



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Crossett School District (0201000)

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 #: 0201000
Superintendent: Gary Williams
Email: gary.williams@crossettschools.org
Phone: (870) 364-3112
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
0201006 - Crossett High School	7-12, all courses	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
0201008 - Crossett Middle School		Synchronous		



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Attendance Waiver Request:</p> <p>Crossett School District is requesting a waiver requiring on-campus attendance. With the approval of this waiver students will be allowed to “attend” Crossett School District’s Virtual School through Virtual Arkansas from home or other location but this does not take away the requirement for documented daily attendance, according to the District Absences Policy 4.7 found in the District Student and Parent Handbook.</p> <p>The District Virtual Facilitator will monitor and document daily attendance in eSchool. Daily attendance can be documented through two reports available to the District Virtual Facilitator on the VA platform (Power Panel). One report logs the daily log-in of the student and the second report logs the student’s activity in their course and the amount of time on the VA website. Also, students are expected to attend all Zoom sessions and complete all daily work as scheduled by their Virtual Arkansas teacher for attendance.</p> <p>If these requirements are not met, the student will be marked absent in eSchool with an unexcused absence. Once a student exceeds the allowable number of unexcused absences according to District Policy 4.7, the student is required to return to onsite instruction.</p> <p>Extenuating circumstances must be communicated and approved through the District Virtual Facilitator and the Building Administrator to be considered an excused absence and for the missed submission deadline not to count against the student’s allowable absences as defined by the District Student Parent Handbook.</p> <p>When a student knows he or she will be absent, the student must contact their VA teacher (follow the requirements of VA Handbook on absences)</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>and must contact the District Virtual Facilitator to receive an excused absence. If a student is absent from a digital learning class, he/she is responsible for making up the missed assignments, as explained in Expectations for Student Success.</p> <p>https://virtualarkansas.org/studenthandbook</p> <p>The District Virtual Facilitator and the Virtual Arkansas teacher will have access to a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pact, target, or engagement).</p> <p>Once a student is enrolled in Virtual Arkansas for Crossett School District, he or she is expected to successfully complete a semester in the virtual environment (unless removal is initiated by Virtual School administration).</p> <p>Link to Student Parent Contract Link to Selection Criteria for Virtual School Enrollment</p> <p>https://virtualarkansas.org/studenthandbook</p> <p>Link to Student Parent Contract https://tinyurl.com/9w6tz59k</p> <p>Link to Selection Criteria for Virtual School Enrollment https://tinyurl.com/f8dtya</p>



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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Class Size Waiver:</p> <p>We are not requesting additional waivers for class size. The Virtual Teacher provides virtual instruction to only students who are remote. One hundred percent 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and for Crossett's Virtual Program, the teaching load will be limited to one hundred and ninety (190) students or less.</p> <p>Virtual Arkansas provides Arkansas certified teachers that utilize 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. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Teaching Load Number of students: 50</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	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>Teaching Load Waiver Request:</p> <p>We are not requesting additional waivers for the teaching load. Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p> <p>Students in grades 7-12 will be given the option of enrolling as a full-time remote student in Crossett School District's Virtual School. The District's Virtual School will utilize Virtual Arkansas for its delivery of instruction to remote students. Virtual Arkansas' certified teachers will be the teachers of record for all remote students and follow DESE standards for student enrollment per teacher.</p> <p>All onsite teachers will have class loads that will be within the teaching load of Accreditation 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.
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>Request 6 Hour Instructional Day Waiver: Crossett School District is requesting a waiver for the requirements of a six hour instructional day for students enrolled in virtual learning. Students will access courses through Virtual Arkansas off campus and there will be synchronous and asynchronous learning each day with students completing the coursework at their own pace, time and location therefore a student may not engage in learning in the typical time frame of a six hour day as required by an onsite student.</p>
Clock Hours	1-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>Request Clock Hours Waiver: Crossett School is requesting a waiver for the requirement of Standard 1-A.2. Remote students will be enrolled in Virtual Arkansas with synchronous and asynchronous learning and students may not engage in learning in the typical time frame as an onsite student that will normally meet each day for a course, accumulate 120 clock hours and be awarded credit for the course. Therefore, we are requesting this waiver so that a virtual student who completes the course work successfully at their own pace, time and location, may be awarded credit for the course without accumulating a specific number of clock hours.</p>
<p>Recess (Waiver applies to virtual/remote students only)</p>	<p>1-A.4.3</p>	<p>DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11</p>	<p>6-6- 102(a)(5)</p>	<p>Recess Waiver: We are not requesting a recess waiver. Recess will be a part of every virtual student's daily schedule.</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

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

7-12 Digital Program

The Crossett School District will participate in the Virtual Arkansas 7-12 courses to power our Virtual School option.

Instructional Expectations:

Crossett School District will utilize Virtual Arkansas for its delivery of instruction to virtual students. 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. It is required that students access and interact with the online content on a daily basis, complete daily course assignments and participate in the interactive sessions. Students will be required to attend all scheduled Zoom sessions that will occur two times each week, per content area, and request additional one: one Zoom sessions as needed for enhanced support. Zoom sessions are required by Crossett School District as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. All learning will take place online. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

Virtual Arkansas courses 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.

Participation:

It is required that students access and interact with the online content on a daily basis, complete daily course assignments and participate in the interactive sessions. Students will be required to attend all scheduled Zoom sessions each week, per content area, and request additional one: one Zoom sessions as needed. Zoom sessions are required by Crossett School District as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom.

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. Virtual Arkansas teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are required to read and interact with messages in their courses on a daily basis during the school week.



LEA INSIGHTS

Crossett School District virtual learning students will have to maintain a 70% or above in all Virtual Arkansas courses. To remain a virtual student grades in all courses must be a 70% or above by the end of the 9 week grading period. If the final 9 week grade in any course is below 70% the student will be required to return to their assigned campus for onsite instruction for the remainder of the year.

Link to Student Parent Contract

<https://tinyurl.com/f8dtya>

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.



LEA INSIGHTS

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)?

7-12 Digital Program

Crossett School District will utilize Virtual Arkansas for its delivery of instruction to virtual students. 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. It is required that students access and interact with the online content on a daily basis, complete daily course assignments and participate in the interactive sessions.

Students will be required to attend all scheduled Zoom sessions that will occur two times each week, per content area, and request additional one: one Zoom sessions as needed for enhanced support. Zoom sessions are required by Crossett School District as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. All learning will take place online. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

Virtual Arkansas provides a fully certified Arkansas teacher of record while the District will provide a trained District Virtual Facilitator. The District's facilitator will collaborate with Virtual Arkansas teachers, maintain communication with students and parents to keep them connected to their schools, monitor the progress of the students in completing their coursework, monitor daily attendance and required attendance at weekly zoom sessions with the Virtual Arkansas teachers, and will proctor on-site assessments assigned by the Virtual Arkansas teachers. Virtual Arkansas provides training and support for facilitators via the VA Facilitator Coordinator.



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.

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.

7-12 Digital Program

Crossett School District will use Virtual Arkansas for its delivery of instruction for our 100% virtual students therefore no onsite teachers will serve in a dual role in 2021-2022. Virtual Arkansas provides a fully certified Arkansas teacher of record while the District will provide a trained facilitator who will collaborate with parents, students, administrators and Virtual Arkansas personnel to ensure a successful learning experience for students choosing remote learning. Crossett School District will employ a paraprofessional to serve as the District Virtual Facilitator. Virtual Arkansas and Crossett School District administrators will provide training and support for the District Virtual Facilitator.

Virtual Arkansas and Crossett School District will train the District Facilitator in how to monitor student grades, monitor the progress of the students in completing their coursework, monitor required attendance at weekly zoom sessions, schedule intervention support as needed, proctor on-site assessments, and act as a liaison between VA, the school, students and parents.

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



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

7-12 Digital Program

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. Crossett School District students are required to attend all Zoom sessions scheduled by their Virtual Arkansas teacher. Teachers are continuously provided professionally development and support for providing engaging and relevant synchronous instruction.

It is required that Crossett students access and interact with the online content on a daily basis, complete daily course assignments and participate in the interactive sessions. Students will be required to attend all scheduled Zoom sessions that will occur two times each week, per content area, and request additional one: one Zoom sessions as needed for enhanced support. Zoom sessions are required by Crossett School District as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom.

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. Virtual Arkansas teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are required to read and interact with messages in their courses on a daily basis during the school week.

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

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?

Crossett School District will not request a waiver for class size. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load. Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Crossett School District will provide the necessary instructional supplies and materials to all remote students. This includes student-issued Chromebooks and chargers. The district will provide mobile hotspots if necessary to eliminate barriers for students without Wi-Fi access or unstable Wi-Fi connectivity.

Crossett 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 involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

When the District Virtual Facilitator is contacted by VA, he/she will collaborate with the VA teacher to assess, define and plan how to meet the needs of the student. The Facilitator will collaborate with the building administrator to design an improvement plan for the student. The Facilitator will communicate the plan to the student and parent and coordinate a time and place for the intervention sessions to take place, if needed. The Facilitator will monitor the progress of the student in the intervention sessions and communicate the progress to the VA teacher.

The District Facilitator will be a liaison between a student and their school, administrators, Virtual Arkansas teachers and parents. The facilitator will provide an orientation meeting for the students and parents. She will communicate daily with the Virtual Arkansas teachers. She will establish a relationship with the remote students, communicating with them on a daily basis as she monitors their attendance and academic progress. She will schedule intervention support for students scoring below 70% and scheduled academic meetings with parents and school administration.

Any needed service will be provided for remote students that is possible



LEA INSIGHTS

Any needed service will be provided for remote students that is possible through Virtual Arkansas and through a remote learning environment. Students will be provided support for any needed services such as 504, ESL, IEP modifications and accommodations, dyslexia interventions. All of these special services will be explained in detail in the Student Support section of this plan.

School Counselors and the District Social Worker will be available to provide support to students through virtual or onsite sessions, phone calls, email or home visits for academic counseling, food, physical or mental health needs at the request of the student, parents, Virtual Facilitator or Virtual AR teacher.

Virtual learning students will have to maintain a 70% or above in all Virtual Arkansas courses. To remain a virtual student grades in all courses must be a 70% or above by the end of the 9 week grading period. If the final 9 week grade in any course is below 70% the student will be required to return to their campus for onsite instruction for the remainder of the year.

DESE Rules for Distance and Digital Learning,
<https://tinyurl.com/yd5f5hvr>

DESE Rules Governing Class Size and Teaching Load
<https://tinyurl.com/yd5f5hvr>



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?

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?

7-12 Digital Program

Crossett School District will not request a waiver for teaching load. The District will use Virtual Arkansas as the 100% digital learning solution for virtual students thereby reducing the responsibility of the District teachers from 20-21 so that they may focus on face to face instruction for onsite learners in 2021-2022. 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 will partner with Crossett School District to ensure student success. The District Virtual Facilitator will provide support for the VA teacher by staying in contact with the teacher weekly regarding the progress and needs of the students or more often as needed. Training and support for VA teachers 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.

Technology / Platforms



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

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Crossett School District's Virtual School will utilize Canvas Learning Management System (LMS) for the 7-12 Digital Program. The learning management system will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) will have access to these reports and use them to provide praise, encouragement, support, and resources.

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



LEA INSIGHTS

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.

7-12 Digital Program

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

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

The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

Courses are designed to be fully ready for student interaction and teachers have all content knowledge needed to effectively provide instruction and support to students. Remote learners will have a vast offering of course possibilities through Virtual Arkansas. Included with the core course offerings are AP courses, concurrent credit courses, and some Career and Technical Education courses. Remote students that apply and are enrolled in Virtual Arkansas courses will develop a schedule through guidance of the building counselor in which their grade level is housed. All student schedules must be approved by



when their grade level is raised. All student schedules must be approved by the grade level counselor. Crossett School District will not allow the student to have flexibility in their course selection because the District must be assured that the student is taking the required courses for a grade level or the required courses needed for graduation. Approval of a student's schedule is also necessary to assure that if the student comes back on campus the student can transition back to classes that are necessary for the next grade level or that are offered in grades 9-12 on campus toward graduation credits.

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.



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.

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. Crossett School District virtual students are required to attend all scheduled Zoom sessions with their Virtual Arkansas teacher.

What follows is a description of what Virtual Arkansas requires for virtual attendance. Any student attending a Virtual Arkansas Zoom session must be aware of the following guidelines:

1. The environment from which the student attends the Zoom session should be appropriate and conducive to learning. Please be aware of the following expectations regarding the Zoom environment:
 - a. During live Zoom sessions, the background should be appropriate and not distracting. There should not be any visible offensive material.
 - b. Background noise should be minimal or non-existent during Zoom sessions.
 - c. Students should not eat or drink while in a Zoom session.
 - d. Other individuals not enrolled in the class should not be present during the Zoom session.
 - e. Pets should not be visible during a Zoom session.
2. The student should be dressed appropriately, according to the local school handbook, just as if the student was attending class on-campus.

The teacher may remove a student regardless of where the student is located during the live Zoom session if that teacher feels the student is not dressed appropriately, displaying offensive behavior, or if distractions are considered inappropriate and interfering with other students who are in attendance. If a student is removed from a live session, the teacher will document the incident immediately and send that documentation to their remote facilitator. The remote facilitator will then contact an administrator or school official.



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.

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.

Crossett School District will provide virtual students with a Chromebook to have access to all Virtual Arkansas course content and interactive sessions. Hot spots for connectivity will be located at various locations through the district. Personal Wi-Fi hotspot will be issued if needed. Students and families may contact the district facilitator during regular school hours from 7:30 to 3:30 if assistance is needed for technology issues. The facilitator will coordinate a solution using a district technology technician if necessary.

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

Describe the manner and frequency the district or school will use to monitor the wellness and safety of students in a total remote setting. Identify supports available to assist students within the district.

7-12 Digital Program

Crossett Middle School's Health and Wellness Plan

<https://tinyurl.com/xxj2x6w7>

Crossett High School's Health and Wellness Plan

<https://tinyurl.com/2ma579w8>

Crossett School District's Health and Wellness Plan

<https://tinyurl.com/tcb6f64p>

Crossett School District's Health and Wellness Policy

<https://tinyurl.com/3d4cv33a>

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

Crossett School District will provide a Virtual Facilitator who will maintain communication with the Virtual Arkansas Teachers as he/she daily monitors the progress of the remote students in an effort to determine if there is a need beyond what can be done virtually. The Virtual Facilitator will be trained in Capturing Kids' Hearts, an SEL program being implemented district-wide and will provide support through the use of CKH strategies. School counselors and the District Social Worker will be available at the request of the Virtual Facilitator or administrators to provide support to the students through home visits, virtual or onsite counseling sessions, email and phone calls should there be a need regarding food and physical or mental health.

The remote facilitator and the Virtual Arkansas teachers will document and monitor student attendance and engagement levels. Both will work together to monitor and communicate to families concerns on grades and learning. The facilitator will contact families when students are not logging in to Virtual Arkansas and how that affects attendance. When students are not logging in and completing assignments on due dates this will be considered an unexcused absence unless the absence gets approved to be excused.

The district remote learning facilitator working in conjunction with the students



LEA INSIGHTS

The district remote learning facilitator working in conjunction with the students, their parents, and the Virtual Arkansas teachers will monitor students' wellness and safety throughout the year. Health and wellness will be monitored through the students interaction with the Virtual Arkansas teachers as well as with the facilitator who will be communicating with the students on a regular basis. These interactions will include submission of assignments through the learning management system and video conferencing. Emails and phone conversations will also be used to assess the well-being of the students. When the remote facilitator or the Virtual Arkansas teachers observe student behaviors that are leading to health and wellness concerns, families will be referred to the proper services through the facilitator.

Meals will be provided for students who participate in remote learning. These meals will be requested the previous Friday and picked up at the school where the student is enrolled the following Monday. Meals will be provided at the pick up site for the entire week. This schedule will be altered if the district is out on a Friday or Monday but the pick up schedule will be communicated to remote students/parents. Remote students will have access to any weekend feeding or any other feeding program that the school offers to students.

All students starting in the 8th grade develop and maintain a Student Success Plan(SSP). This plan is developed collaboratively with the student, their parent(s), and the school's counselor. Any 8th grade remote student who does not have a Student Success Plan will have one developed coordinated by the district remote facilitator involving those just mentioned. This plan will be used to guide the student toward graduation and possible future pathways. Also addressed in the SSP will be accelerated learning opportunities, academic deficiencies, possible interventions and will include college and career planning. Our district uses the Kuder Career Guidance platform to assist in planning and to ensure needed guidance is provided. The district facilitator will coordinate any need in this area.



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.



LEA INSIGHTS

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

7-12 Digital Program

Crossett School District will monitor students in real time through access to the Virtual Arkansas SIS and the CANVAS LMS. 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 administrators if the initial intervention is not successful.

The district will work with each student and each Virtual Arkansas teacher to help monitor a student's academic progress and engagement. Progress monitoring will take place weekly utilizing reports from the learning management system. Weekly, the remote learning facilitator will monitor the time the student is spending accessing the content. The facilitator will also monitor the student's grade in each class. Monitoring of grades will be conducted weekly and needed communication to address any concerns will be attended to immediately. If the student does not submit an assignment in a course on the due date for that assignment, the student/parent(s) will be contacted. When contacting, any extenuating circumstances that resulted in the student's absence, as defined in the policy of not submitting an assignment on its due date, can be considered to possibly excuse the absence. If the circumstances do not warrant excusing the absence, the student and parent will again be reminded of the policy of how absences will affect the eligibility of the student for remote learning.

Students with grades that are falling below the 70% remote learning threshold of eligibility will be contacted along with the student's parents. At any point when intervention is necessary a conference will be held involving the student, parent(s), facilitator, administrator if needed, any service provider if necessary, and school counselor if necessary. Interventions will be put in place that are timely and appropriate. Examples of possible interventions could be setting up academic support for the student through the remote learning facilitator. A time period will be set for reviewing the interventions and determining progress. Finally, after interventions have been put in place and reviewed, if the student is not being successful in meeting the criteria set forth in the remote learning policies the students transition back to campus will be initiated at the end of a 9 week grading period. If a remote student has below a 70% in any of their courses for a 9 week period the student will be required to attend on campus for the remainder of the year. And again if a student exceeds the number of unexcused absences as defined in policy, the student will be required to attend school back on campus for the remainder of the school year. The transition for the student back on campus will occur at the end of the 9 week grading period if the transition is required due to grading or attendance requirements not being met.

Virtual learning students will have to maintain a 70% or above in all Virtual



LEA INSIGHTS

Virtual learning students will have to maintain a 70% or above in all virtual Arkansas courses. To remain a virtual student grades in all courses must be a 70% or above by the end of the 9 week grading period. If the final 9 week grade in any course is below 70% the student will be required to return to their campus for onsite instruction for the remainder of the year.

Crossett School District will have processes in place to provide support for online students through the employment of a District Virtual Facilitator. Some responsibilities for the Facilitator will include: .

- Liaison between the school district, VA and the student/parents

- Leads a required District Virtual School orientation prior to the beginning of school

- Communicates with the students through a Zoom session weekly or more often if needed to promote student engagement.

- Daily student attendance checks by VF

- Weekly student grade checks by VF

- Schedules intervention support for students scoring below 70%

- Schedules academic meetings with parents and administration

Certified employee(s) will be hired to provide after school remediation and support at the request of the District Virtual Facilitator and the Virtual Arkansas teachers.

School counselors and the District Social Worker will be available to provide support through home visits, virtual or onsite meetings, email and phone calls to students for food, physical or mental health needs at the request of the student, parents, VF or Virtual AR teacher.

Special Education Supervisor and teachers will be available through virtual or onsite meetings, email and phone calls to provide support to the Virtual Arkansas teachers and the Virtual Facilitator for needs that arise due to the students IEP accommodations and modifications.

Building librarians will provide virtual students with access to library resources, including e-books that are available 24/7 through a library app (<http://bit.ly/cmslibraryapp>).

Should a student be required to return to onsite instruction, the building counselor will schedule a meeting with the student and his or her parent to review the current academic progress of the student, create an onsite schedule and a plan of support for the student as he or she transitions back to onsite learning.



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



LEA INSIGHTS

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

7-12 Digital Program

Crossett School District and Virtual Arkansas will work together to intervene for remote students who have low performance in a course. 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.

Additionally, the District Virtual Facilitator, who is in contact with the Virtual Arkansas teachers and who is monitoring the completion of the coursework by the students, will collaborate with the Building Administrator and other support staff to design and schedule interventions to support students who have a low academic performance in a course (below 70%).

Crossett School District will administer formative assessments onsite through NWEA three times during the year for all onsite District students and remote learners. The data will be reviewed by the building administrators and other support staff to monitor the academic growth of the students.

Other types of formative data that will be considered when developing an academic improvement plan may include discipline data, attendance data, any other types of academic screenings and previous performance on state mandated assessments.

Virtual learning students will have to maintain a 70% or above in all Virtual Arkansas courses. To remain a virtual student grades in all courses must be a 70% or above by the end of the 9 week grading period. If the final 9 week grade in any course is below 70% the student will be required to return to their campus for onsite instruction for the remainder of the year.



assessment plan to support student learning.

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

7-12 Digital Program

Crossett School District will work cooperatively with Virtual Arkansas teachers to assess the learning and the progress of all remote students.

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

Formative assessments, administered by the VA teachers, will serve as practice for students, just like a meaningful homework assignment. Formative assessments will check for understanding along the way and guide the teacher's decision making about future instruction; they will also provide feedback to students so they can improve their performance. Formative assessments will help the VA teachers differentiate instruction and thus improve student achievement. Formative assessments will be used by the VA teacher to determine if there is a need for enhanced academic support which may include micro topic videos to address misconceptions about learning and one: one Zoom sessions with the instructor to address the learning loss.

Crossett School District will administer formative assessments onsite through NWEA three times during the year for all onsite and remote learners. The data will be reviewed by the building administrators and other support staff to monitor the academic growth of the virtual students and to determine the need for enhanced academic support. The data from the NWEA formative assessments will be shared with the student and their parents.

Other types of formative data that will be considered when developing an academic improvement plan may include discipline data, attendance data, any other types of academic screenings and previous performance on state mandated assessments.

All Virtual Arkansas course assessments that need to be monitored when administered will be monitored by the remote facilitator and possibly by another designated test monitor if numbers and location dictate. The determination of which test needs to be monitored will be established by communicating and working in conjunction with Virtual Arkansas. The monitoring of these tests will take place at a designated location(s) on a school campus. A set testing site, possibly sites, day of the week, and time frame will be established for students to come to a testing lab to take the monitored test.



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



LEA INSIGHTS

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

7-12 Digital Program

The District will ensure that all requirements of the dyslexia law are met for onsite and remote learners.

Crossett School District will use dyslexia screeners that are listed in the ADE Dyslexia Resource Guide (December 2017) to help identify characteristics of dyslexia and prescribe services for remote students. The screeners include, but not limited to, initial screening, Level 1 Screening, and Level 2 Screening. Dyslexia screening and progress monitoring testing will be given onsite at their grade-level buildings. The District Dyslexia Coordinator will coordinate with the district remote learning facilitator on scheduling and communicating in advance to give families adequate time to plan for their remote student to be screened or conduct progress monitoring testing

The Crossett School District uses Take Flight, an evidence-based program that is listed on the Arkansas Division of Elementary and Secondary Education: Arkansas Literacy Curriculum Approved Programs for Dyslexia Interventions. Crossett School District Dyslexia Interventionists will provide virtual delivery of the dyslexia interventions. The dyslexia Interventionists will coordinate with the district remote learning facilitator to schedule services and communicate in advance to families. Needed interventions or provided dyslexia services will be done virtually, onsite, or a combination of both. The district remote learning facilitator will coordinate with the student's Virtual Arkansas teachers on all services that are provided for the student.

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.

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



LEA INSIGHTS

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

7-12 Digital Program

The GT department will accept referrals for remote students to the GT Program in the same manner the department would for a student attending school onsite. Testing to be admitted to GT will be conducted onsite. Placement conferences will be scheduled on campus or by Zoom. Students that are currently part of the GT program will continue to receive GT services. Crossett School District remote learners who are identified as gifted and talented learners will be served by courses offered by Virtual Arkansas and the Crossett Gifted and Talented and Advanced Placement Coordinator.

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 the Crossett Gifted and Talented Coordinator by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. The licensed GT coordinator, employed by Crossett School District, maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to 9th -12th grade students through Virtual Arkansas: Biology, Chemistry, English Literature and Composition, Language and Composition, Statistics and United States History. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabus for each course the district provides to the Crossett School District AP Coordinator.

The following concurrent credit courses are available to 9-12 grade students through Virtual Arkansas: Beginning Spanish I and II, Composition I and II, College Algebra, College Math, Experiencing Art, Oral Communications, Public Speaking, US History to 1877, US History Since 1877, World Civilization, World History to 1500, World History Since 1500.

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



LEA INSIGHTS

All requirements from the State and related Program Approval standards will be met for virtual students.

District Program Approval Application for 2020-2021

<https://tinyurl.com/yajbkxhp>

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



LEA INSIGHTS

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

7-12 Digital Program

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.

The Crossett School District ESOL Coordinator and LPAC team will create an LEP for each ELL remote student and upload the document into the SIS for their Arkansas Virtual teacher's reference so that accommodation and modifications can be provided as needed. Also, Virtual Arkansas will provide accessibility tools to support ESOL/ESL students. Student progress will be monitored by the ESOL Coordinator, CSD Virtual Facilitator and the AR Virtual teacher.

The District ESOL Coordinator and ESOL paraprofessional, who will provide services onsite and virtual will collaborate with the remote learning facilitator to determine services for ELL students to support successful academic performance in their VA courses. Also, the ESOL paraprofessional will communicate with the parents of the ELL students to keep them informed of the success of the students and inform them of the need for intervention services.

Virtual learning students will have to maintain a 70% or above in all Virtual Arkansas courses. To remain a virtual student grades in all courses must be a 70% or above by the end of the 9 week grading period. If the final 9 week grade in any course is below 70% the student will be required to return to their campus for onsite instruction for the remainder of the year.

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



LEA INSIGHTS

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

7-12 Digital Program

All evaluations for special education services will be conducted onsite at Crossett School District in a one on one session with the student and evaluator.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Conferences can be conducted by choice of parent either onsite or virtually. Crossett 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. State mandated assessments will be administered onsite. IEP students taking the ACT Aspire test will take onsite as scheduled and communicated by the district. Students taking the DLM will have scheduled times to complete the assignments as required by the state guidelines for this test

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

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

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

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded Read Speaker 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



LEA INSIGHTS

Virtual teacher will facilitate the usage of the tools, as needed, during synchronous learning.

The district support for an IEP student in the remote environment will be determined by the student's IEP committee. An IEP committee will determine the appropriateness of remote learning for the student and what accommodations will be needed in that environment. The student's committee will develop a method of delivery of services that best meets the needs of the child by remote learning through Virtual Arkansas.

The IEP committee considers students' unique needs and the exact nature of the services required on a case-by-case basis. In the IEP meeting, the committee will review the student's IEP, progress, and other information to establish priorities for the student. The committee will decide what the student needs to maintain and learn during the student's time away from school. The committee will then determine what skills the student can reasonably practice at home and what assistance may be needed. The committee will also consider what accommodations and modifications the student may need in the home setting. Teachers and parents are encouraged to communicate on an ongoing basis to make needed adjustments to services and supports. Related services such as Physical Therapy, Occupational Therapy, and Speech/Language therapy will be provided via teletherapy.

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.



LEA INSIGHTS

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.

7-12 Digital Program

Crossett School District has provided numerous digital tools for our teachers to support them in providing virtual learning for our onsite and remote students in 20-21. Digital accommodations include web based curriculum tools such as GoGuardian, In Sync, Equip, Kami, Screencastify, Google Classroom, Google Meets, and Zoom. Other technology tools included cameras, Smart Boards, projectors and personal devices. The teachers will continue to use many of these tools in the classroom with their onsite students in the 21-22 school year to prepare them for remote learning should a pivot to remote learning need to be made due to the pandemic, weather or other DESE allowable events.

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.

Crossett schools will make digital accommodations as prescribed by a student's 504, IEP, or by the student's prescribed dyslexia intervention(s). These digital accommodations include digital copies of notes, embedded text to speech in lessons, internet browser text reader, extended time on assignments and other digital interventions.

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.



LEA INSIGHTS

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

7-12 Digital Program

Crossett 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 issues.

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

The CSD technology department will support the instruction of the VA teachers by assisting students with problems that may arise with their Chromebook, charger, hotspot or school email that could hinder the delivery of daily instruction.

The District Virtual Facilitator will support the instructional work of the VA teacher by monitoring the attendance and progress of the students in completing their assigned work; communicating with the the VA teacher as needed; communicating daily with the student to establish a relationship so that the he/she understands the school district will be involved on a daily basis to monitor the student's success in the virtual learning environment.

The District Facilitator will be a paraprofessional. The facilitator will receive training on using the CANVAS Learning Management System; how to schedule and hold a zoom session with students and parents; how to organize intervention support for students; parental engagement and how to monitor and document student attendance in eSchool. Also training will be provided on the services that the facilitator will be coordinating such as 504, Special Education, G/T, ESL and others.



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?

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?

7-12 Digital Program

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

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.

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)

The district provides all remote learners equitable access to virtual instruction. Crossett School District does not discriminate on the basis of race, color, sex, or disability in any policies, procedures, practices, or educational opportunities. The district will provide the following to ensure equitable opportunity:

- Federal and state funds to provide equitable access to education
- Provide district support services for Special Education, EOSL/ESL, 504 and G/T
- Equal access to technology and devices. All students will be issued a Chromebook, be provided internet access points throughout the district, and issued a connectivity device if needed
- All remote students will have access to the Virtual Arkansas and Canvas platforms for digital learning
- All remote students will have access to assistance in solving any technology issue that the student may encounter. Technology assistance will be accessed through the remote learning facilitator.

School Board Policy 4.11 District Equity: page 27, Student Handbook
<https://tinyurl.com/2wvyv2za>

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

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.

7-12 Digital Program

The District and Building Level Testing Coordinators and the District Virtual Facilitator will communicate with remote students and their parents through email, phone calls and notification systems that students are required to come onsite to take Virtual Arkansas major summative assessments, NWEA interim assessments, Advanced Placement assessments and all State mandated assessments.

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

Crossett School District's memorandum of understanding for parents and students enrolled in the District's Virtual School states that students are required to come onsite to take Virtual Arkansas major summative assessments, NWEA interim assessments, Advanced Placement assessments and all State mandated assessments and those who choose to not come onsite will be required to return to onsite instruction.

The District Virtual Facilitator will schedule and proctor onsite the Virtual Arkansas major assessments for remote students at the school where they are enrolled. The Building Test Coordinator will organize and schedule onsite the NWEA and the State mandated tests for the virtual students at the school where they are enrolled. The assessment plan/ schedule will be directed by the building level test coordinator. Remote students will test with their grade level cohorts and at the same time as the onsite students. Schedules for assessments will be communicated in advance to give families adequate time to plan for their remote student to be on campus to test. Testing dates will be posted on the district website, shared through the district and school social media and sent to individuals through email. Parents/students will also receive an automated call communicating the testing schedule. If a student will be taking the DLM assessment the remote learning facilitator will work out with the parent times for the student to complete the assessment based on state testing guidelines.



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.



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

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

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

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

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

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

Crossett School District will monitor and evaluate the effectiveness of the remote learning program using data and input from stakeholders. Data and input will be gathered from students, parents, Virtual Arkansas, remote learning facilitator, building level principals and counselors. Also input from service providers such as GT, special education, dyslexia, ESL, Pinnacle Pointe Mental Health and others will be gathered to determine the challenges that were faced and how we as a district can better provide services to remote learners. The key areas to be measured are student engagement, attendance, student mastery of content, student growth, service provider challenges, and the overall experience of the students and parents. The following will be used to measure these areas:

summary reports on the amount of time students spend experiencing the content of classes(engagement)

summary reports on the days that students are accessing the content

will look at students grades on the assignments of the content and look at the grades of test on content(mastery)



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grades or test on content(mastery,

will look at deficient skills of content from summary reports(mastery and growth)

analyze data on student's ACT Aspire, ACT, ELPA (growth, mastery)

surveys administered to students, parents, counselors, principals, service providers for input on the program(input on overall experience of the stakeholders)

Throughout the year and especially at the end of the year, evaluation and improvement meetings will be scheduled to analyze and consider all the input and data. Representation on this committee will be assembled from all the stakeholders listed above.

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

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)

7-12 Digital Program

For CSD remote students in 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 Virtual Arkansas Parent Guide (linked here: https://www.virtualarkansas.org/293342_2).

In addition to the support provided by Virtual Arkansas, the building Parent Facilitator will provide a digital monthly newsletter to all students and parents with updates on current school activities and events, along with regular updates from Virtual Arkansas as a means to keep students and parents informed and engaged.

The District Virtual Facilitator will provide a District Student and Parent Orientation to Virtual Arkansas for all remote students and parents prior to school beginning and as needed during the year for added support. Students enrolled in the District's Virtual School and their parents are required to attend the Student and Parent Orientation.

This session will communicate clearly to families the requirements, the expectations, how to access the Virtual Arkansas content, how to access and use the CANVAS Learning Management System, the support that is available to the students, and how to communicate with teachers and the remote learning facilitator. Also any technology issues will be addressed. At any point at the beginning of the year or during the year the student and/or parent may request either an onsite conference or Zoom. This conference will be scheduled through the remote facilitator. By scheduling through the facilitator the student can be provided the needed support. This support could be anything from more training using Virtual Arkansas, using the CANVAS Learning Management System, academic needs, or any service the district provides to students such as GT, ESL, 504, and social and emotional needs.

Online surveys will be used to determine the individual needs of the students. The surveys will be conducted at the beginning of the year and at the beginning of the second semester. Students and parents will be asked to complete the online survey to inform the remote learning facilitator of possible needs and support including access to food, social and emotional health, and possible support to increase academic success. Also as a part of this survey the family



LEA INSIGHTS

support to increase academic success. Also as a part of this survey, the family will be asked to provide the best way for the teacher to communicate with the family. At the end of the year a survey will be sent to all remote learning families to get feedback on the overall effectiveness of the remote learning opportunity and how the needs of the remote learner was met during the year.

Virtual students and their parents are required to agree to and sign the CSD Student Parent Contract, the District Handbook Signature Pages and the Virtual Arkansas MOU as provided in the VA handbook.

Link to Student Parent Contract

<https://tinyurl.com/2wvyv2za>

Virtual Arkansas Parent Guide

https://www.virtualarkansas.org/293342_2

Virtual Arkansas Student Handbook

<https://virtualarkansas.org/studenthandbook>

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

<https://tinyurl.com/r58cwy2>

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

<https://tinyurl.com/549397sa>

Policies



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

<https://tinyurl.com/3rvmjram>

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

<https://tinyurl.com/n2f8xr36>

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

<https://tinyurl.com/fyz2s2hj>

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