



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Texarkana School District (4605000)

School Year 2021-2022

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 #: 4605000
Superintendent: Becky Kesler
Email: becky.kesler@tasd7.net
Phone: (870) 772-3371
Duration Requested (not to exceed five years): 5 Years
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
4605026 - Arkansas High School	9-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
4605019 - College Hill Elementary School 4605020 - Fairview Elementary School 4605021 - Vera Kilpatrick Elem. School 4605027 - Edward D. Trice Elementary School 4605022 - Union Elementary School	K-5	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
4605025 - North Heights Jr. High School	7-8	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
4605024 - College Hill Middle School	6	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS



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>Yes, the Texarkana Arkansas School District is applying for the attendance waiver.</p> <p>Students who are in the TASD Digital Learning Academy can still be marked as present, but attendance in the DLA is defined differently. Student attendance will be determined by their attendance at the live sessions four days a week and by submission of their weekly grade tracking on the fifth day.</p> <p>Students are expected to participate daily. Student attendance will be recorded through a combination of measures that indicate if a student is demonstrating adequate participation. The combination of measures includes:</p> <ol style="list-style-type: none"> 1. Student log-in to live sessions. 2. Lesson and assignment completion. 3. Amount of communication with the teacher when additional supports are needed or when students will be absent. 4. Level of engagement in virtual sessions.



Waiver Topic	1-A.5	Standard for Accreditation	DESE Rules Division Rules Class Size and Teaching Load	6-17-812(a)(2) 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:					<p>Yes, the Texarkana Arkansas School District is applying for the class size waiver.</p> <p>The T ASD Digital Learning Academy offers a solely or primarily virtual option allowing for increased class size and teaching load maximums.</p> <p>For kindergarten classes there will be one teacher with a maximum of 20 students.</p> <p>For first - fifth grade there will be one teacher per grade with a maximum of 30 students.</p> <p>For sixth - eighth grade there will be four teachers (one each for Math, English, Science, and Social Studies) with a maximum of 30 students per grade.</p> <p>For ninth - twelfth grade there will be a facilitator who will coordinate with Virtual Arkansas for instruction, testing, grades, attendance, and parent engagement. There will be a maximum of 100 students for grades 9-12.</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: 100</p> <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>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Yes, the Texarkana Arkansas School District is applying for the teacher load waiver.</p> <p>The TASD Digital Learning Academy offers a solely or primarily virtual option allowing for increased class size and teaching load maximums.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>Yes, the Texarkana Arkansas School District is applying for the six hour instructional day waiver.</p> <p>Students in the Digital Learning Academy will be in a virtual setting where learning will occur synchronously and asynchronously. The traditional 6 hour day may not be needed to master the course.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Yes, the Texarkana Arkansas School District is applying for the clock hour waiver.</p> <p>Students in the Digital Learning Academy will be in a virtual setting where learning will occur synchronously and asynchronously. Students can learn at their own pace. This may mean that seat time or clock hours per credit will not be needed.</p>
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	<p>Yes, the Texarkana Arkansas School District is applying for the recess waiver.</p> <p>Students will be assigned physical activities that will not include supervision. Student schedules will include breaks to ensure that students have time in their day for physical activity.</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.

The goal of the Texarkana Arkansas School District Digital Learning Academy is to provide an equitable alternative for families outside of the traditional onsite school experience.

Grades Kindergarten - 8th: Teachers and students will interact in a primarily synchronous manner four days a week and have one asynchronous day per week. In this model, students will be expected to attend “live” zoom sessions daily, where the teacher will provide teacher led direct instruction on daily learning targets. After the period of direct instruction, the teacher will continue to facilitate a monitored zoom room, where students complete their work and are able to ask the teacher questions as needed. During this time, teachers will be able to work with small groups of students in a breakout room to provide interventions to students who may be struggling with content. On the asynchronous learning day, students will complete posted assignments and also complete weekly grade tracking in their digital leadership notebooks. The scheduled asynchronous day will be used for onsite testing that is required by DESE. The day will allow for students to receive accommodations or modifications as outlined in student educational plans.

Student attendance will be recorded by their attendance at the live sessions four days a week and by submission of their weekly grade tracking on the fifth day.

Students are expected to participate daily. Student attendance will be recorded through a combination of measures that indicate if a student is demonstrating adequate participation. The combination of measures include:

1. Student log-in to live sessions.
2. Lesson and assignment completion.
3. Amount of communication with the teacher when additional supports are needed or when students will be absent.
4. Level of engagement in virtual sessions.

Grades 9th - 12th: Virtual Arkansas provides a digital learning experience that has the benefit of synchronous or “Live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships and address needs and flexibility with learning. At the high school level, students are provided the opportunity to attend two Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom classes are more successful than students who do not attend Zoom classes. Students and teachers are also able to communicate 24/7 via CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



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

Grades Kindergarten - 8th: The Texarkana Arkansas School District, will utilize a digital model as the primary means of delivery of instruction. T ASD teachers will digitally provide the district curriculum, assignments, and interventions. Students will be expected to complete required state summative testing in district. In the event additional intervention is needed for a student, they may be asked to come on campus for one-on-one intensive intervention. Teachers will work onsite.

Grades 9th - 12th: The Texarkana Arkansas School District will utilize online remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage with their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teachers. All learning will take place online.



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

Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

Grades Kindergarten - 8th: Teachers will be dedicated to remote instruction. Teachers in the Digital Learning Academy will be housed on the campus of North Heights Community Elementary School.

Grades 9th - 12th: Texarkana Arkansas School District will be using Virtual Arkansas for its delivery of instruction for 100% of the virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. TASD will use a district facilitator to provide support for students and families. The facilitator will work closely with students throughout the year. There will be weekly check-ins with the facilitator and the students. The facilitator will coordinate all onsite testing virtual students.

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

Grades Kindergarten- 2nd: 4 hours daily

Grades 3rd-6th: 5 hours daily

Grades 7th-8th: 5 hours daily

Grades 9th-12th: Up to 6 hours daily

*Additional time for individual students may be requested for remediation resulting in more hours per day.

Grades Kindergarten - 8th: There will be four days synchronous instruction per week, and one asynchronous day for students. On asynchronous day teachers are planning, working with students individually, making parent contacts, or holding parent meetings.

Teachers will provide daily lessons with built in work time where teachers are leading monitored zoom sessions, and are able to provide small group instruction and check for student understanding.

Grades 9th - 12th: For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions, and maintain regular communication with students via the LMS. Each week teachers send grade reports to the students and the parents/guardians, and initiate further contact with the students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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?

The goal is to have class sizes within limits and provide adequate time for teachers to work with students. The class size waiver will be restricted to the digital setting.

Teachers in the DLA will be supported through the PLC process led by the DLA principal and facilitator. The district will monitor support through PLC's as well as monitoring student success on course work and student progress on assessments.

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?

The Texarkana Arkansas School District plans to provide adequate time for teachers to plan and provide feedback.

If over teaching load, T ASD will provide support for monitoring, grading, and feedback.

The Texarkana Arkansas School District, using Virtual Arkansas as the 100% digital learning solution for grades 9 through 12, will minimize the local responsibility of instruction allowing face to face teachers to focus on those students.

Technology / Platforms

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

For kindergarten through second grade, the DLA will utilize Seesaw as its learning management system.

For third through twelfth grade, the DLA will utilize Canvas as its learning management system.



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.

Grades Kindergarten - 8th: Teachers will follow the TASD district curriculum. Digital access will be provided to content through providers including: Wonders, 95% Group, Heggerty, Savvas Realize, Interactive Science World, Open SciEd and the Souday System. Google Classroom will be utilized with home grown content for Gifted and Talented classes.

Grades 9th - 12th: Virtual Arkansas courses are designed and written by subject matter experts who are Arkansas certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters 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.

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.

Zoom will be the primary video communication software that is utilized by teachers for communication with remote students. Zoom meetings provide a way to have a hands-on, collaborative classroom environment where students can engage directly with the content being shared and with each other.

When sharing the screen in Zoom, students and teachers have the ability to draw, type, and add stickers on the shared content. The teacher/host also has the ability to allow participants to annotate on their screen. This is a great way to engage and collaborate with students.

When sharing the screen, the teacher can also share a whiteboard. This is just like a whiteboard a teacher would have in his/her classroom. This shares a blank digital page that the teacher and students can use to work on problems together.

Additional resources available include Google Meet and Microsoft Teams, if needed.



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

The district will provide every digital learning student, Kindergarten -12th grade, a Chromebook that has built-in LTE(internet).

All district devices are monitored, and filters are in place to meet the provisions outlined in the Children's Information Protection Act.

A dedicated instructional technologist will be assigned to the DLA that will provide support to students and families during school hours. Parents will be provided a technology trouble-shoot guide during parent and student orientation. There will also be a technology support page on the school website that provides how-to manuals and videos.

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.



Required live synchronous sessions will allow for teachers to have consistent wellness checks for students. The live synchronous sessions will take place on Monday through Thursday each week. Students will also complete a wellness check-in survey each day through google forms. Questions will allow teachers to have an opportunity to daily assess student well being, mental health and identify needs in a proactive manner. Teachers and students will co-design the survey at the beginning of the year to encourage buy-in and understanding of the survey's purpose.

Community Eligibility Provision (CEP) provides districtwide, weekly breakfast/lunch pickup. This information will be provided to families during intake meetings.

The district Aware Grant provides access to mental health counselors for students. Aware Grant allows for funding to be spent on students to increase positive behaviors.

A district partnership with Lansdell Family Clinic has allowed for a location at Arkansas High School to help provide physical health screenings, appointments, etc. to students.

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

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

Upon acceptance in the Digital Learning Academy, there will be a required entrance meeting with parents. This will guarantee understanding of program, food security, physical, mental health supports and technology support.

In order to maintain progress, the parent/guardian must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments on a weekly basis.
- The student participates in educational activities for an appropriate number of hours, as outlined in the required instructional hours.
- The student maintains at least monthly telephone contacts with teachers.
- The student attends all required Zoom sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends and completes all mandatory district and state testing.
- The parent/guardian has communicated with the homeroom teacher in advance if he/ she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

Grades will be accessible via E-school and the Home Access Center. Teachers will be responsible for updating the grades weekly. Students will be expected to check their grades weekly as part of the Friday asynchronous lesson.

If grades fall below a 70% in any class, teachers will contact parents to schedule a required meeting to determine what interventions and commitments will be made by teacher and students to help guarantee student success as a virtual student.

Texarkana Arkansas 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 is not 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.



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

Time in the teachers daily schedule allows for immediate feedback and point in time remediation. Additional time is built into the schedule for small group instruction and one on one zoom sessions if needed during the synchronous day.

The asynchronous day provides the ability for small group instruction or one on one zoom sessions. Additionally this asynchronous day provides the option for face to face interventions onsite.

Academic Intervention Policy

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

Teacher activity:

A phone call to student and parents

Create and implement Student Individualized Intervention Plan

Academic coaching

Student activity:

Completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student.

Mandatory in-person or virtual meetings with the teacher, student, and/or parent to monitor progress.

Increased time spent on coursework

Remediation with a teacher to ensure success on assignments

An Individualized Student Intervention Plan (ISIP) will be created by student, parents, teacher, and DLA principal. The plan would be evaluated weekly to show progress on student classwork and assessments. If the student continues to not show improvement, the campus principal along with the ISIP committee will begin the process for the student to transition to face to face instruction.

Services provided by support programs including Special Education, English Language Learners, and 504 plans will be provided remotely. Students may be required to meet onsite for specific services and assessments.

Additionally, 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.



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



LEA INSIGHTS

Assessment of students' learning is conducted both formally and informally on a daily basis in classrooms. Assessments are formative and summative in nature and allow educators to identify areas of weakness for possible academic intervention, to identify areas of strength for possible enrichment, and to make necessary curriculum adjustments. Additionally, TASD uses several formal assessments to support this endeavor.

Reading Screeners and Diagnostics—There are several assessments used in K-2 reading screening. They include DIBELS (Dynamic Indicators of Early Literacy Skills), PAST (Phonological Awareness Skills Test), Monster Spelling Test, and the RAN (Rapid Automated Naming) test. This test is required on campus during the fall and spring semester. Any additional dyslexia screeners needed will be conducted virtually through zoom.

STAR (Renaissance Learning)— STAR is a computer-based testing system that adapts to the child in real time as the test progresses for a pinpoint picture of learning achievement and readiness. In TASD, this test is administered quarterly to all K-5 students and a minimum of twice a year in grades 6-10. In K-2, the STAR Early Literacy or STAR Reading and Math assessments are also used for state assessment data. In grades 3-10, the assessments are used solely to provide students, parents, and teachers a better understanding of a student's needs and areas of growth. STAR assessments are diagnostic and are not used for a grade. This test is required on campus during the fall and spring semester.

Common End of Unit Assessments-- These assessments are designed collaboratively with teachers to monitor the level of mastery of essential standards. These assessments provide data on students' application of skills, curriculum alignment, and instruction for teachers, building leaders, and district leaders. These assessments occur at the end of content area units. Students may retake these assessments following Tier 2 instruction to improve their grades without penalty. This assessment can be taken virtually.

ACT Aspire Interim and Classroom Assessments- These are short-duration online tests designed to produce snapshots of each learner's achievement periodically throughout the year. Students in grades 3-10 take the Science Aspire Interim three times during the year. They can reveal if a learner's progress is at pace for success with the state summative assessment. The data also helps identify if a learner may require critical, corrective re-teaching to develop the essential skills. Aspire classroom assessments are flexible and allow teachers in grades 3-8 to interpret the best time for administration. Each assessment provides short-term, guiding insights to student progress. Campuses that use the Aspire classroom assessments must use a minimum of five of any subject area assessed. ACT Aspire interim and classroom assessments are used solely for progress monitoring and are not used for grades. These assessments are required to be taken onsite.

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



LEA INSIGHTS

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.

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



LEA INSIGHTS

All students in grades Kindergarten through 2nd grade will be screened for indicators of Dyslexia as mandated in ACT 1039, as well as selective screenings for students in grades 3rd – 12th as requested. The screenings will be conducted virtually through Zoom. If a student requires additional assessments, school personnel will schedule a time for the student to come to the school for face to face assessments.

Any student who receives dyslexia services and is in a digital learning environment will receive an at home kit of dyslexia supplies to be used daily for instruction. The dyslexia therapist will send the at home kit to students during the first week of school. Dyslexia therapists will create Google classrooms and each student will be scheduled for dyslexia intervention via Zoom direct instruction four days a week for 60 minutes a day which aligns with program requirements. Therapists will note student participation, attendance, and progress. Parents of students who do not attend virtual dyslexia therapy two consecutive times will be contacted for a virtual meeting to address concerns regarding student disengagement and work toward a solution for student success. If a student misses two additional sessions an additional meeting will be scheduled to look at the possibility of recommendation of student returning to traditional instruction.

TASD Dyslexia Plan:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/702611/ACT1039.19-20docx.pdf

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.

Grades Kindergarten - 2nd grade: Teachers who are teaching digital students are provided enrichment lessons each month. These teachers post the enrichment lessons through Google classroom. One enrichment lesson is posted each week. Teachers also post videos and demonstrations to walk students through the enrichment lessons as needed.

Grades 3rd- 5th: Identified Gifted and Talented digital students are also served through the Google classroom platform. Certified Gifted and Talented teachers post units of study and enrichment activities for students to complete in Google classroom.

Grades 6th - 8th: Identified Gifted and Talented digital students will be serviced through the Gifted and Talented Education (GATE) course. Gifted and Talented teachers will meet with students 30 minutes per week via Zoom to check in with them and answer any questions through the GATE course.

Grades 9th - 12th: Identified Gifted and Talented digital students will be serviced through AP courses with Virtual Arkansas. Virtual Arkansas teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year.



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

The Digital Learning Academy will communicate with families of digital English Learners in a language and manner they can understand with the assistance of the district's ESOL Coordinator and interpreter. The DLA will provide instruction to English Learners assisted by the district's ESOL Coordinator and interpreter with support and services including:

1. Following accommodations on their language plans.
2. Scaffolding supports such as leveled English texts when available, virtual small group activities, virtual one-on-one tutoring, writing templates, virtual bilingual buddy, mini-lessons, prerecorded video lessons, text-to-speech, sentence frames, graphic organizers, word-to-word dictionaries, and audible books.
3. Technology tools such as Google Translate, Zooms, Screencastify, Flocabulary, Quill, Kami, Delta Math, Nearpod, Myon, Wonders, and vocabulary.com.
4. Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

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

Special education services for students in a digital learning environment will be provided by special education teachers. A student's Individual Education Plan (IEP) drives the students' academic program.

Upon selection of a digital learning environment, special education teachers will review student IEP/s to ensure appropriate services and support for the digital learning environment and schedule meetings if any changes are needed prior to the beginning of school or within 10 days upon a student transferring to a digital learning environment. The students IEP plan would address specific needs of students as digital learners.

The digital learning environment will support Continuum of Placement options for special education students from indirect services to resource services and related services. Special education teachers providing indirect services will be responsible for checking with students' general education teachers every week to ensure the student is staying actively engaged and does not need any further assistance. Special education teachers would assist general education teachers in making sure accommodations and/or modifications are driven by individual students IEP. Resource service will be provided by teachers creating Google classrooms and scheduling specific class times for students to attend virtual instruction. Students will be required to attend virtual lessons for special education attendance purposes.

Special education teachers will distribute and review student accommodations and receive confirmation of receipt from teachers and maintain these records.

Related services provided in the digital learning environment include occupational therapy, physical therapy and speech-language therapy. These services will be provided via Zoom as determined by the IEP committee.

Special education evaluations will be conducted face to face; school personnel will call and schedule appointments for students to come to school for evaluation.

Special education IEP meetings will be scheduled with the parents and conducted via Zoom or telephone, unless prior arrangements have been made with school administrators.

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



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

Digital accommodations that the district provides to general education teachers to assist students in digital learning classes include the following technology resources:

Mote - Voice Feedback

ReadWorks (passages adapted to student lexile level)

Read&Write

Open Dyslexic

Voice Typing

Forms to break into sections

Manipulatives - <https://www.didax.com/math/virtual-manipulatives.html>

Edmentum

Text readers

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

All teachers who are a part of the digital learning academy will be housed together on the campus of an elementary school. This will provide support for teachers and allow for weekly Professional Learning Community (PLC) meetings.

The district has three instructional technologists (IT) that provide professional development supporting technology for all teachers. The digital learning academy will be supported by an instructional technologist that will be housed at the digital learning academy. The instructional technologist will provide embedded professional development weekly and throughout the year during Professional Learning Community (PLC) meetings. The IT being housed on the campus of the digital learning campus with the digital learning teachers will provide teachers with immediate technology support.

Summer professional development will include training and support in their learning management system. The professional development plan by platform and grade level is outlined below.

Grades Kindergarten - 2nd: Teachers will receive professional development on Seesaw. Teachers will learn how to set up classes, create and manage content, interact with students, and engage with families on the platform.

Grades 3rd - 12th: Teachers will receive professional development on Canvas. Teachers will learn how to set up classes, create and manage content, interact with students, and engage with families on the platform.

Teachers will also receive professional development on distance learning and teaching to include:

Effective remote teaching practices

Evidence-affirmed practices they will implement and reflect on throughout the year to improve student achievement

Ensuring a learning community that is collectively focused on essential outcomes

Texarkana Arkansas 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.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

Teachers will have one day a week dedicated to creating virtual lessons. This day is for teacher support and planning time. Daily, teachers will have time built into their schedules to have alignment meetings and meet as a school community. The digital learning academy will have a dedicated instructional technologist who will support and assist teachers with technology.

Texarkana Arkansas School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. 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.

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.

The Texarkana Arkansas School District is committed to ensuring all students have equitable access to district resources for success in a digital learning environment. The district recruits, hires and retains highly qualified teachers to ensure student success. It is the school district's goal to employ a staff that reflects the population of the residents of the district. Funding for equitable services is provided for all students through federal and state funds.



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.

The requirement for onsite state testing will be included in the informational documents, initial meetings, and orientation events for the digital learning academy. Following the annual DTC training events and state assessment office communications, the T ASD Digital Learning Academy test coordinator and campus leader will create a schedule in alignment with DESE guidance and in accordance with training provided by the district test coordinator. The schedule will be communicated to parents/guardians no later than one month prior to the testing dates. Parents/guardians will be contacted by phone and email (if provided) to ensure students and families are aware of the designated times and any scheduling options available for testing. In addition, a general testing schedule for the campus will be posted on the digital learning academy website and through communication systems available within the learning platform. Reminders will be given using the previously listed methods one week prior and again one day prior to the testing dates.

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.

The Texarkana Arkansas School District will monitor and evaluate the effectiveness of the Digital Learning Academy by doing the following:

- Analyze student data by grade level progress
- Analyze student data by course progress
- Analyze student data on STAR assessments
- Survey students to understand their program needs
- Survey DLA teachers
- Survey DLA parents after Student and Parent Orientation to determine needs
- Survey DLA parents in the spring to understand effectiveness of supports

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 emails.

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)



Upon acceptance in the Digital Learning Academy, there will be a required entrance meeting with parents. This meeting will allow for parents to understand the support in place for their students while they are a part of the Digital Learning Academy. The meeting will include students, parents, teachers, instructional technologist and principal.

Parents will be given information on the CEP food program. The program will provide daily breakfasts and lunches for their students. This meeting will walk through the steps on how to request and where to pick-up weekly breakfast and lunch.

During this meeting, parents and students will walk through how to log into their learning management system. All students will be provided chromebooks with built in LTE. All Digital Learning Academy students having the same device will streamline student and parent resources. The district will provide a link on the web page with parent resources for digital learning. Parents will walk through how to access the information on the web page and handouts with the information. The website houses training videos and how-to guides for parents. Parents and students will be given username and passwords for the device and the learning management system.

Parents will have access to the digital learning academy instructional technologist (IT). Parents and students can schedule a meeting with the IT on campus or call and request technology support over the phone.

Teachers will show parents and students how work will be accessed, completed, and graded. Parents will be provided with username/passwords for E-School Home Access Center. Grades will be posted in e-School weekly. Teachers will provide a grade level week at a glance for parents to always know what students are learning.

Throughout the year, DLA parents will be asked to complete surveys and provide feedback on the program.

In addition, Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide ([linked here](#)).



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

https://docs.google.com/document/d/1iLXcbVi193Z4D5NOSXkXC6wHj_ijm6lkSc

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

https://docs.google.com/document/d/1iLXcbVi193Z4D5NOSXkXC6wHj_ijm6lkSc

Policies

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

https://docs.google.com/document/d/1iLXcbVi193Z4D5NOSXkXC6wHj_ijm6lkSc

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

https://docs.google.com/document/d/1iLXcbVi193Z4D5NOSXkXC6wHj_ijm6lkSc

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

https://docs.google.com/document/d/1iLXcbVi193Z4D5NOSXkXC6wHj_ijm6lkSc

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