



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Elkins School District (7201000)

School Year 2021-2022

**!** New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.

A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

**District:**  
**LEA #:** 7201000  
**Superintendent:** Jeremy Mangrum  
**Email:** jmangrum@elkinsdistrict.org  
**Phone:** (479) 643-2172  
**Duration Requested (not to exceed five years):** 3 Years  
 (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
<a href="#">7201001 - Elkins Elementary School</a> <a href="#">7201003 - Elkins Middle School</a>	3-12	<a href="#">Asynchronous</a> <a href="#">Synchronous</a>	Virtual (Online) / Remote (Distance)	<a href="#">LMS</a> <a href="#">CMS</a>
<a href="#">7201002 - Elkins High School</a>				



## 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.
<b>Attendance</b>			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning. A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning.</p> <p>GRADES 3-6 Student attendance in NWAESC K-6 Virtual Academy is based on daily login to a district-issued device.</p> <p>Special attendance consideration is given to students working at an accelerated pace. Elkins School District teachers will continue to record attendance in eSchool through collaborative discussions with NWAESC staff.</p> <p>The NWAESC K-6 Virtual Academy teacher will monitor student time and pace with a combination of the Florida Virtual School/Buzz.</p> <p>GRADES 7-12: Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record and the district liaison.</p> <p>Special attendance consideration is given to students working at an accelerated pace. Elkins School District teachers will continue to record attendance in eSchool through collaborative discussions with Virtual Arkansas staff.</p> <p>Elkins School District policies and practices regarding student absences apply to virtual academy students. Chronic absenteeism may result in a recommendation to return to onsite instruction and will be a district/school decision.</p> <p>Policy 4.7-Absences: Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access.</p> <p>GRADES 3-6: NWAESC K-6 Virtual Academy will not exceed the DESE rules for class size.</p> <p>GRADES 7-12: Teachers of record who are dedicated to teaching virtually will adhere to DESE’s rules regarding large group instruction.</p> <p>Teachers in grades 7- 12 who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period assigned. For example, if a 10th-grade teacher has a virtual only period, there may be 40 students assigned on that roster for that period.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Teaching Load</b> Number of students:  160</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



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>Because virtual learning is primarily asynchronous, teachers can instruct more than the usual class size load of students. There isn't a limit to how many students can access the curriculum at one time; however, we believe that the NWAESC K-6 Virtual Academy teacher should have no more than double the class size mandated by law.</p> <p>Requested student-teacher class size ratios are as follows: 3-6: 40:1 7-12: 30:1, not to exceed 160 students</p> <p>Teachers in grades 7- 12 grade who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period. For example, if a 10th-grade teacher has 1 digital class he/she can have up to 160 total students.</p>





Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>Elkins School District students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.</p>
<p><b>Clock Hours</b></p>	1-A.2			<p>Students in the Elkins School District will use the NWAESC K-6 Virtual Academy or 7-12 Virtual Arkansas virtual setting where learning is synchronous and/or asynchronous and students will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>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	6-6-102(a)(5)	<p>The Elkins School District and NWAESC K-6 Virtual Academy is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.</p>

## Digital Model

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

### Interaction / Delivery

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



# LEA INSIGHTS

The district will ensure that all requirements of the Science of Reading are met for virtual learners.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be delivered by using David Kilpatrick's "Equip for Reading Success" and additional supplemental materials such as 95% Group phonological awareness. The phonics component will be delivered through Orton-Gillingham-based strategies through the use of Phonics First and/or Phonetic Connections. The Flyleaf portal will be accessed free for decodable text to assist with the automaticity of phonics subskills. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. If a curriculum is needed to be purchased, Benchmark Workshop will be considered for vocabulary, comprehension, and fluency. For other fluency, Newsela and Readworks could be available if needed for grade-level text.

The NWAESC Literacy Specialists will also work with and support the virtual teacher to ensure the needs of the students by using assessments and the data to drive their instruction. The assessments will be used to progress monitor to ensure student success.

## GRADES 3-6:

NWAESC K-6 Virtual Academy will use the DESE-approved digital provider Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS).

Students attending the K-6 NWAESC virtual option will, in large part, have control over their pace and location of learning management systems access. Virtual teacher(s) will utilize the Florida Virtual (FLVS) curriculum in order to facilitate asynchronous lessons. The teacher(s) will use the analytics from assignments and tests in order to determine which students need synchronous lessons/tutoring. FLVS curriculum is aligned with common core standards; however, teachers will be able to add/delete/modify modules/assignments to meet the Arkansas standards and needs of the students.

The Northwest Arkansas Education Service Cooperative (NWAESC) K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction.

This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students will have the opportunity to attend at least three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend a minimum of two Zoom sessions per week per content course. It is highly encouraged that students attend all Zoom sessions each week.

Teacher(s) and students will be able to communicate twenty-four hours a day using the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) or through the NWAESC email system. Virtual teacher(s) are expected to



# LEA INSIGHTS

(LMS) or through the NWAESC email system. Virtual teacher(s) are expected to communicate with parents and students in NWAESC K-6 Virtual Academy on a daily basis Monday - Friday.

NWAESC will hire an Arkansas certified teacher to deliver instruction online through DESE-approved digital provider Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS). Students attending the virtual academy will, in large part, have control over their pace and location of learning management systems access. Content for grade-level general education curriculum is developed by Florida Virtual School, however, the teacher has the flexibility to create their own lessons, aligned with Arkansas' Academic Standards in order to meet the needs of individual students.

## GRADES 7-12:

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the 7-12th grade levels, students are provided the opportunity to attend two Zoom sessions per week and must attend a minimum of one per content area. Students may request additional one-on-one Zoom sessions as needed. While both 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. All 7-12 virtual students will be required to attend a minimum of one Zoom session per week per content course. 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 student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



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

#### GRADES 3-6:

Elkins School District will utilize online virtual (remote) learning through NWAESC K-6 Virtual Academy. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through DESE-approved digital provider Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.

#### GRADES 7-12

Elkins 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 teachers. All learning will take place online.

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



Elkins School District will use NWAESC K-6 Virtual Academy and Virtual Arkansas (7-12) for delivery of instruction for students that are 100% virtual.

Elkins School District will document an Arkansas certified teacher(s) of record in eSchool in partnership with NWAESC K-6 and Virtual Arkansas who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures, a District Point of Contact, a facilitator/mentor or specialist, and a building administrator.

The district point of contact for the Elkins Virtual Academy will be the District Curriculum Coordinator. The District Curriculum Coordinator will be the overarching point of contact for the Elkins School District to help bridge partnerships between NWAESC K-6, Virtual Arkansas, and Elkins School District. Each grade band will have the following contacts:

1. Grades 3-5 (Elementary School): School improvement specialist, building principal, NWAESC K-6 teacher of record
2. Grade 6: School improvement specialist, building principal, NWAESC K-6 teacher of record
3. Grades 7-8: Building principal, paraprofessional facilitator/mentor, Virtual Arkansas teacher of record
4. Grades 9-12: Building principal, paraprofessional or certified facilitator/mentor, Virtual Arkansas teacher of record

The school improvement specialist and paraprofessional/certified facilitators/mentors will be responsible for maintaining district communication between virtual teachers, students, parents, and the district. They will also be responsible for checking and recording in eSchool attendance and grades multiple times a week to monitor student progress and engagement. The school improvement specialist and the facilitators/mentors will also be responsible for communicating and scheduling all onsite exams and state assessments as deemed required by DESE or by Elkins School District. Other than direct questions to teachers of record concerning lessons and assignments, the school improvement specialist and the facilitators/mentors are the first line of communication between all partners and each campus.

NWAESC K-6 Virtual Academy will provide training and support for the District Point of Connection, building administrator, and school improvement specialist. NWAESC K-6 Virtual Academy will have an Arkansas certified teacher as the instructor for all course content from the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS).

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.

NWAESC K-6 Virtual Academy and Virtual Arkansas are both models with synchronous targeted instruction partnered with asynchronous course content and enrichment. The NWAESC K-6 Virtual Academy teacher will be required to participate in professional development and digital training with support from



# LEA INSIGHTS

participate in professional development and digital training with support from the NWAESC K-6 Director/Teacher Center Coordinator (TCC). Virtual Arkansas teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

---

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



# LEA INSIGHTS

## GRADES 3-6:

NWAESC K-6 Virtual Academy students will be required to attend a minimum of one Zoom session per week per content. It is highly encouraged that students attend all Zoom sessions each week. The teachers and students will be able to communicate twenty-four hours a day using the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) or through the NWAESC email system. The virtual teacher is expected to communicate with parents and students in the NWAESC K-6 Virtual Academy program on a daily basis Monday - Friday.

NWAESC K-6 Virtual Academy teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content.

The virtual teacher is continuously provided PD and/or support for engaging and relevant synchronous instruction both through FLVS/Buzz and NWAESC. Communication with each school district concerning their virtual student will be frequent and timely.

The NWAESC K-6 Virtual Academy teachers will make recommendations for additional services, including, but not limited to, GT, ESOL, dyslexia, counseling, school intervention team referral, and additional synchronous times to meet students' individual needs.

In addition to instructional interaction, teachers will communicate with students at least weekly to identify barriers to student success including physical, social-emotional well-being, and any other wrap-around services that may need to be provided.

## GRADES 7-12:

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. All 7-12 virtual students will be required to attend a minimum of one Zoom session per week per content course.

The virtual teacher is continuously provided PD and/or support for engaging and relevant synchronous instruction. Communication with the school district concerning their virtual student will be frequent and timely.

Virtual Arkansas teachers will make recommendations for additional services, including, but not limited to, GT, ESOL, dyslexia, counseling, school intervention team referral, and additional synchronous times to meet students' individual needs.





In addition to instructional interaction, an Elkins School District employee (counselors, principals, advisors, specialists, facilitators/mentors, etc.) will communicate with students at least weekly to identify barriers to student success including physical, social-emotional well-being, and any other wrap-around services that may need to be provided.

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



# LEA INSIGHTS

## GRADES 3-12

The district will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile hotspot, if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity.

The school counselor will spend a portion of their time working with virtual academy students to provide additional support, including but not limited to: student scheduling, monitoring student credits for graduation, providing student and family support, and acting as a liaison between the virtual academy and the buildings.

District coordinators of ESOL, Special Education, Gifted Education, and Student Services will provide assistance to the District Point of Contact when needed to ensure teachers are able to address the needs of all students that are assigned to their classroom.

The district will determine the effectiveness of these supports by observing and/or participating in PLC meetings; analyzing student achievement data; and providing and collecting specific, meaningful feedback to and from teachers following classroom observations.

The district will determine the effectiveness of student supports by analyzing various data sets including, but not limited to students' attendance, levels of engagement, and mastery of essential standards, as well as results from teacher, student, and family surveys.

## GRADES 3-6:

The district will provide time for teachers to work collaboratively in content-area professional learning communities (PLC). PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions and/or enrichment based on results.

The District Point of Contact will facilitate monthly PLCs for the virtual teacher, school improvement specialist, and building principal to communicate information regarding student engagement and success. Counselors, special education teachers, gifted and talented teachers, reading interventionists, and ESL teachers, may also be asked to join if the area of expertise is needed for the PLC. These leaders facilitate professional learning activities related to teachers' specific job responsibilities in the virtual setting.

A minimum of 200 minutes per week will be provided for teachers to plan differentiated instruction. Teachers will be able to modify the online content and develop personalized lessons to better support the students they serve.

Depending on the needs of the student, either the virtual teacher of record or a different onsite Elkins School District teacher will provide Tier 2 and Tier 3



# LEA INSIGHTS

different online LEA Insights School District teacher will provide Tier 2 and Tier 3 interventions to meet students' individual needs. Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services. Student support staff (ESL, GT, Sped, Interventionists) will be available to support teachers and students.

The school improvement specialist along with the NWAESC TCC and specialists will support the teacher by providing ongoing, job-embedded professional development. Professional development will be focused on learning and refining current best practices for instructing students in the online learning environment.

## GRADES 7-12 (Virtual Arkansas):

The Virtual Arkansas 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 are solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator/mentor and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.



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

Virtual teachers will be provided additional district support to monitor and provide student support to virtual students. A school improvement specialist or virtual facilitator/mentor will be assigned to support virtual teachers in monitoring attendance weekly.

Virtual teachers will receive additional instructional support through the PLC process led by the virtual District Point of Contact

The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and iReady.

By using NWAESC K-6 Virtual Academy and Virtual Arkansas as digital learning solutions for students that are 100% virtual, it will make it possible for teachers on-site in the district to focus solely on face-to-face students, and virtual teachers to focus solely on virtual students.

The NWAESC K-6 Virtual Academy Teacher/Director/TCC will communicate regularly with the District Point of Connection and/or building administrator, as well as perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed.

## Technology / Platforms



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

**GRADES 3-6:**

The Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) will be utilized for NWAESC K-6 Virtual Academy, along with Zoom.

Grades will be determined and collected by the NWAESC K-6 Virtual Academy teacher and distributed to each host school.

**GRADES 7-12:**

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas.

Districts will enter grades into their local eSchool. Families and students will have access to their student's grades through the Home Access Center (HAC) at the host schools.

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.



# LEA INSIGHTS

## GRADES 3-6:

The Florida Virtual Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides.

The NWAESC K-6 Virtual Academy teacher can monitor student progress using the Gradebook and Reporting features built into the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS. The teacher(s) will use the analytics from assignments and tests in order to determine which students need synchronous lessons/tutoring. Each teacher will have an Educator Dashboard that allows for full program management by the student, subject, teacher, grade level, assignment, district, etc. School district administrators, District Point of Connection and/or building administrator, and the NWAESC K-6 Virtual Academy teacher have full access to the reporting feature of the LMS as well.

## GRADES 7-12:

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/mentors receive initial and ongoing training to support the students assigned to them. Virtual



# LEA INSIGHTS

...and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators/mentors 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.

## GRADES 3-12:

In order to fully support all students in the virtual academy, other content management systems may be implemented as Tier 1 instruction, as well as Tier 2 and Tier 3 interventions. Depending on the needs of the student, either the virtual teacher of record or a different onsite Elkins School District teacher will provide Tier 2 and Tier 3 interventions to meet students' individual needs.

TeachTown and Unique Learning may serve as the primary curriculum resource in self-contained learning environments (SLE), or to provide interventions for students with specific IEP goals in need of additional support.

Imagine Learning or Lexia may be used to supplement core content in reading and/or math.



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.

The virtual teacher(s) and students will be utilizing Zoom or Google Meet video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district-provided device and checked out to each 100% virtual student by the district.

The virtual teacher will provide synchronous instruction sessions with students via Zoom or Google Meet during scheduled times throughout each week. The meeting links and schedules for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

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.

The district provides Chromebooks to all K-12 students whether on-site or virtual. All Chromebooks both on-site and off are monitored through Go-Guardian software.

The district will provide necessary instructional supplies and materials to all virtual students. This includes student-issued laptops/Chromebooks, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district may provide a mobile hotspot, if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity.

Elkins School District currently has 85 hotspots, from three different providers, for students and staff to check out if needed. Some areas within our district have no cell service available. To provide Internet access for these areas, six free fiber WiFi sites are located in various businesses or churches around the district, as well as drive-up WiFi in every school parking lot in the district. More locations will be added as the OzarksGo fiber network is expanded. All district devices are monitored through the State filter and meet the provisions outlined in the Children's Information Protection Act.

Students and families may contact the District Technology Department during regular school hours or submit a help desk ticket at any time for student device technological assistance. The NWAESC K-6 Virtual Academy teacher, Virtual Arkansas teacher, and Elkins Technology Coordinator will assist with any virtual curriculum issues or collaborate with the district to assist as needed.





## 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.



# LEA INSIGHTS

## GRADES 3-6:

The NWAESC K-6 Virtual Academy teacher will be trained to employ actions and behaviors to ensure the physical and mental health of students. NWAESC K-6 Virtual Academy uses a variety of methods of communication and partners with schools to ensure students' safety and wellbeing. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the NWAESC K-6 Virtual Academy teacher will contact the partnering school including the Point of Contact/building administrator and/or counselor to step in to provide intervention.

The NWAESC Virtual teacher will be trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, NWAESC K-6 Virtual Academy provides ongoing professional development to their teachers to support SEL strategies.

## GRADES 7-12:

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/mentor 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.

## GRADES 3-12:

To ensure that families are prepared for learning from home, the Elkins Virtual Academy will require every virtual student and parent or guardian to attend a face-to-face program entrance orientation. If a parent cannot attend face-to-face, an alternative meeting will be established with the parent. During this event, parents/guardians and students will be instructed in virtual learning schedules, introduced to the learning management system, review and sign student and parent contracts, and learn strategies for success in the virtual learning program. Parents/Guardians who are unable to report to orientation will be given the opportunity to complete the session asynchronously.

Support for families will continue throughout the school year in the form of bi-monthly virtual program updates and just-in-time orientation to current topics, including grade reporting, strategies for monitoring student progress, and important academic and social-emotional milestones at each grade level. These ongoing family events will allow virtual program staff a connection to monitor the wellbeing of students. Each event will be recorded and available to families who may be unable to attend the live event.

Throughout the first week of school, teachers will facilitate orientation to virtual learning resources and the platform for both students and parents. Students will be asked to complete a virtual learning survey in the first week to inform the



# LEA INSIGHTS

will be asked to complete a virtual learning survey in the first week to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success.

Students in grades 3-12 will participate in weekly check-ins to allow teachers to monitor the wellness and safety of elementary students. Each student in grades 3-12 will be assigned a Mentor acting in an advisory role for families and students. The mentor's role is to support the student with their online education in the Elkins Virtual Academy. This includes monitoring student progress, attendance, and engagement- each linked to a student's wellbeing when learning at home- and making recommendations for student intervention when necessary.

Beginning in 8th grade, students will develop and maintain a student success plan in collaboration with parents and the Elkins Middle School counselor. The plan will guide the student along pathways to graduation; address accelerated learning opportunities, academic deficits, and interventions; and will also include college and career planning components. The district currently uses the Xello platform to facilitate planning and to ensure students and parents have ready access to the plan.

Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Elkins Primary School for all Elkins students every day that school is in session. On Fridays, weekend snack packs are also available for Elkins students who qualify.

Elkins School District operates a school-based health clinic in partnership with Ozark Guidance & Counseling (OGC) and Mana Clinic. Both physical and mental health services are available at the clinic.

Ozark Guidance Center provides school-based therapists to Elkins students through a referral process initiated by the family or the school. Sessions with digital learners are typically conducted using telehealth services made available through the service provider. However, families may request face-to-face services.



---

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.



## GRADES 3-12:

Weekly progress monitoring will take place utilizing reporting from the learning management system and attendance records of the virtual classroom teachers. Virtual and/or on-site teachers will provide interventions for students not showing progress. If interventions are not successful, the student will be referred to the campus intervention team. Interventions may include but are not limited to weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction. The district maintains a district-level mediation team to support students and families who do not show improvement after working with the campus teams. This district mediation team coordinates with county support services in order to meet student and family needs. The District Protocols for Student Engagement describes the campus and district process for wrap-around support and intervention.

### Protocols for Engagement -

<https://docs.google.com/document/d/1wGV3aXRYut8isaPmPOrp3K46cZspWbtxbBI7I3zRXyg/edit?usp=sharing>

### Elkins School District 3-6 Contract -

<https://drive.google.com/file/d/1rj5axDgSN1L7udQ4dnnd8jppfcbOojID/view?usp=sharing>

### Elkins School District 7-12 Contract -

<https://drive.google.com/file/d/19A2dbCs3a1QgKJOHwBwWuEiQbojjOF8M/view?usp=sharing>

### Elkins School District Virtual Academy Expectations -

[https://drive.google.com/file/d/19C9g-F5IlnWL\\_FacgMD9XIAC54xtUYE4/view?usp=sharing](https://drive.google.com/file/d/19C9g-F5IlnWL_FacgMD9XIAC54xtUYE4/view?usp=sharing)

### Elkins School District Digital Learning Website -

[https://www.elkinsdistrict.org/39702\\_1](https://www.elkinsdistrict.org/39702_1)

## GRADES 3-6:

Elkins School District has access to the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) to monitor students in real-time. The virtual option teacher will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, the virtual option teacher will involve the partnering school through the Point of Connection/administrator, first. The NWAESC Virtual teacher/Director/TCC will contact administrators if the initial intervention is not successful.

## GRADES 7-12:

Elkins School District has access to the Virtual Arkansas 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



# LEA INSIGHTS

Successfully mastering the content in cases where needed, virtual Arkansas will involve the partnering school through the facilitator/mentor, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

---

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



# LEA INSIGHTS

## GRADES 3-6:

The NWAESC K-6 Virtual Academy teacher will be trained to identify and intervene immediately when a student is determined to not be successful. The NWAESC K-6 Virtual Academy teacher will be trained to assist and deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions.

NWAESC Virtual K-6 teacher will also have a collaborative structure designed to address intervention with targeted intervention meetings that include assistance from the district staff, as well as the support staff/specialists from NWAESC that occur in the 4th and 7th weeks of the 9 weeks.

## GRADES 7-12:

Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 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.

## GRADES 3-12:

If a student is not making the required daily academic progress or is not engaging consistently, the student's teacher will intervene. The interventions may include, but are not limited to:

### Teacher/Mentor activity:

- A phone call to student and parents
- Create and implement Student Individualized Intervention Plan
- Academic coaching

### Student activity:

- Specific completion of daily and/or weekly goals determined by the teacher and accomplished by the student.
- Mandatory in-person or virtual meetings with the teacher or facilitator/mentor, student, and/or parent to monitor progress.
- Increased time spent on coursework
- Remediation with a teacher to ensure success on assignments

If intervention data does not show improvement or gains in student learning, the student will be referred to the campus intervention team. Interventions may include but are not limited to weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction. The district maintains a district-level mediation team to support students and families who do not show improvement after working with the campus teams. This district mediation team coordinates with county support services in order to meet student and family needs.



# LEA INSIGHTS

## Learning Needs:

Students are eligible for face-to-face instructional support during established hours of on-site learning. Those hours will be posted each school year based on the campus schedule.

Students may continue or elect to enroll in school-based counseling services on campus or remotely.

Students in grades 8-12 will be assigned a Mentor to provide guidance for and ensure completion of the Student Success Plan.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Because Elkins Virtual Academy students maintain enrollment in their Elkins School District campus and are required to participate in state-mandated health screenings, state testing (Arkansas Act 930 of 2017) as well as district testing throughout the school year to monitor student progress, students will be required to meet onsite for state or locally-required assessments.

Support Personnel Include (but not limited to):

Counselor

Gifted and Talented Coordinator

Alternative Learning Environment Coordinator

Special Education Coordinator

English Language Learner Coordinator

Northwest Arkansas Educational Service Center Specialists

Protocols for Engagement -

<https://docs.google.com/document/d/1wGV3aXRYut8isaPmPOrp3K46cZspWbtXbBI7I3zRXyg/edit?usp=sharing>





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



# LEA INSIGHTS

## GRADES 3-12:

To support student learning the Elkins School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence-based instructional decisions in the best interest of the students we serve.

Additional data points are analyzed including attendance, discipline, mobility, etc. Elkins School District, depending on the analysis of data, uses the Response to Intervention Team at each building site to monitor and support students showing limited improvement throughout the multiple data points.

Students in grades 3-8 will complete the beginning (BOY), middle (MOY), and end (EOY) of the year assessments in math and reading. Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills will be used when needed to identify student deficit areas in grades 3-8. Based on individual needs, in extreme circumstances, digital administration of the assessments could be employed.

Students in 3rd -8th grade will complete iReady and a science assessment onsite three times per year. Teachers and students will conference over the formative assessment results in order to celebrate success areas and set goals for growth. Based on individual needs, in extreme circumstances, digital administration of the 3-8 iReady and science assessment may be administered.

Elkins staff will monitor student progress weekly in order to ensure students are meeting academic goals or targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls, or video communication methods if adequate progress is not achieved.

In the rare instance a student is administered any district or state formative assessment through a digital format, the District Technology Department will be accessible by phone or email to provide technical assistance. Families may also submit a Help Desk Ticket. Additionally, teachers will be able to provide limited support for technical issues or concerns.

Formative assessments may be PLC developed or included in content management systems. Teachers will analyze results from common formative assessments (CFA) to monitor students' mastery of grade-level content standards and determine instructional next steps.

NWAESC K-6 Virtual Academy and Virtual Arkansas both 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). The teacher will also use weekly live Zoom to do informal formative checks to ensure clarity for students



# LEA INSIGHTS

weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

---

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



# LEA INSIGHTS

The district will ensure dyslexia law requirements are met for virtual learners.

## GRADES 3-12:

Early intervention for students with dyslexia is dependent on informed and knowledgeable teachers. NWAESC specialists will provide grade-level and content-area teachers with training to better identify students that experience learning difficulties. Teachers may also access online training through ArkansasIDEAS.

Data collected from the Early Indicator Checklist (Arkansas Dyslexia Resource Guide, 2017) will serve as the primary tool for teachers to use as they become proficient at recognizing specific characteristics that could indicate the need to refer students to the Response to Intervention Team (RTI) for dyslexia screening.

Teachers in Grades K-2 will administer state-required screeners to digital learning students on site if at all possible, to identify students who may demonstrate characteristics of dyslexia (COD). Teachers or reading interventionists will administer Level I screeners to digital learning students in Grades 3-8 onsite if at all possible.

Level I screening assessments must include the following components:

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

Elkins School District administers the following Level I screeners in grades kindergarten through second grade:

- Phonological Awareness Screening Test (PAST)
- DIBELS 8th Edition
- Arkansas Rapid Naming Screener
- Primary Spelling Inventory (PSI)

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

- Phonological Awareness Screening Test (PAST)
- DIBELS 8th Edition
- Rasinski & Padak Three-Minute Reading Assessments

For older students in Grades 7 and above, using standardized assessments, such as ACT and ACT Aspire, allows a comparison of the student's performance on the individual components to other students of the same age and grade.

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. Elkins School District may use the following Level II screeners for this purpose:



# LEA INSIGHTS

may use the following Level II screeners for this purpose:

- CTOPP-2
- WRMT-III
- TOWRE
- WIST
- OWLS

Reading interventionists will administer Level II dyslexia screeners to all grade-level digital learning students onsite, if at all possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings, conducted via Zoom/Google Meet are available if absolutely necessary.

All interventionists who provide services for students have been trained by Brainspring specialists to use the program they deliver with fidelity. The program does not include digital resources; however, interventionists use technology tools such as Screencastify, Google Slides, and Google Classroom to create their own digital resources such as word lists, sentences, and red words.

By the 2021-2022 school year, Elkins School District will employ one reading specialist, and five reading interventionists, under the supervision of a licensed teacher to provide dyslexia intervention services to our students with COD.

The Curriculum Director serves as the district's dyslexia contact and facilitates reading interventionist PLC meetings. This time is used to collaboratively analyze results from screeners to determine COD, scheduling of students, and progress monitoring of intervention logs. At the end of each school year, these meetings are dedicated to ensuring smooth transitions between buildings for students with COD. Progress monitoring results are maintained in a shared drive, but this time allows interventionists to share other vital information about the students they serve, including attendance and discipline concerns, and areas of strength and interests. In addition, a dyslexia specialist, fluent in the Response to Intervention process, is available through the Northwest Arkansas Education Service Cooperative to provide training in administering screeners, analyzing and interpreting results from screeners, and determining appropriate interventions that are systematic, multisensory, and evidence-based.

Students with dyslexia represent a subgroup of all the students in the school who experience difficulties learning to read. Parents and teachers typically refer students for dyslexia screening when they observe ongoing reading difficulties that cannot be attributed to typical factors as noted above. These referrals are made to the Response to Intervention Team (RTI) at each campus. The RTI analyzes various data sets including results from state-required Level I screeners, classroom and interim assessments, unedited writing samples, and the state's Dyslexia Early Indicator Checklist to determine the need for Level II assessments.

If data indicates the student's reading difficulties are likely due to dyslexia, the reading interventionist obtains parental permission to administer Level II screeners. Level II screeners are administered and results are reported to



# LEA INSIGHTS

screeners. Level I screeners are administered and results are reported to reading interventionists for collaborative determination of characteristics of dyslexia. Reading interventionists meet with parents to discuss results and determine interventions.

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

Reading interventionists will provide dyslexia intervention for both onsite and virtual students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor. Elkins uses Level I Phonics First and Structures as its primary curriculum resource to support students with COD. Digital learning students will be able to choose either virtual or onsite intervention sessions.

Zoom and Google Meet are the video communication tools interventionists will use to deliver live sessions to those who choose virtual services. These virtual sessions are most often conducted in conjunction with onsite sessions to ensure program guidelines for engagement, group size, and length and frequency of sessions are consistently implemented. Zoom provides simple user management and single sign-on that makes video communication a seamless component of the virtual learning experience. Session recording allows students to replay sessions for reinforcing knowledge and skills learned during intervention sessions. Google Meet requires no download so students can join intervention sessions from the Chrome browser on district-provided Chromebooks or personal computers/laptops. The HD video and audio, already available through the hardware the district supplies for students and teachers, provide exceptional clarity and quality so that the fidelity of instruction is maintained in the virtual setting. Camera features enable interventionists to see students' written work clearly in order to monitor performance and determine instructional next steps to support handwriting and spelling. Audio features allow interventionists to accurately monitor students' reading fluency and accuracy of articulation. Google Classroom enables interventionists to set up multiple classes, create classwork, and efficiently manage and assess students' progress while providing another communication connection with and among digital learners.

## GRADES 3-6:

NWAESC K-6 Virtual Academy provides accessibility tools to support students with dyslexia. Dyslexia screening is provided virtually by the dyslexia interventionist at the student's home school or by district staff with support from the NWAESC teacher.

Digital learning students identified with characteristics that could be associated with dyslexia are grouped with other students from their home school who have similar assessment results. Digital students receive a daily ZOOM invitation to



# LEA INSIGHTS

similar assessment results. Digital students receive a daily ZOOM invitation to participate in their group's intervention session at the designated time.

## GRADES 7-12:

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by the partnering school.



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





# LEA INSIGHTS

All requirements from GT Program Approval Standards are met for the gifted program for remote learners.

## GRADES 3-12:

All GT Standards will be followed when designing programming for identified gifted students. The policies of the partnering school district will be followed for virtual students. All virtual students will complete the district's universal screener on-site and/or remotely on the same timeline as on-site students and within district/school policies.

The GT Identification process will have documentation of student responses and will be collected and maintained by the district/school GT teacher as well as documentation from the NWAESC K-6 Virtual Academy teacher. This documentation will be used in conjunction with multiple pieces of objective and subjective data for GT identification.

Identified gifted students in Grades 3-6 will receive asynchronous and synchronous instruction from a licensed GT teacher. These services will be in place of, and not in addition to, the general education curriculum. GT staff will review ongoing testing data in order to look for additional referrals for GT identification. Grade-level GT teachers will collaborate with the NWAESC virtual teacher to determine appropriate scheduling for at least 150 instructional minutes per week.

Students will have the option to participate in on-campus Gifted and Talented classes and/or enroll in accelerated G/T courses within the digital platform.

The district GT director will collaborate with the NWAESC GT director and area GT directors to ensure that best practices are effectively implemented.

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

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



# LEA INSIGHTS

students monthly, as required by requirements of Program Approval Standards.

AP courses will also be available to 10th-12th grade students through Virtual Arkansas. 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.

Concurrent credit courses are available to 11th-12th grade students through Virtual Arkansas.

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

---

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



# LEA INSIGHTS

The district will ensure that all requirements of the District English Learner plan are met for virtual learners.

The NWAESC K-6 Virtual Academy teacher, assisted by the ESOL district/school teacher will work with students to increase their language skills in speaking, listening, reading, and writing. The district/school will provide direct services to the virtual students based on their individual LPAC decisions.

Professional development will be provided to the virtual teacher to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through the district/school.

NWAESC K-6 Virtual Academy provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

Program evaluations will be scheduled on-site with the ESL Coordinator. ESL services will be provided remotely utilizing ESL staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for ELPA 21. Staffing ratios for ESL services will be based on program standards, and EL services will be scheduled as recommended by the student's LPAC.

The district will utilize interpreters (currently on staff) and will provide translated copies for parents who are not proficient in English.



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

Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including the district and parents/guardians. Accommodations will be provided through the learning management system. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of the parent- either virtually or onsite.

Staffing ratios for Special Education services will be based on program standards, and time will be scheduled in the day for providing virtual services as detailed in the student's IEP. The IEP committee will determine the type, frequency, and duration of services to address individual student needs.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Digital accommodations include, but are not limited to digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services committees may determine additional accommodations or services based on individual student needs.

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



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.

Digital accommodations include but are not limited to digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources through Florida Virtual School FLVS/Buzz (K-6) learning management system (LMS).

School/district student services committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on the student's IEP, 504 Plan, or LPAC and supported by the K-6 virtual teacher.

All Virtual Arkansas 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.

## Teacher Supports

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



## GRADES 3-6:

Elkins School District will utilize NWAESC K-6 Virtual Academy as the digital content and instructional solution. NWAESC K-6 Virtual Academy will incorporate training for the usage of the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) and virtual instructional strategies.

NWAESC K-6 Virtual Academy personnel will have the opportunity to attend directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams at each host school. NWAESC K-6 Virtual Academy will provide a team of instructional and digital content experts for in-time support for the teachers through FLVS and/or NWAESC content specialists. NWAESC K-6 Virtual Academy will have a team of technology support specialists to assist with any technological issues.

NWAESC K-6 Virtual Academy teachers will receive additional instructional support through the PLC process led by the NWAESC and/or the Elkins School District Point of Contact.

## GRADES 7-12:

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. Elkins School District website will also be updated regularly to provide support for virtual teachers.

[https://www.elkinsdistrict.org/264271\\_2](https://www.elkinsdistrict.org/264271_2)



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?

#### GRADES 3-6:

NWAESC K-6 Virtual Academy will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day) or 200 minutes per week. NWAESC K-6 Virtual Academy will provide instructional and digital content support for point-in-time support for the teacher, along with content support from specialists and other educators at host schools. NWAESC K-6 Virtual Academy will utilize curriculum developed by experts within the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) which are aligned to Arkansas state standards. The NWAESC will provide professional development to aid personnel as they provide instruction to the students.

#### GRADES 7-12:

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/mentor or facilitators/mentors, 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)/mentor(s) and ongoing support to the facilitator(s)/mentor(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.

## 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.

Equitable services and opportunities for success, including poverty, homelessness, migrant, foster care, and military-connected students will be supported by both the NWAESC and the host district.

Elkins School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures.

The district will use the following measures to ensure equitable access:

1. The budgeting and use of state and federal funds to provide equitable access to educational services
2. Equal access to technology devices and support in connectivity
3. Coordination with district support service programs, including Special Education, 504, ESL, GT

Equal Education Opportunity Policy -

[https://s3.amazonaws.com/scschoolfiles/331/411\\_equal\\_education\\_opportunity\\_-\\_approved\\_amendment\\_8-17-2020.pdf](https://s3.amazonaws.com/scschoolfiles/331/411_equal_education_opportunity_-_approved_amendment_8-17-2020.pdf)

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.





# LEA INSIGHTS

Summative ACT/ACT Aspire, ELPA, Civics Exam, iReady, and Virtual Arkansas required proctored assessments, as well as screeners, are administered onsite for digital learning students.

Parents will be notified in writing of onsite testing requirements during student enrollment and registration. Parents will also be reminded of summative assessment requirements through district communication (emails, texts, social media, phone, video conferencing, etc.) prior to the testing events. Student/family refusal to test on-site may result in denied enrollment in the virtual academy. Elkins School District will contact parents/guardians to make testing arrangements and accommodations for students to test on-site during school hours or after school hours, if necessary.

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

Device updates for virtual students are pushed out via Chrome management and devices will update when powered off and on again, as long as they are connected to the internet (whether at home or at school). This ensures that student devices are ready for onsite testing.

Virtual teachers and the virtual District Point of Contact will assist building test coordinators with communication to students and families regarding testing dates, times, and options.

All testing data will be shared by the school/district for analysis by NWAESC K-6 Virtual Academy or Virtual Arkansas personnel depending on the grade level.

## GRADES 3-6:

Support for the 3-6 teacher will be given by NWAESC as needed and determined by the host schools/district. Primary communication to the parents for the student working through FLVS content will be conducted by the NWAESC staff and any state assessments, evaluations, etc. will be communicated by the host district/school and supported by the NWAESC.

Elkins School District will provide all appropriate testing and support services for qualifying students. The NWAESC Virtual Option teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

## GRADES 7-12:

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents



understanding to acknowledge and requirements. 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.

Elkins School District 3-6 Contract -

<https://drive.google.com/file/d/1rj5axDgSN1L7udQ4dnnd8jppfcbOojID/view?usp=sharing>

Elkins School District 7-12 Contract -

<https://drive.google.com/file/d/19A2dbCs3a1QgKJOhWBwWuEiQbojjOF8M/view?usp=sharing>

Elkins School District Virtual Academy Expectations -

[https://drive.google.com/file/d/19C9g-F5IInWL\\_FacgMD9XIAC54xtUYE4/view?usp=sharing](https://drive.google.com/file/d/19C9g-F5IInWL_FacgMD9XIAC54xtUYE4/view?usp=sharing)

---

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



# LEA INSIGHTS

The effectiveness of the Elkins Virtual Academy will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as ELPA 21, ACT Aspire, and iReady. Elkins School District will monitor and adjust throughout each school year and then evaluate the effectiveness of the digital option annually after summative scores and surveys are received. Based on the results of the evaluation, Elkins School District will make adjustments as needed.

Administrators, onsite and virtual teachers, and counselors will identify students receiving D/F grades to determine instructional next steps and to monitor student's progress toward meeting graduation requirements.

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

Administrators will also use data and feedback collected from teacher meetings and PLCs to monitor program implementation levels.

## GRADES 3-6:

NWAESC K-6 Virtual Academy will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. NWAESC K-6 Virtual Academy will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

## GRADES 7-12:

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

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

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

**Curriculum Effectiveness:** The content in the learning management system will



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

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

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

---

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



# LEA INSIGHTS

Family and community feedback was a key component in the development of the Elkins Digital Learning Plan. Throughout the 2020-2021 school year, stakeholders have attended forums to discuss ideas and have reviewed the digital learning plan to provide feedback and guide the process.

Elkins School District staff will facilitate orientation for Elkins Virtual Academy students and families to provide the following:

1. An overview of Elkins Virtual School expectations
2. Training on how to navigate the learning management systems (Buzz, Canvas, and Google Classroom)
3. Training on the content management systems, if applicable (EL Achieve, TeachTown, Imagine Math, Lexia, and ReadingPlus)
4. Strategies on how to be successful with online learning

Elkins staff will publish memos, via email and the Elkins School District website - <https://www.elkinsdistrict.org/>, with important information and updates for students. All correspondence to families will be communicated in English and Spanish.

Parents have access to the Home Access Center, the parent portal of the Buzz and Canvas Learning Management Systems, and they receive notifications from Google Classroom to monitor their student's progress. Teachers provide parents with progress reports and parents are encouraged to attend parent/teacher conferences conducted each semester.

At any point during the school year, parents may contact the District Point of Contact, School Improvement Specialist, building principal, virtual facilitator/mentor, or their virtual teacher for individual assistance with digital learning tools, academics, or student support services.

## GRADES 3-6:

NWAESC K-6 Virtual Academy will engage families in the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. The NWAESC Virtual Option will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program by both the NWAESC and the host district/school.

## GRADES 7-12:

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 student's 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



# LEA INSIGHTS

and up to date information on the Virtual Arkansas website, including the  
Virtual Arkansas Parent Guide ([https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)).

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

Elkins School Board minutes are posted on the Elkins School District website on

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

[https://docs.google.com/document/d/1eTALKe1yXZ-LYx\\_Zrf0TOKNDB8cY02qCm](https://docs.google.com/document/d/1eTALKe1yXZ-LYx_Zrf0TOKNDB8cY02qCm)

## Policies

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

4.7 Absences - [https://s3.amazonaws.com/scschoolfiles/331/47\\_policy\\_update\\_](https://s3.amazonaws.com/scschoolfiles/331/47_policy_update_)

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

Elkins Middle School and High School Handbook - <https://www.elkinsdistrict.org>

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

Elkins Middle School and High School Handbook - <https://www.elkinsdistrict.org>

[^ Back to Top](#)