide the creation of more intensive instruction. This data often comes from informative pieces such as quizzes, exit tickets, question and answer sessions, etc., that allow for information to be gained both quickly and often. While the collection of such information may or may not result in a student grade, it does provide the instructor and the student with an overall look at the student's current state of learning and what current teachings have yet to take hold with the student. It is through this knowledge that the student knows the current content area(s) they need to focus on, and the instructor knows what academic standards they need to re-address.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas, their instructors, and their curriculum. As such, all formative assessments will be created and administered by VA.

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 RTI process and methods of intervention. (from VA Digital Learning Plan)

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

All students will be screened as required by law and/or in response to academic performance/achievement. All virtual instructors will be appropriately trained using "Connections" in order to serve dyslexic students. All necessary and appropriate student interventions will be provided using live synchronous instruction that is integrated into the student's daily schedule. The learning materials needed for a student to successfully receive dyslexic services will be provided for their personal use offsite. If additional instruction, supports or materials are needed, these can be provided to the student at scheduled times, either offsite or onsite. The district will ensure all requirements of the dyslexia law are met for onsite and remote learners.

7-12

All necessary and appropriate student interventions will be provided using live synchronous instruction that is integrated into the student's daily schedule. The instruction will be provided by NVA personnel trained in one of two intervention programs, "Take Flight" or "Connections." The intervention program chosen will be the one most familiar and/or most appropriate for the student.

The learning materials needed for a student to successfully receive dyslexic services will be provided for their personal use offsite. If additional instruction, supports or materials are needed, these can be provided to the student at scheduled times, either offsite or onsite. The district will ensure all requirements of the dyslexia law are met for onsite and remote learners. In addition, new students demonstrating dyslexic tendencies can be screened in response to academic performance/achievement and in accordance with Dyslexia law. NVA teachers, VA teachers, and/or parents may report and request the need for such testing at any time to the NVA Principal.

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 partnering school. **(from VA Digital Learning Plan)**



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

Gifted and Talented supports and services will be virtually provided in alignment with current practices of the school district: whole group instruction grades K-3, pullout instruction grades 4-5, Honors Course instruction in grade 6. All of these requirements will be incorporated into the student's schedule as time requires, and will be provided by teachers certified in Gifted and Talented instruction, or as properly trained in instruction of Honors courses. The district will ensure all GT Program Approval Standards for the gifted program will be met for onsite and remote learners.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas, their instructors, and their curriculum. As is at Nettleton Public Schools, VA provides various "Honors" courses, including Advanced Placement courses and Concurrent courses, for students in grades 7-12. Such a course selection will provide opportunities for gifted and talented supports and instruction to these digital learners.

All current **7-12 grade** Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards. The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services. Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented



identification process. All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students. (from VA Digital Learning Plan)

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

ESL supports and services will be provided in K-2 by district tutors who currently provide such supports to onsite students. They will join the academy instructors for synchronous, live lessons to "push into" the classroom and provide supports/services at scheduled times.

For grades 3 and above, students will be served by "pull out" lessons presented by district tutors via synchronous, live instruction at scheduled times.

Additionally, for those students who require, or who request more assistance, additional assistance/instruction can be provided either virtually or onsite.

The district ESL Coordinator will coordinate all of these services and the district will ensure all requirements of the District English Language Learner Plan are met for onsite and remote learners.

7-12

ESL students will be served by "pull out" lessons presented by district tutors via synchronous, live instruction at scheduled times. Additionally, for those students who require, or who request more intensive assistance, such assistance/instruction can be provided either virtually or onsite.

The district ESL Coordinator will coordinate all of these services and the district will ensure all requirements of the District English Language Learner Plan are met for onsite and remote learners.

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.



All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports. (from **VA Digital Learning Plan**)



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

The chosen curriculum (HMH) provides the options to adapt materials for students, so academy instructors have access to modify the academic work to meet the student's needs.

Students with OT/PT/Speech can be provided the option to receive services onsite, or offsite at the chosen clinic. (Transportation offsite can be provided if needed.)

For students grades K-6, a special education teacher will be dedicated to the support of all services needed for those receiving special education services. All academy instructors will provide any needed modifications to ensure student success.

Conferences and evaluations will be conducted in the mode that offsite learners and parents find the most accessible for their family, including: video conferencing, phone calls, email, or in-person meetings.

The district will ensure that all special education services will be provided to onsite and remote learners based on the required rules and regulations.

7-12

Nettleton Virtual Academy students, in grades 7-12 and designated as special education students, will receive their academic curriculum through Virtual Arkansas. However, their academic instruction will be provided by a Nettleton special education teacher designated to provide the supports needed for those students receiving special education services. The NVA instructor will have access to the curriculum to modify the academic work in order to meet the student's needs.

Students with OT/PT/Speech can be provided the option to receive services onsite, or offsite at the chosen clinic. (Transportation offsite can be provided if needed.)

Conferences and evaluations will be conducted in the mode that offsite learners and parents find the most accessible for their family, including: video conferencing, phone calls, email, or in-person meetings.

The district will ensure that all special education services will be provided to onsite and remote learners based on the required rules and regulations.



Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Nettleton Virtual Academy 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.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. 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, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning. **(from VA Digital Learning Plan)**

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.

Apple
Accessibility
Features
Canvas - UDL
& ADA
Compliant
HMH - offers visual aids, readers, etc.

A special education teacher will be designated for providing the supports to those students receiving special education services.

7-12

Nettleton Virtual Academy students, in grades 7-12 and designated as special education students, will receive their academic curriculum through Virtual Arkansas. However, their academic instruction will be



provided by a Nettleton special education teacher designated to provide the supports needed for those students receiving special education services. Such supports and accommodations would include those found within the VA curriculum, Apple Accessibility Features, etc.

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 IDEA and Section 508. 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. **(from VA Digital Learning Plan)**

Teacher Supports



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

With the purchase of Canvas and HMH, this included both initial and continued professional development for the academy instructors. This professional development also includes daily support services regarding technical/application issues that may arise.

Further, the academy instructors chosen will advance through trainings to attain certifications of "Google Certified Educator" and "Apple Certified Teacher" in order to gain deeper understanding and knowledge of these programs. Currently, the Academy Facilitator and the Technology Help Desk Coordinator have received extensive training in both Canvas and HMH, as well as in various Apple products and Google Workspace. Both of these individuals are highly trained in technology, which would be of great help to the academy instructors.

In addition, the district has various support personnel that will be able to support the teachers in their instruction and delivery. These support personnel include:

- Nettleton Virtual Academy Facilitator
- K-12 Tech Coach Supervisor/District
- App Coordinator Virtual Learner
- Help Desk
- Building
- Technology
- Coaches
- Building
- Technology
- Facilitators

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors. While the instructors are under the supervision of VA, the NVA Leadership Team, as well as the counselors of NHS and NJHS, will be available to assist the VA instructors as needed.

Nettleton Virtual Academy 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. **(from VA Digital Learning Plan)**

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?

Teachers will be given at least double the time each day required for preparation. As such, (80) minutes will be secured within the teacher work day to devote to curriculum development and planning.

With the purchase of Canvas and HMH, in-depth (and on-going) teacher training will be provided for both. In addition, with this purchase, there is full-time technical support for Canvas.

Through the purchase of such intensive professional development and the securement of extended time each school day, teachers' efforts to first learn and then plan the digital content for their virtual students is both reinforced and prioritized.

7-12

Nettleton Virtual Academy students in grades 7-12 will receive their academic instruction through Virtual Arkansas and their instructors. As such, VA will provide the instructional supports and preparatory time for their teachers.

Nettleton Virtual Academy 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 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. **(from VA Digital Learning Plan)**

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.

[https://assets.speakcdn.com/assets/2739/district_counseling_plan_\(1\).pdf](https://assets.speakcdn.com/assets/2739/district_counseling_plan_(1).pdf)

Just as is done for onsite learners, offsite digital learners will have access to all needed items and support systems to ensure their overall success. Such things include weekly food service provisions (distributed each Monday at Student Services Building-NPS Food Services Director), technology and internet devices (Technology Department and Tech Help Desk in Student Services Building- Technology Director), necessary home, health and clothing items (Nettleton Virtual Academy-Social Worker), as well as all academic learning provisions (Nettleton Virtual Academy-Facilitator).

Further, digital learners will have access to all district personnel that can help to provide the above listed items including academy principal, academy social worker, academy school resource officer, district homeless liaison, district migrant counselor, school psychologist, outside (contracted) counseling agencies, etc.

The district is committed to every student's success. However, the district has a keen focus on this commitment to their offsite, digital learners as there is an understanding that the lack of direct contact can present a barrier to such success. Therefore, the daily student contacts, as well as the weekly student engagement reviews, will help to prevent such barriers and allow any needs to be addressed quickly and effectively. Also, the district has asked for the assistance of both our local educational cooperative, and our contracted attorney during the creation of this application so to ensure that our commitment to both student equity and student success is well documented throughout.

7-12

Just as is done for onsite learners, offsite digital learners will have access to all needed items and support systems to ensure their overall success. Such things include weekly food service provisions (distributed each Monday at Student Services Building-NPS Food Services Director), technology and internet devices (Technology Department and Tech Help Desk in Student Services Building- Technology Director), necessary home, health and clothing items (Nettleton Virtual Academy-Social Worker), as well as all academic learning provisions (Nettleton Virtual Academy-Facilitator).

Further, digital learners will have access to all district



personnel that can help to provide the above listed items including academy principal, academy social worker, academy school resource officer, district homeless liaison, district migrant counselor, school psychologist, outside (contracted) counseling agencies, etc.

The district is committed to every student's success. However, the district has a keen focus on this commitment to their offsite, digital learners as there is an understanding that the lack of direct contact can present a barrier to such success. Therefore, student contacts, as well as the weekly student engagement reviews (using VA reports), will help to prevent such barriers and allow any needs to be addressed quickly and effectively. As these students will not be seen everyday by a Nettleton staff member, Nettleton counselors and the NVA Instructional Facilitator will closely monitor progress through the review of VA reports, check-ins with virtual students, and check-ins with VA instructors. Any regression, academically or otherwise, will be addressed by the NVA Leadership Team in order to determine next, best steps, up to and including a return to onsite learning.



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.

Parents will be notified of the expectation that virtual students must test onsite (but not with onsite learners) prior to the completion of the student application/selection process. This notification will be provided via online information forums, social media platforms, informational brochures, etc.

Upon receiving the notification of student selection for the virtual academy, both digital learners and their parents will be required to attend academy orientation. During this time, everyone will be given testing information and required to both acknowledge and agree to this stipulation. (For those families who cannot attend orientation, other arrangements can be made including an additional scheduling, providing orientation at their home, or going through the orientation process on-line.

Testing flexibilities provided during the 2020-21 school year may not be available for the 2021-22 school year. As such, offsite learners and families need to be made aware of specific requirements as soon as possible so that they may make appropriate decisions and necessary arrangements.

7-12

Virtual Arkansas requires trained proctors for major assessments. Nettleton Virtual Academy plan for students to take proctored assessments includes:

When assigned an assessment, the NVA student will schedule a time to come to the Nettleton Support Services building and complete their required assessment at the "HUB" with a trained proctor.

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. (from VA Digital Learning Plan)

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.



There are multiple personnel dedicated solely to the virtual academy, as well as to the success of the digital learners and their families. Such personnel include the principal, facilitator, social worker, school resource officer, special education teacher, and various virtual instructors. Through the use of use of Canvas, as well as HMH and Virtual Arkansas, and the constant review of various student engagement reports, the effectiveness of the implementation of the digital options described will be continuously monitored, by multiple individuals, in order to find those areas that may need to be addressed and/or improved.

Specifically, the chosen learning management system, Canvas, offers analytics known as "learning analytics" that collects and analyzes student usage patterns. This data will allow instructors to examine various factors that could impact the effectiveness of the digital options including: relationship between student engagement and learning outcomes, collection of login information, student participation time in various activities, student time spent interacting online with resources and/or peers, etc. Such analytics can help to not only identify students who are struggling academically, but also build informed, targeted interventions. Teachers can use this information to adapt and modify curriculum and student assignments, as well.

Further, the chosen curriculum, HMH, offers analytics that provides tools for student evaluation and instructional planning. This information will allow the instructors to utilize both student assessment data, and the artificial intelligence built in, to evaluate student achievement so to ensure student success.

7-12

Nettleton Public Schools has a long standing partnership with Virtual Arkansas. Having successfully served students at Nettleton High School for several years, their effectiveness as a digital provider has long been established. As such, when needing to provide a digital academic option to students in grades 7-12, it was a natural choice for Nettleton to use Virtual Arkansas instructors and curriculum. Virtual Arkansas will remain in close contact with the counselors of Nettleton High School and Nettleton Junior High School in order to ensure both correct class placement and successful class participation. Counselors have access to various Virtual Arkansas reports that illustrate the level of student performance for each student. These reports will allow the NHS and NJHS counselors, as well as the NVA staff, to remain in touch and engaged with the student's progress in case additional support or a return to campus is needed.

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the



Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email. The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

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

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas 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. **(from VA Digital Learning Plan)**



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)

The district will provide various digital tools and resources to parents via the school website, the virtual academy facilitator, and the virtual teachers of their student(s). These tools include a LMS that provides engagement opportunities for teachers, students, and parents with a designed app for each party. This LMS has various tools and resources to support them in their own "digital learning."

The chosen curriculum provides the same types of parental support, as well as a "parent corner" that provides learning opportunities on how to best support a "digital learner" at home. Families will also have the support of the Nettleton Technology Department that will assist with technology training and/or tech help, both virtually and onsite.

7-12

The district will provide various digital tools and resources to families via the school website, the virtual academy facilitator, and support staff. Families will also have the support of the Nettleton Technology Department that will provide assistance additional to that provided by Virtual Arkansas.

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 [VirtualArkansas Parent Guide \(from VA Digital Learning Plan\)](#)



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

https://assets.speakcdn.com/assets/2739/nps_rfl_minutesdocx.pdf

Policies

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

https://assets.speakcdn.com/assets/2739/student_policy_-_handbook_2020-21

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

https://assets.speakcdn.com/assets/2739/section_4_-_students-fin al-2020-21.p

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

Virtual Arkansas students are expected to adhere to our local district discipline policies as well as the policies provided in the Virtual Arkansas student handbook. Students and parents/guardians are expected to complete the MOU with signatures and are collected and maintained by the local school district. **(from VA Digital Learning Plan)**
<https://virtualarkansas.org/studenthandbook>

https://assets.speakcdn.com/assets/2739/section_5_-_curriculum-final-2020-21

Virtual Arkansas provides a grading policy to the local school district and students through the student handbook. School districts have the autonomy to determine final grades per local policy. Final grades are provided to the schools who enter the students' grades in eSchool. Local schools are expected to keep records of grades they enter into eSchool. **(from VA Digital Learning Plan)**
<https://virtualarkansas.org/studenthandbook>