



Act 1240 Digital Learning Waiver Request


Status: Submitted to ADE DESE

 Guy-Perkins School District (2304000)

School Year 2022-2023

 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 #: 2304000
Superintendent: Joseph Fisher
Email: joe.fisher@gptbirds.org
Phone: (501) 679-7224
Duration Requested (not to exceed three years): 3 Years 
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2304021 - Guy-Perkins Elementary School	K-6	Asynchronous	Blended (Hybrid)	LMS

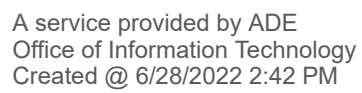


Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the T-bird Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system, and Genius attendance and progress software.</p> <p>District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator will work with the District Connection Coach to create a personalized student success plan.</p>



LEA# 2304000

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.



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



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



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



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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	We are requesting the waiver. Research shows students in grades K-6 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.
Clock Hours	1-A.2			N/A



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	We are requesting a waiver. We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.

Digital Model

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

Interaction / Delivery

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



The Guy-Perkins School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our T-bird Virtual Academy.

K-6 Digital Program

ARESC will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the Connection Coach that will serve as the liaison for virtual families, ARES, and the District. The District will work hand-in-hand with ARES to serve the needs of every virtual student.

A combination of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

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

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



engagement, or not (has been below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

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

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of Reading
- Point-in-time intervention
- Enrichment opportunities
- Math Quest
- Grasping Phenomenal Science
- Virtual office hours for support
- Educational games
- Interactive online quizzes

Virtual Students are expected to interact with the digital content on a daily basis and collaborate with individual teachers through Zoom sessions, as needed. Virtual Students will be expected to adhere to the Guy-Perkins Student Handbook Policies.

If a Virtual Student drops below 70%, he/she will be required to participate in intervention support. If academic progress does not improve, then a meeting will be held with the Virtual Academy Coordinator, Principal, and parent to determine the best instructional option for the student. All Virtual Students will take local assessments through their appropriate platform(s) and take NWEA and state-mandated assessments ONSITE during a scheduled testing session.

Virtual Student will also be required to
Attend an orientation with parent/guardian prior to beginning Virtual



Attend an orientation with parent/guardian prior to beginning virtual instruction.

Adhere to the Virtual Student Contract.

Dress appropriately and limit distractions while participating in Zoom sessions.

Submit all coursework "on time" and completed.

Communicate with the Virtual Teacher(s) when help is needed.



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.

K-6 Digital Program

As a member of the ARESC K-6 Virtual Academy Consortium, the Guy-Perkins School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned.

Virtual Students will be allowed to attend onsite activities such as field trips, guest speaker presentations, band/choir concerts, and/or graduation ceremonies. The Guy-Perkins Virtual Coordinator will ensure that students receive information on all opportunities for onsite participation.

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.

K-6 Digital Program

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

Guy-Perkins School district will utilize T-bird Virtual Academy Coordinator, Tammy Murry (Certified Teacher and Administrator), who will:

Arrange for parent/student orientations;

Facilitate onsite NWEA and state-required assessments;

Schedule and facilitate virtual and onsite student remediation sessions;

Schedule meetings with parents/students to address academic (grades below 70%) and/or disciplinary issues.

Communicate with the appropriate teacher/staff member when support services are needed (SPED, 504, Dyslexia, G/T, Therapies, etc.), or there is an issue with a student's support plan.

Communicate with the Technology Coordinator when there are technology connectivity issues affecting student learning.



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

K-6 Digital Program
During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily. Virtual Teachers employed by ARESC will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely. Virtual Teachers will also have office hours where students may receive additional support or ask questions.

The Virtual Coordinator will interact with students daily asynchronously via email, monitoring coursework. Students who require specialized supports such as dyslexia, interventions, G/T, ESOL, etc. will interact with district staff daily. For students who require Tier II or Tier III supports, district staff will interact daily.

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?

K-6 Digital Program
We are not requesting additional waivers for class size. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

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?

K-6 Digital Program
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.

Technology / Platforms



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

The T-bird Virtual Academy's K-6 Digital Program utilizes a learning management systems 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, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.

K-6 Digital Program

The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.

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.



K-6 Digital Program

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

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

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

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

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



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 Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

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

K-6 Digital Program

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



Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

Each student registered in the T-bird Virtual Academy will have the option to use their own device and connectivity service, or be issued a Chromebook and/or a “hot spot” for connectivity. Students requiring more advanced devices (laptop, controllers, etc.) to complete coursework will be issued these devices by the district.

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.

The T-bird Virtual Academy Health and Wellness Plan can be found at: <https://tinyurl.com/v76dyczh>. The Guy-Perkins Wellness Policy can be found at: <https://tinyurl.com/chu7pens> (p.59). Our K-12 program partners will help us in supporting our health and wellness plan.

Virtual Students will have full access to the district’s Food Bank and Backpack Programs throughout the school year and school breakfasts/lunches will be delivered to students’ homes daily. These programs will be overseen by Elementary School Counselor Penny Howard.

K-6 Digital Program

Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

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



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.



K-6 Digital Program

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

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

If a Virtual Student drops below 70%, he/she will be required to participate in intervention support. This will include, but not limited to:

Weekly Zoom sessions with the classroom teacher.

Weekly Zoom sessions with the Virtual Academy Coordinator.

Weekly onsite tutoring sessions each Friday.

If academic progress does not improve, then a meeting will be held with the Virtual Academy Coordinator, Principal, and parent to determine the best instructional option for the student.

T-bird Virtual Academy Coordinator, Tammy Murry (Certified Teacher and Administrator), will monitor student engagement and progress on a daily basis with Virtual Academy staff and will contact students/parents when there is a failure to complete and turn in work.

If a Virtual Student drops below 70%, he/she will be required to participate in intervention support. This will include, but not limited to:

Weekly Zoom sessions with the classroom teacher.

Weekly Zoom sessions with the Virtual Academy Coordinator.

Weekly onsite tutoring sessions each Friday.

If academic progress does not improve, then a meeting will be held with the Virtual Academy Coordinator, Principal, and parent to determine the best instructional option for the student.



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



K-6 Digital Program

Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes.

Tier II interventions will be targeted to small groups or one-on-one.

The following core reading programs will be utilized to support students needing Tier II interventions:

Phonological Awareness - Heggerty Phonemic Awareness

Phonics - 95 Core Program

Vocabulary and Comprehension - Benchmark Workshop

Fluency - Benchmark Workshop with Decodable Readers

Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.

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

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



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

K-6 Digital Program

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

All Virtual Students will take local assessments through their appropriate platform(s) and take NWEA and state-mandated assessments ONSITE during a scheduled testing session.

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



The district will ensure all requirements of the dyslexia law are met for onsite and remote learners. The only reason dyslexia services would not be provided for a student is if the student/family is unable to comply with the requirements as outlined in the parent/district/cooperative virtual-learning environment agreement.

K-6 Digital Program

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

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

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

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

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

3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.



Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring. Elementary School Counselor, Penny Howard, will communicate with Virtual Parents regarding Level II screening results, progress monitoring, and student engagement in dyslexia services.

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

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

Valerie Partain (ES Dyslexia Interventionist) will provide the required dyslexia services onsite based on the parent/district agreement developed during the T-bird Virtual Academy Orientation. These services will be delivered through individual, or small group instruction methods based on the Virtual Students' dyslexia plan.

The ES Dyslexia Interventionist will continue on-going summer professional development through the Arch Ford Co-op.

Student Expectations -

Any parent desiring for their child NOT to be assessed by the school district for dyslexia services must provide a written response in writing.

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with



allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors. Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature—as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes. Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions. All equipment and resources needed to provide services to virtual students will be provided by the District.

Link to District Dyslexia/Literacy Plan -

https://drive.google.com/drive/u/0/folders/1gdnAusu_2VAjArDCHico5ILw75FXpPan



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



For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the on-boarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate identified student participation in the district gifted and talented program. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. This participation may be virtual or remote, depending on the service or opportunity. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

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.

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. Link to program approval:
<https://tinyurl.com/2un9s7ae>



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

K-6 Digital Program

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

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

During virtual learning, students who have been identified as needing ESOL/ESL supports will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.

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



For students choosing your virtual option, complete the following to describe how ELD services will be provided:

ELD Program Grade-levels: K-12

Software Being Used: Rosetta Stone

Responsible Person: Kara Caldwell, ELL Coordinator

Services Provided: Synchronous interactions will be held virtually through Zoom on a daily basis.

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



K-6 Digital Program

If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents.

Students who are referred for special education services will be evaluated onsite. Special education conferences for remote students may be held virtually, or onsite, based on parent preference.

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.

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

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

1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This tool set allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.



Kendra Lucas (ES SPED Teacher) and Alli Brown (ES SPED Teacher) will provide the required SPED services onsite based on the student's IEP and the parent/district agreement developed during the T-bird Virtual Academy Orientation. These services will be delivered through individual, or small group instruction methods based on the Virtual Students' IEP.

Amber Smith (District GT Teacher) will provide the required GT services onsite based on the student's GT needs and the parent/district agreement developed during the T-bird Virtual Academy Orientation. These services will be delivered through individual, or small group instruction methods based on the Virtual Students' GT plan.

Both the SPED and GT teachers will continue on-going summer professional development through the Arch Ford Co-op.



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.

K-6 Digital Program
All Virtual Teachers and Virtual Paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online sensory tools and assistive technology. Online sensory tools and assistive technology available to Special Education teachers will also be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, speech-to-text transcribers, and pencil-type stylus.

Teacher Supports

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

The K-6 Building Principal will work with the specialists at Arch Ford Service Cooperative to identify any professional development opportunities benefiting online instruction and share them with the Virtual Teachers. In addition to local support, each program will include additional support from our partner providers.

K-6 Digital Program
Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the on-boarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.
As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need identified, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. The Virtual Campus Coordinator will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs.



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?

The K-6 Building Principal will contact Virtual Teachers prior to school starting in August and provide a copy of the pacing guides and essential standards identified at the local school level. In addition to this local support, each program will include additional support from our partner provider.

K-6 Digital Program

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

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

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

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.

No student in the Guy-Perkins School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boys Scouts of America and other youth groups. Inquiries on non-discrimination may be directed to the Superintendent, who may be reached at 492 Highway 25 North, Guy, AR 72061 or 501-679-7224.



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.

Guy-Perkins School District plan for students to take proctored assessments includes:

All students participating in the NWEA and the state-mandated testing.

All students taking assessments onsite with their appropriate grade-level classroom.

The school counselors will be responsible for contacting Virtual Students and their parents about the testing schedule, place, and time. This may be done by email, phone, or Remind.

For parents who have issues with the current testing requirements, alternate locations for assessment will be offered. If parents refuse this option, then the district will work with parents to provide a suitable accommodation plan.

K-6 Digital Program

The district contact will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement. The Virtual Campus Coordinator will work with the District Connection Coach to provide daily support and communication. Reminders for parents will be included during parent teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications.

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.



K-6 Digital Program

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

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

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

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

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

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

The District will monitor the effectiveness of the digital programs every 4.5 weeks (progress report/report card times) using the methods described 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)



T-bird Virtual Academy Coordinator, Tammy Murry, will communicate weekly with parents by email, phone, or Remind to keep parents informed of the district's events. Mrs. Murry will also serve as the resource contact for parents to access any digital tools/resources needed to help Virtual Students with their instruction. All this information will be shared with parents during orientation prior to a student's enrollment into the T-bird Virtual Academy.

K-6 Digital Program

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

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

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

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

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

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

One of our goals is to keep students connected to their local school campus. In addition to the strategies listed above the virtual campus will hold



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

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

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

Provide the URL to evidence of the local school board's approval of the waiver request(s). <https://tinyurl.com/bdnnfzn6>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). Parent/Student Survey: <https://forms.gle/GepiexFGL8LnrXV6> Teacher Survey: [https://forms.gle/...](#)

Policies

Please provide a link (URL) to the attendance policy for digital learning students. <https://tinyurl.com/dxmykut7>



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

<https://tinyurl.com/dxmykut7>

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

<https://tinyurl.com/dxmykut7>

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