



<b>ADE USE ONLY:</b> Submission Date: <hr/>
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# Charter Amendment Request Form

The Charter Amendment Request Form and all required documentation must be received via email ([ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

**Charter Name:** Academies at Rivercrest High School

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**LEA Number:** 4706-703

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**Superintendent or Director:** Superintendent: Michael Cox, Director: Shantele Raper

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**Email:** [shantele.raper@smccolts.com](mailto:shantele.raper@smccolts.com)

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**Phone:** 8706550805

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*\*All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

## Type of Amendment(s) Requested

- Add a New Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: \_\_\_\_\_

School District: \_\_\_\_\_

- Relocate Existing Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Campus Name: \_\_\_\_\_

Current Address: \_\_\_\_\_

Proposed Address: \_\_\_\_\_

School District: \_\_\_\_\_

**Increase Enrollment Cap**

Current Cap: \_\_\_\_\_

Proposed Cap: \_\_\_\_\_

**Change Grade Levels Served**

Current Grade Levels Served: \_\_\_\_\_

Proposed Grade Levels Served: \_\_\_\_\_

**Name Change**

New Name of Charter: \_\_\_\_\_

**Add a Digital Learning Program**

Schools	Grades/Courses	Interaction	Delivery	Platforms
Academies at Rivercrest High School	9 <sup>th</sup> -12 <sup>th</sup> grade	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input checked="" type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	Instruction will be synchronous and asynchronous. Attendance will be taken based on evidence of completed assignments.
<b>Class Size</b>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	<p>We are not requesting additional waivers for class size.</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 <a href="#">DESE Rules for Distance and Digital Learning</a>, and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a>.</p> <p>Virtual concurrent credits will be provided by Arkansas Northeastern College.</p>
<b>Teaching Load</b> 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 <a href="#">DESE Rules for Distance and Digital Learning</a> and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a> .	1-A.5	DESE Rules Governing Class Size and Teaching Load	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 <a href="#">DESE Rules for Distance and Digital Learning</a>, and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a>.</p> <p>Virtual concurrent credits will be provided by Arkansas Northeastern College.</p>
<b>Six Hour Instructional Day</b> Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	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.
<b>Clock Hours</b>	1-A.2			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.
<b>Recess</b> 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	6-16-102(a)(5)	N/A for grades 9-12. Virtual Arkansas does provide PE and Health as an offering for 9-12 grade students.

<b>Digital Model</b>	
<b>Please complete the following application with complete responses describing the school digital programming.</b>	
<b>Interaction / Delivery</b>	
What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.	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

	<p>highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Any asynchronous instruction and Zoom sessions will be monitored by school level. The expectation for completion of work will follow the local policy on submission time and makeup work. 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.</p> <p>For Academies at Rivercrest High, concurrent credits with Arkansas Northeastern College will be facilitated by the college teacher of record and monitored by ANC Career Coach and high school counselor.</p>
<p>What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.</p>	<p>Rivercrest 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.</p> <p>Academies at Rivercrest High, concurrent credits with Arkansas Northeastern College will be facilitated by the college teacher of record and monitored by ANC Career Coach and high school counselor.</p>
<p>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.</p>	<p>Rivercrest 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. For 9th-12th grade students, the high school has a full time designated classified personal for Virtual Arkansas/ ANC Concurrent credit. 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 Virtual Arkansas/ ANC Concurrent paraprofessional will have a single role to facilitate online learning.</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p>Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.</p>

	<p>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.</p>
<p>If utilizing waivers for <b>class size</b>, what supports will the school put in place to support the teacher and students? How will the charter monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.</p>	<p>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 <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</u>.</p> <p>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.</p>
<p>If utilizing waivers for <b>teaching load</b>, what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.</p>	<p>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 <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</u>.</p> <p>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.</p>
<p><b>Technology / Platforms</b></p>	
<p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS is supplemented with the Student Information System</p>

	<p>(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.</p>
<p>Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the school is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Virtual learning with Arkansas Northeastern College takes place with Jenzabar and BrightSpot.</p>

<p>What video communication software is required for any digital learning student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.</p>	<p>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.</p>
<p>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.</p>	<p>Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot.</p> <p>District: Devices will be distributed to all students. Wi-Fi will be available on each campus.</p>
<p><b>Student Supports</b></p>	
<p>Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students.</p>	<p>Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time).</p> <p>Grab and go breakfast and boxed lunches are available for pickup for all virtual students.</p> <p>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</p>

	<p>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.</p>
<p>Describe the manner and frequency the school will use to monitor the academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.</p>	<p>Rivercrest School District will support students that struggle with academics and engagement by providing additional support as needed. This will include teachers scheduling one on one virtual sessions.</p> <p>Rivercrest 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.</p>
<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.</p> <p>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. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>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.</p> <p>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</p>

	<p>and informal, are utilized in order to guide the RTI process and methods of intervention.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>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.</p> <p>“The district will ensure all requirements of the dyslexia law are met for on-site and virtual learners.” Rivercrest School District will adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>All current 9-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, <u>GT Program Approval Standards</u>). 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.</p> <p>The following AP courses will also be available to 9th-12th grade students through Virtual Arkansas: (AP ART HISTORY, AP COMPUTER SCIENCE A, AP ENVIRONMENTAL SCIENCE, AP PSYCHOLOGY, AP U.S. GOVERNMENT AND POLITICS, AP ENGLISH LANGUAGE AND COMPOSITION, AP ENGLISH LITERATURE AND COMPOSITION, AP UNITED STATES HISTORY). Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.</p> <p>The following concurrent credit courses are available to 9th-12th grade students through Virtual Arkansas and/or Arkansas Northeastern College English Comp I &amp; II, ALgebra I, World Literature, Biology, World History, US History, Speech, Physical Science, others as made available.</p> <p>The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.</p>

	<p>Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.</p> <p>All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>“The district will ensure all requirements of the District English Learner Plan will be met for on-site and virtual learners.”</p> <p>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.</p> <p>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.</p> <p>For students choosing your virtual option, complete the following to describe how ELD services will be provided:</p> <p>K-12</p> <p>Instruction will be inclusion /embedded.</p> <p>ELL coordinator will be responsible for reviewing all ELL student progress</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>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.</p>

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.

Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.

Assisted technology will be utilized as necessary for student achievement.

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

Assisted technology will be utilized as necessary for student achievement.

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

	<p>interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.</p> <p>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.</p>
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**Teacher Supports**

<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>Rivercrest 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.</p> <p>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.</p> <p>Arkansas Northeastern College concurrent credit courses will be in place with ANC support through full time career coach.</p>
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<p>Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?</p>	<p>Rivercrest 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</p>
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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.

**School Supports**

Describe how the school 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 school equity plan may be acceptable if it meets this criteria.

The local school/district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

[Rivercrest - Section 427 of GEPA.pdf](#)

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

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

Rivercrest School District will follow DESE guidance for all testing. Expectations to test with cohort will be communicated with parents. Accommodations for small group and individual testing will be provided in compliance with DESE guidance as needed to ensure all students test.

Virtual Arkansas requires trained proctors for major assessments. Rivercrest School District's plan for students to take proctored assessments includes:

Following state guidance for all testing procedures, including remote testing, small group/individual testing and expectations for all students to test as permitted.

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

	<p>management system, information via the learning management system with push notifications, and using the learning management system parent application</p>
<p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>The 9-12 virtual option will be closely monitored <u>every 3 weeks</u> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
<p>Describe how the teacher(s) will engage families into the digital learning process. (School may link the District Engagement Plan if digital learning is included. The plan must address how the school will support parents/students with digital tools and resources)</p>	<p>All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. Teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. (Handbook: <a href="https://bit.ly/3e5KNeb">https://bit.ly/3e5KNeb</a>)</p> <p>Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.</p>

	<p><a href="#">2021-22 District Parent and Family Engagement Planpdf</a></p> <p>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 <a href="#">Virtual Arkansas Parent Guide</a> (<a href="https://www.virtualarkansas.org/293342_2">https://www.virtualarkansas.org/293342_2</a>).</p>
<p>Provide a URL to evidence of the local school board’s approval of the waiver request(s).</p>	<p><a href="#">School Board Approval</a> August Meeting Minutes</p>
<p>Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).</p>	<p><a href="#">Rivercrest DLPs</a></p> <p><a href="#">Feedback</a></p>
<p><b>Policies</b></p>	
<p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p><a href="#">2021-22 Attendance, Bullying and Discipline Policies.pdf</a></p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	<p><a href="#">2021-22 Attendance, Bullying and Discipline Policies.pdf</a></p> <p>Students are expected to follow the local district discipline policies. Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions. Each teacher will establish individual virtual procedures that will not conflict with the school districts’ policies. These classroom procedures will be communicated with parents/guardians/students during the orientation/overview meeting as well as at parent/teacher conferences and other communication points.</p>

<p>Please provide a link (URL) to the grading policy for digital learning students.</p>	<p>Students will be provided grades based on the individual school district's grading policy and shall be consistent with that of onsite students in the individual districts. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course(s). Final grades are provided to the schools who are expected to keep those records and will enter the students' grades in eSchool accordingly.</p> <p><a href="#">2021-22 RES Handbook.pdf</a></p> <p><a href="#">2021-22 RHS Handbook.pdf</a></p>
<b>Charter</b>	
<p>Describe how the addition of a virtual program is in line with the mission or model of the school.</p>	<p>The Academies at Rivercrest High currently has a Virtual Academy model. The virtual program aligns directly with our Virtual Academy.</p>

**Additional Waiver(s)**

<b>Waiver Topic #1</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #2</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	

<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #3</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #4</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #5</b>	
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<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	