



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Booneville School District (4201000)

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 #: 4201000
Superintendent: Trinity Goff
Email: trent.goff@boonevilleschools.com
Phone: (855) 675-3339 Ext. 0005
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
4201001 - Booneville Elementary School 4201002 - Booneville High School	K-12	Asynchronous Synchronous	Blended (Hybrid)	LMS
4201003 - Booneville Jr High School				



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>(K-6) Booneville School District will utilize online virtual (remote) learning through the GFESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in GFESC K-6 Virtual option will be measured through engagement. Students who are not consistently engaged may be removed from the virtual option and returned to onsite instruction.</p> <p>(7-12) Booneville School District will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in GFESC K-6 Virtual option will be measured through engagement. Students who are not consistently engaged may be removed from the virtual option and returned to onsite instruction.</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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	We are not requesting additional waivers for class size. 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. We will not exceed the allowable number of students per class in grades K-4 and 5-6.



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:</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	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are not requesting additional waivers for teaching load. 100% virtual or remote 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>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	



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>Students will have some control over time, place, and pace in the GFESC K-6 Virtual option. The district and GFESC K-6 will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.</p> <p>Students will have some control over time, place, and pace in the 7-12 Virtual Arkansas option. The district and Virtual Arkansas will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.</p>
Clock Hours	1-A.2			<p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the content course standards.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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 not requesting a recess waiver. Physical activity and nutrition standards will be embedded in the curriculum of classes as is appropriate. Required health screenings will be scheduled and conducted at the school. The Guy Fenter ESC K-6 Virtual option teachers will ask virtual students to keep an activity log that will be checked bi-weekly. Parents and/or students will also be asked to share a video of themselves completing an activity/lesson, or complete an assignment that is directly related to the physical education content. Each students' activity log will be checked bi-weekly to ensure that 40 minutes of instructional time for physical activity is being completed and documented appropriately.

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 GFESC K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Our local Booneville School District general classroom teachers will not have any instructional responsibilities with our fully virtual students. Building administrators, the district point of connection, counselors, special education teachers, interventionists, dyslexia specialists, ESOL teachers, etc. will continue to work with all students whether on-site or 100% virtual to ensure that all student needs are met. The GFESC K-6 Virtual option teachers and paraprofessionals will be responsible for all instruction for 100% virtual students. Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All GFESC K-6 virtual students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Virtual Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the GFESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the GFESC K-6 Virtual program on a daily basis Monday - Friday.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be done by using Heggerty. The phonics component will be done with Foundations; they have online components to use through the FunHub. Foundations also has fluency passages that will check that will be used. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. The GFESC K-6 Virtual teachers will be trained in Foundations and Heggerty and will have support from the GFESC Literacy Specialists. The GFESC Literacy Specialists will also work with the teachers to ensure that they meet the needs of the students by using assessments and the data to drive their instruction. Assessments will be used to progress monitor and make certain that students are learning. Foundations has assessments that will be used to monitor proficiency, as well. If students don't get 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit. The GFESC Literacy Specialists will meet with school to teach/coach them on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies.

Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to



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Each student will be working in small groups to add multisensory instruction to the small group.

Phonics instruction will occur as synchronous whole group instruction using the Foundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Foundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Foundations materials. The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well.

Vocabulary and comprehension will be taught as synchronous whole group with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty minutes.

Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.

Sample Daily Schedule: K-2

8:15-8:30

Phonemic Awareness (Whole group and/or small group) 10-15min

-Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty).

-Teacher uses engaging activities and materials to support instruction and represent sounds.

-Modeling followed by guided practice, including immediate, corrective feedback

-Teacher clearly and accurately pronounces individual sounds of words

-Students are actively engaged in multisensory instruction

-Instruction promotes automaticity

-Lesson includes an emphasis on phonological continuum in the absence of print



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8:30-9:00

Phonics (Whole group) 30-40min Foundations

-Lesson includes a short review of previous learning.

-Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program

-Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes (letters).

-Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)

-Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text.

-Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)

-Teacher introduces an explicit encoding strategy to segment and map sounds to print.

-Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).

-Instruction promotes automaticity (Foundations Fluency piece).

9:00-9:30

Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min

Vocabulary:

-Bring in academic vocabulary from science and social studies topics

-Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.

-Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.

Comprehension:



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-Make predictions; Ask questions about science, social studies or morning message content; sequence events.

-Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story.

-Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text.

9:30-9:45 Small Group Instruction 15-20min per group

-Lesson is based on student data.

-Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.

-Explicit instruction promotes accuracy and automaticity with letters and sounds.

-Oral language/vocabulary activities are used to build language comprehension.

-Instruction promotes early concepts of print.

-Students are actively engaged in multisensory instruction.

-Instruction progresses from teacher modeling, to guided practice, to independent practice.

-Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books).

-Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.

-Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills.

-Book Selection matches the decoding ability of the students based on student data.

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one-on-one Zoom



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sessions per week, per content area, and request additional one-on-one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Students will be required to attend any Zoom sessions between them and their teacher(s). If

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.

Booneville School District will utilize online virtual (remote) learning through the GFESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.

Booneville School District will utilize online virtual remote learning for grades 7-12 through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

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.



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Booneville School District will use the GFESC K-6 Virtual option for delivery of instruction for students that are 100% virtual. Booneville School District will provide an Arkansas certified teacher of record and a District Point of Connection. Laina Ray, Curriculum Specialist of the Booneville School District, will be the point of connection between the district and GFESC K-6 Virtual option. The GFESC K-6 Virtual option will provide training and support for the District Point of Connection. The GFESC K-6 Virtual option will have Arkansas certified teachers as the instructors for all course content from the Red Comet - Buzz LMS. The GFESC K-6 Virtual option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. All GFESC K-6 Virtual teachers and paraprofessionals will be required to participate in professional development and digital training with support from the GFESC K-6 Virtual Coordinator.

(7-12) Booneville School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Booneville School District will provide paraprofessionals as facilitators for its students who are utilizing Virtual Arkansas. The facilitator will serve in the required capacity per Virtual Arkansas, and as the district liaison provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities. Each campus using Virtual Arkansas for virtual students will utilize a paraprofessional as the facilitator.



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

GFESC K-6 Virtual option students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the GFESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the GFESC K-6 Virtual program on a daily basis Monday - Friday. GFESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. GFESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.

For students in grades 7-12 utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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?

Students in the GFESC K-6 Virtual option will be supported by a virtual teacher, as well as a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. All GFESC K-6 Virtual option teachers and paraprofessionals will be trained on the Red Comet - Buzz LMS and provided support through professional development. The GFESC K-6 Virtual option Coordinator will also provide support for teachers and parents as needed.

100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning. The district will provide facilitators who work with Virtual Arkansas teachers to keep students in grades 7-12 on task, and/or local tutors or teachers available to provide one-on-one support in addition to what Virtual Arkansas provides.

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?



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School districts that are using the GFESC K-6 Virtual option as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. The teachers will utilize the paraprofessionals for communication with students and/or parent/guardians, instructional support, differentiation, etc. The GFESC K-6 Virtual Coordinator will communicate regularly with the District Point of Connection, as well as perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed. By using Virtual Arkansas as the 100% digital learning for students in grades 7-12, the Booneville School District will minimize the load/responsibility of instruction by allowing face to face teachers to focus on those students who are learning on-site.

Note: Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction. To that end, the district will provide paraprofessionals in that support role for students.

Technology / Platforms

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

The Red Comet - Buzz Learning Management System (LMS) will be utilized for the GFESC K-6 Virtual option.

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



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.

The Red Comet Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Red Comet - Buzz LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. The GFESC K-6 Virtual option teachers and paraprofessionals can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School district administrators, District Point of Connection, and the GFESC K-6 Virtual option Coordinator have full access to the Reporting feature of the LMS as well.

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



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

The GFESC K-6 Virtual option teachers and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student. The GFESC K-6 Virtual option teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

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.

Every virtual student will be provided with a district-issued device. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus of the district in all locations, as well as in some other community locations through a partnership with our district and the community.

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.



GFESC K-6 Virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. The GFESC K-6 Virtual option uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. The GFESC K-6 Virtual teachers and paraprofessionals will make daily contact with all virtual students, both synchronous and asynchronous. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the GFESC K-6 Virtual K-6 teachers will contact the partnering school including the district point of connection and counselor to step in to provide intervention. The GFESC Virtual K-6 teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, GFESC Virtual K-6 provides ongoing professional development to their teachers to support SEL strategies. Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.

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. Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.

The GFESC K-6 Virtual teachers and paraprofessionals will make daily contact with all virtual students, both synchronous and asynchronous. In the event a student is not engaging in synchronous sessions as required, the district point of connection as well as the GFESC K-6 Virtual option Coordinator and/or teacher will reach out to the student and/or parent via phone call, individual zoom session, etc. as a way to check-in and monitor the safety/wellness of the student. The school district building administrator and counselor will reach out when necessary as well.



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.

Booneville School District has access to the Red Comet - Buzz LMS to monitor students in real time. Virtual option teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual option teachers will involve the partnering school through the Point of Connection, first. GFESC K-6 Virtual option coordinator will contact administrators if the initial intervention is not successful.

Booneville School District has access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful. Booneville School District administrators will follow up with Virtual Arkansas, the student, facilitator, parents, and others as necessary to provide further intervention in order to better engage the student.

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



GFESC K-6 Virtual option teachers have been trained to identify and intervene when a student is not being successful in the program. They are trained to deliver Tier 1 and Tier 2 interventions through their class interactions and additional supports through their zoom sessions with the students. If those are still unsuccessful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. GFESC K-6 Virtual option 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.

Instruction decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years.

If a student is not making the required daily academic progress or is not engaging consistently, the GFESC K-6 Virtual 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:

- Specific 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

Interventions may include but are not limited to weekly check in meetings with the GFESC K-6 Virtual teacher, parent and student meetings with campus administration, or a transition to face to face instruction. Interventions will be scheduled on an “as needed” basis for each student.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet onsite for specific services and assessments.

Booneville School District will work with the facilitator and teachers at Virtual Arkansas to support and deliver further interventions.



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

GFESC K-6 Virtual Option has periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers also use weekly live Zoom sessions to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

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



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

District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Students in dyslexia screening grades will be brought to campus to conduct the screenings along with any other screeners that the district needs for each student. If a student is completely unable to come to campus, the dyslexia screener will be conducted virtually by our Dyslexia Interventionist. If a need for dyslexia screening is determined for a virtual student in non-screened grade levels, the local educational team and Dyslexia interventionist will schedule on-site screenings for those students, with virtual screenings also being available for students that cannot get to campus. Any virtual student qualifying for dyslexia services will receive services from a district dyslexia interventionist. Additionally, virtual students who qualify for dyslexia services will receive zoom interventions through our Dyslexia Interventionist using our dyslexia reading program to provide dyslexia services. Moreover, if any virtual students requiring dyslexia services want to receive just those services on campus in addition to their virtual schedule, they would be allowed to do so.

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.



All GT program approval standards will be met when designing programming for identified gifted students with all GT policies of the Booneville School District followed for virtual students. All 2nd grade virtual students will complete the district's universal screener remotely on the same timeline as on-site students. Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the District GT Coordinator. For grades 3-6, all GFESC K-6 Virtual option courses provide for differentiation for GT students. Also for grades 3-6, fully virtual GT students will have the option to participate in on-site GT classes with the District GT Coordinator or participate in virtual GT classes with our District GT Coordinator through Google Classroom. The GFESC K-6 Virtual option teachers have been trained in classroom differentiation and will differentiate content for GT students in their classes. In K-2, weekly lessons will be shared with GFESC K-6 virtual teachers to provide enrichment for all K-2 virtual students. The GFESC K-6 Virtual Option Coordinator is GT certified and will provide lessons for both GFESC K-6 Virtual teachers and students.

Referral/Placement conferences will be held virtually through a Google Form process developed by the GFESC K-6 Virtual option Coordinator in coordination with the point of connection at the Booneville School District and/or district GT coordinator.

All current 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.

Booneville School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual learners. The Booneville School District ESOL teachers and paraprofessionals will provide support for English language learners in the GFESC K-6 Virtual option. Licensed teachers and trained paraprofessionals—under the supervision of teachers—work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers and paras to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy. The GFESC K-6 Virtual option provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. Booneville School District ESL/ESOL staff will support qualifying students in accordance with their LPAC.

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

The Booneville School District Special Education teachers and paraprofessionals will provide support for IEP students in the GFESC K-6 Virtual option. Special Education services and supports will be determined by the student’s IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided through the Red Comet - Buzz LMS. Students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Booneville School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. The Booneville School District Special Education teachers and paraprofessionals will provide support for IEP students in the Virtual Arkansas option. Special Education services and supports will be determined by the student’s IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided through the LMS. Students and parents will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.

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

Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

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. Booneville School District IT staff will ensure that devices meet the needs of the students in accordance with IDEA and Section 508.



Teacher Supports

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

The Booneville School District will utilize the GFESC K-6 Virtual Option as the digital content and instructional solution. The GFESC K-6 Virtual Option will incorporate training for the usage of the Red Comet - Buzz LMS and virtual instructional strategies. All ESC K-6 Virtual personnel will provide both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. GFESC K-6 Virtual Option will provide a team of instructional and digital content experts for in-time support for all teachers. Finally, GFESC K-6 Virtual Option will have a team of technology support specialists to assist with any technological issues.

Booneville School District will be utilizing Virtual Arkansas for grades 7-12 as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.



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 Booneville School District will utilize the GFESC K-6 Virtual Option. The GFESC K-6 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). GFESC K-6 Virtual Option will provide instructional and digital content support for point-in-time support for all teachers. The GFESC K-6 Virtual Option will utilize curriculum developed by faculty members and subject matter experts within the Red Comet - Buzz LMS which are aligned to Arkansas state standards. The GFESC K-6 Virtual option will provide professional development to aid personnel as they provide instruction to the students.

Booneville 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 Booneville School District will ensure that all students have access to any Booneville education programs for which they are academically eligible. This includes full virtual instruction, as is the case with all educational opportunities in our school district. The following policy is our Booneville School District policy pertaining to equal educational opportunity for all students.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Booneville 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.



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.

All GFESC K-6 Virtual Option students will be required to do statewide summative and school/district required testing (Istation, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the Booneville School District personnel. All testing data will be shared by the Booneville School District for analysis by GFESC K-6 Virtual Option personnel. The Booneville School District understands that all students are expected to take statewide summative assessments on-site per DESE guidance. Our school district also desires for all of our students to be tested in this manner and will do everything we can to ensure all of our fully virtual students come to campus and test. The Booneville School District will utilize all of the following methods to notify parents and students of on-site testing dates and requirements: social media, school text messaging system, school building calendars, student handbooks with testing dates, phone calls, mailed newsletters, and the school website. Testing will be set up for digital learning students with flexibility in mind to ensure that all fully virtual students will have the opportunity to test in a safe manner.

Virtual Arkansas requires trained proctors for major assessments. Booneville School District's plan to take proctored assessments includes providing a facilitator to: proctor major assessments, communicate with students and parents regarding upcoming assessments, and schedule time/date for the assessments. The District Test Coordinator and building principals will communicate with students and parents regarding required statewide summative assessments. District personnel will share data with Virtual Arkansas for analysis.

Booneville School District will utilize school district personnel at each campus to proctor statewide summative testing of virtual students and to notify parents and students of onsite testing dates and requirements through the district through the use of building calendars, the school website, phone calls, mail, emails, and/or messages through the LMS, and the district mass notification system.



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

Booneville School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Booneville School District will analyze student data from ACT Aspire, GFESC K-6 Virtual Option grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

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

Booneville School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Booneville School District will analyze student data from ACT Aspire, Virtual Arkansas grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.



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)

Booneville School District will support parents and students with digital tools and resources including, point in time technical support for hardware and software issues, maintenance and support of the district LMS, access to district Wi-Fi available with Booneville Connected Utilities.

The GFESC K-6 Virtual Option will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. The GFESC K-6 Virtual Option will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. The GFESC K-6 Virtual Option faculty will also conduct parent/teacher conferences as required by state standards.

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 student's activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (https://www.virtualarkansas.org/293342_2).

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/916/Boo

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/916/Boo

Policies

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

GFESC K-6 Virtual students are expected to access, attend, and interact with the c

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

Booneville School District students who are enrolled in the GFESC K-6 Virtual opt



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

Booneville School District students who are enrolled in the GFESC K-6 Virtual opt

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