Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

🏛 Blytheville School District (4702000)

School Year 2022-2023

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 #:	4702000
Superintendent:	Veronica Perkins
Email:	vperkins@blythevilleschools.net
Phone:	(870) 762-2053
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
4702014 - Blytheville High School 4702012 - Blytheville Middle School	7-12/All course offerings	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
4702012 - Blytheville Middle School 4702006 - Blytheville Elementary School 4702008 - Blytheville Primary School	K-6/All course offerings	Synchronous	Virtual (Online) / Remote (Distance)	LMS

LEA INSIGHTS

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.
				Note: BSD has grades 6-8 at our middle school therefore grade 6 students who want to participate virtually will use what is listed in this document for grades in all aspects of the waivers. We will use the K-6 TRVP for students in K-6.

7-12
Yes.

A student in a blended or remote environment who is not physically present on campus will be marked present if the student stays engaged in the learning.

The district definition of Engagement:
A student logs in daily to the learning platform, marks themselves present using an attendance activity, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.

Extenuating circumstances that require longer periods of time to complete assignments, the building administrator or lead designee will work with the student and family to create a student success plan.

AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan.

K-6 TRVP (TRVP)
All instruction will be synchronous, and students will be required to meet daily. However, a district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is |

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Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	K-6 TRVP A waiver is being requested due to the anticipated student : teacher ratio in K-6 classes--30:1 (K-2) and 50:1 (3-6).
Teaching Load Number of students: 0 Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	
Six Hour Instructional Day (Waiver applies to	1-A.4.2		6-16-102; 6-10-126	

virtual/remote students only) 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.
				7-12 Yes.

The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week with blended/remote approaches as the primary instructional delivery for specific groups of students that are receiving their instruction primarily through technology-based approaches.

Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.

K-6 TRVP
All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.

LEA INSIGHTS

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			

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.
				9-12 Yes Students in a virtual/remote setting where learning is synchronous, asynchronous, and/or hybrid will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards. Students enrolled in the BHS Virtual Academy may be required to zoom with a live class and/or interact synchronously with in-person students. Additionally, some classes (such as band, health/athletics, food and nutrition, and agriculture courses, etc) may require virtual students to attend some classes face-to-face.

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)	N/A to high school students or middle school students. K-6 Tri-Region VP is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual

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.

7-12
FULL REMOTE INSTRUCTION WILL BE PROVIDED FOR QUALIFYING
STUDENTS THROUGH THE USE OF VIRTUAL ARKANSAS.
A Remote Student - a student who solely takes online courses. The students
will be eligible based on a set of criteria, program of study, and class
availability.

ALL STUDENTS ENROLLED IN VIRTUAL ARKANSAS WILL FOLLOW THE
GUIDELINES FOR ATTENDANCE AND STUDENT ENGAGEMENT. IF THE
STUDENT DOESN'T ADHERE TO THE EXPECTATIONS, THEY WILL BE
REQUIRED TO RETURN TO CAMPUS FOR FACE TO FACE INSTRUCTION.

The K-6 TRVP will primarily be a synchronous model for K-6 core instruction.
The synchronous model will allow for daily structured learning, increased
interaction, and direct instruction for virtual students. This model will also
allow for improved student-teacher relationships and targeted learning for
all students.

An asynchronous option will be made available to students with extenuating
circumstances and at the discretion of participating districts. The virtual
lessons will be made available to asynchronous students on a weekly basis.

Teachers:
Teachers are expected to upload all resources and materials at least one day
prior to the virtual lessons. Teachers will teach daily virtual lessons for core
instruction for students in the synchronous environment. Virtual lessons will
be recorded so students can revisit the lessons for a refresher, or if the
student missed a virtual lesson.

Requirements for the Science of Reading will be
ensured by embedding and supplementing into the
curriculum a DESE-approved core literacy program
that effectively addresses phonological awareness,
phonics, vocabulary, comprehension, and fluency.
The K-2 courses set the foundation for the youngest
learners with exposure to Concepts of Print,
Decoding, Language and reading comprehension
through teacher-led lessons taught in a systematic,
explicit, and sequential way. The curriculum for
K-2 will target and monitor the students'
progression towards mastery of word recognition
(phonological awareness, decoding, and sight word
knowledge) via formative assessments and other
progress-monitoring tools such as DIBELS. During
instructional time, the teacher will model decoding
skills that students will need to master, such as
phonological awareness activities including
advanced phonemic awareness tasks, grade level
standards based syllable types and syllable breaking

standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will routinely monitor asynchronous students' engagement and academic progress throughout the week and regularly interact with those students via videos, electronic communications, and other means available. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

Students:
Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours

Asynchronous students are expected to follow the policy set by their districts regarding the standards for completion of work in a timely manner.

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.

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.

7-12
STUDENTS WILL USE THE ONLINE VIRTUAL PLATFORM PROVIDED BY
VIRTUAL ARKANSAS.

Virtual Academy Eligibility
The students will meet eligibility to participate in a blended learning model and be in good academic standing. Note attendance below does not include COVID related absences. The student will submit a completed request form for the virtual academy learning model to their building administrator or counselor for approval.

The student will be in good academic standing
If previously in a virtual model
Passed core classes
Attended class in person or virtually at least weekly
Participated in all state-required assessments
If entering the following grades
6th - 9th - must have previously passed core classes and be eligible for promotion to the next grade.

The K-6 TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

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.

7-12
STUDENTS WILL RECEIVE VIRTUAL INSTRUCTION THROUGH THE PARTNERSHIP WITH VIRTUAL ARKANSAS.

The K-6 TRVP delivery of instruction for K-6 students will be 100% virtual/remote. The K-6 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-6 TRVP teachers will be solely dedicated to remote instruction. The K-6 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-6 TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the TRVP teachers and district CCCs throughout the year.

Responsibilities of the CCCs may be to:
Monitor progress in real-time,
Serve as an ambassador for the district,
Advocate for their students and families,
Serve as a support seeker,
Serve as the first line of communication and contact for parents and students for the district,
Provide information technology support, and overall help,
Partner with the virtual staff to provide support for the students,
Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families,
Address issues that tend to be "high touch"
Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district

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

7-12
STUDENTS WILL ADHERE TO THE EXPECTATIONS PROVIDED BY VIRTUAL ARKANSAS.

K-6 TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. Itt is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.
Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.
Teachers will complete the grading of assessments within 2-3 business days
Teachers will complete the grading of portfolio items within 4-5 business days
Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs

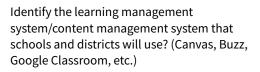| If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?	The K-6 TRVP will not utilize district waivers for class size. The following student: teacher ratios will be followed: Core Courses Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1). Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1). Non-Core subjects will be integrated into the elementary instructional day
If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?	7-12 For teachers whose enrollment exceeds teaching load regulations, additional paid time for planning out curriculum, course content, and unit exams will be offered during the summer so that planning time during the school year will be at a minimum, and teachers will be able to utilize the majority of their time to meet the individual needs of their students. Students in the K-6 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

Technology / Platforms

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

7-12
STUDENTS WILL USE THE VIRTUAL ARKANSAS LEANRING MANAGEMENT/CONTENT SYSTEM PROVIDED.

The district also uses Clever a Single Sign On (SSO) Platform. Clever is easy to use and provides secure access to digital(online) learning resources. Students, families, educators can single sign-on to seamlessly integrate from one platform to another.

The focus of the content will be on ensuring that the essential standards are learned for each course.

Students in the K-6 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

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

7-12
THE DIGITAL CONTENT WILL BE PROVIDED BY VIRTUAL ARKANSAS.

Instructions Facilitators (IFs) are available to provide one-on-one teacher support.

The K-6 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-6 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program with the recommended considerations for supplemental resources. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters. The content and resources will effectively address phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other common assessments such as DIBELS.

TRVP will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies.

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.

7-12

VIRTUAL ARKANSAS TEACHERS will use ZOOM to hold synchronous student support meetings. All students will be assigned a school-issued chromebook that is equipped with Zoom software.

Teachers will use these platforms to allow students to virtually participate in one-on-one meetings or to work in small group settings.

This platform will also be used to provide additional services to students who receive services such as speech therapy, physical therapy, occupational therapy, intervention etc.,

Teachers and students can also use Seesaw, Screencastify, Zoom, and other software to capture teaching, learning, and video sharing. These tools can also be used as an assessment tool.

The K-6TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date. Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

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.

7-12
The district provides chromebooks to all students, both on-site and virtual. All district devices are monitored by staff using Go Guardian. At each school there is a technology facilitator and district tech staff are available through a Tech Help Number.

Drive-up wifi is accessible from all of the Middle School and High School parking lots, as well as the main parking lot at the Elementary school. Outdoor access points are being installed on the front of the Primary School, so there will be wifi available in portions of the parking lot. Additionally, community wifi and computer access is available at the Blytheville Public Library, at some fast food restaurants, and in some areas downtown.

Remote students will be assigned a school-issued chromebook. Additionally, students may check out a wireless hot-spot and headphones that are equipped with a microphone. This process starts at the building level and the technology staff will monitor and support the devices. The district also has a list of locations students and families can access the locations.

K-6 TRVP Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot.

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.

7-12
BSD teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Breakfast and lunch will be available to Virtual Academy students each school day through pick up at any cafeteria or in some cases home delivery as needed and this process will be monitored to ensure all students have access to healthy meals. If needed our backpack program which provides additional foods for the weekends can be provided to virtual students.

VA students will continue to have access to a wide variety of social emotional assistance with the support of school behavior interventionists, school guidance counselors and MidSouth Counseling. CSSO's and a social worker can do well checks at the home as needed. The school nurses on campus will also offer support and wellness reminders to the virtual student as they do with face to face. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

Student surveys will be used on a consistent basis to communicate with digital learners and their families. Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time).

Academic assistance will be provided through teachers, interventionists, and career coaches which students may access virtually or on campus. Three Virtual Mid-Term Parent Teacher Conferences are scheduled to provide information on student grades, attendance, and behavior in order to ensure parents and students know what needs to be done to improve prior to the end of the quarter.

The K-6 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom 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 the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work

will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time).

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.

7-12

ENGAGEMENT WILL BE MONITORED BIWEEKLY. THE SCHOOL COUNSELOR WILL LEAD THIS PROCESS.

The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the K-6 TRVP. The Campus Connection Coaches are Lauren Starks and Ashley Whitley

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

7-12 & K-6 Tri-Region Virtual teachers will be 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. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.

BSD will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.

Describe the district or school's formative assessment plan to support student learning.
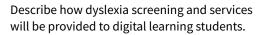
7-12
VIRTUAL ARKANSAS STUDENTS WILL USE ASSESSMENTS FORMATIVE
ASSESSMENTS DEVELOPED BY VIRTUAL ARKANSAS TEACHERS. STUDENTS
WILL BE REQUIRED TO TAKE INTERIM AND SUMMATIVE ASSESSMENTS
REQUIRED BY THE DISTRICT (NWEA AND ACT ASPIRE).

In the K-6 TRVP, formative assessment will be used to support learning. For
example, periodic formative assessments, checks for understanding, and
pre-tests aligned to the summative assessments. A variety of assessments
will be utilized through the course with open-ended
discussions/assessments, choice response activities, multiple-choice, and
hybrid assessments(open-ended and multiple choice).   Assignments will be
aligned to SoR, QuEST, and GPS, and will include recognized assessments
such as DIBELS, PAST, etc.

Formative assessments will occur in real time for all synchronous students.
Asynchronous students will be given the same formative assessments and
will be monitored on a regular basis to ensure that students' understanding
and needs are being met. Based on the results of routine formative
assessments, the teachers will determine students' needs and how to best
meet those needs through practices such as additional small group work,
re-teaching core content, and modification of tasks to promote mastery.

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

K-12
The district will ensure all requirements of the dyslexia law have been met for on-site and remote learners K-12..

Dyslexia Specialist, Maureen Griggs, does this for the district. Students will be referred to her in the same manner they would if they were on campus through the RTI process. For those needing services they will be allowed to come to campus. Interventionists will also provide small group Zoom sessions for intervention. The district will adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format

The K-6 TRVP provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow-up with appropriate school district procedures.

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

K-12
The district will ensure all GT Program Approval Standards for the gifted program have been met for on-site and remote learners K-12. The district GT coordinator will ensure that K-12 GT Services are provided and documented in accordance with requirements from GT Program Approval Standards. BSD will solicit referrals for GT from the virtual teachers and follow their local district's procedures for determining the most appropriate placement for students. Referrals could come from other sources such as other students, parents, or self-referrals, etc. and will be processed in accordance with the district's GT identification and placement procedures.
An outline of those services are listed below.

Our virtual GT students will be serviced through our Honors and Advanced Placement virtual course options, as well as other enrichment classes in grades 9-12. GT instruction is built into the classroom curriculums as extensions in math, literacy, and science in grade 6-8. Our Virtual GT students will be serviced through enrichment embedded into their science and ELA courses in grades 3-5

Virtual Academy students will also have the ability to participate in all extracurricular clubs and programs that in-person students have access to (for example, OM, Quiz Bowl, EAST, Chess Club etc), provided they have access to their own transportation to attend

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

K-12
The district will ensure all requirements of the District English Learner plan have been met for on-site and remote learners.

English Language Learners are provided with an LPAC plan to provide accommodations and modifications for classroom assignments and assessments. English Language learners are given full access to all core content classes. These students are also supported through programs that are based on tiered academic needs: ELD Push-in, ELD embedded, or an ELD classroom period. EL instructional assistants assist the classroom teacher in providing English language development to English Language Learners in the classroom. This can include but not be limited to comprehension, participation, and assignment completion. An ELD Class Period provides English Language Development through a regularly scheduled classroom. A half-time ELL tutor is provided to help students academically and serve as a liaison for parents or families of ELL students. This tutor works with any virtual students online or face to face as needed to provide support.

K-6 TRVP teachers will provide all accommodations and modifications as stated on LPACS.

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

K-12
The district will ensure that all requirements of the Special Education Services will be met for on-site and remote learners.

Special education services and support are the same as general education in the digital learning environment with the appropriate modification and accommodation that are listed in student's IEP. Students will be placed into the Least Restrictive Environment, according to their IEP, so some students will have Regular Education teachers and/or some will have Special Education teachers, depending on their specific needs for specific courses. Our students who require Resource classes will be assigned to a virtual class with a licensed Special Education teacher, who will have a virtual class.
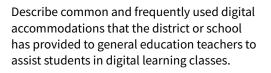
Special education digital learning students receive services such as speech, physical and occupational therapy via Tele-Therapy session as listed in their IEP. All general education teachers are provided with modification and accommodation as listed in the student's IEP. The Special Education Parent/Teacher conference and IEP evaluation process are held annually for all learners who need Special Education services.

The special education teachers are available to assist the general education teachers as frequently needed to ensure that students' IEP needs are being met in the digital learning environment.

Virtual accommodations include the following:
Digital copies of notes, assignments, and assessments
Extended time for virtual assignments

K-6 TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.

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

K-12
The district will ensure that general education teachers have access to professional learning, as needed, to support digital students. Additionally, technology support is provided through the district for teacher questions, troubleshooting, or training, as needed.

ESSER funds will be used to purchase necessary technology and/or digital platforms to enable teachers to engage students in learning. Examples include two screens for virtual teachers, headphones with microphones, and licenses to zoom, EdPuzzle, and other virtual platforms.

Assisted technology will be utilized as necessary for student achievement.

Teacher Supports

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

7-12

VIRTUAL ARKANSAS WILL ADDRESS THE SUPPORT FOR PROFESSIONAL DEVELOPMENT FOR ONLINE TEACHERS.

The K-6 TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all TRVP teachers.

Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?	7-12 Blytheville School District will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). STUDENTS IN GRADES 7-12 WILL RECEIVE VIRTUAL INSTRUCTION FROM VIRTUAL ARKANSAS. BLYTHEVILLE SCHOOL DISTRICT TEACHERS WILL NOT BE RESPONSIBLE FOR SUPPORTING DIGITAL CONTENT AND PLANNING AS A PART OF THIS PARTNERSHIP. The K-6 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

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.

K-12
Blytheville School District does not discriminate on the basis of race, color, sex, national origin, or disability in any of its policies, practices, or procedures.

The district will use the following measures to ensure equitable access:
The budgeting and use of state and federal monies, including ESSER funds, to provide equitable access to educational services.
Equal access to technological devices and support in connectivity.
Coordination with district support service programs including Special Education, 504, ESL, and GT
provide all appropriate testing and support services for all students

TRVP K-6 students- The local school/district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary

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.
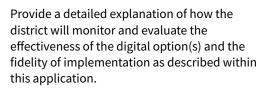
K-12

Virtual Academy students will be asked to take formative assessments throughout the school year to prepare them for the state summative. A variety of communication in the form of newsletters, Facebook and Twitter posts, call outs to the home, and letters mailed to families will be sent to virtual learners to prepare them and set expectations. Teachers and mentors will also make phone calls to parents and send emails to the students to make personal connections with them in preparation for the state summative assessment. Two pivot days for virtual students to test on campus will be scheduled. Virtual students will be notified of the on-site testing requirement multiple times with follow ups during the testing window to ensure they test. Social worker and school resource officers will also be used to contact families as needed. The district had great success for the 2021 testing with 99% of virtual students coming to campus to test.

All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.

Our K-6 students will come to campus throughout the year for assessments through a schedule that allows them to be separated from on-site instruction.

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.

7-12
The effectiveness of the virtual learning program will be monitored by parent communications, conferences, surveys, students' formative assessments, and students' summative data.

Student academic, attendance and behavioral data will also be used to determine the effectiveness of the program. This data will be presented regularly to the building level leadership teams and documented on each team's weekly leadership agendas, which are reviewed by the district leadership team each week. The instructional teams led by facilitators and principals will be responsible to ensure that all data is brought to the meetings and reviewed.

Additionally, the data will be discussed as needed during the weekly principal's meeting. The data is also shared with the district team in monthly updates.

K-6 TRVP will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.

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

7-12

The Family and Community Engagement Coordinator for the district will ensure that all virtual students and families are contacted using the FACE plans as a guide. (The district will link the 2021-22 District Engagement Plan after it is presented to the board of education)

Parents/Guardians of virtual students will be expected to attend an open house for virtual students in which training on the device and the LMS will be held. The open house will be held in small groups on the school campuses so the families can get face to face support as they learn the system. Additional help will be available both virtually or face to face throughout the year including a visit to the home for assistance in some cases as needed. Virtual students and their parents will be encouraged to complete surveys to gauge the effectiveness of the digital learning plan. Teachers will consistently work to keep open and positive lines of communication with virtual students and their parents and will connect them with the school parent facilitators to ensure that they have access to the same information regarding family and community involvement that all students have. Parents will receive access to the parent portal of the LMS in order to monitor the progress of their child.

Additionally, our Virtual Academy teachers will participate in our regularly scheduled district wide Parent-Teacher conferences. This will give parents a time to check in with their child's teacher and discuss how the student is doing in the Virtual learning environment. Teachers will also be able to get feedback on what is working and is not working for the student. They are scheduled for the following dates:
September 14th
November 11th
February 3rd

K-6

All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. (Handbook: https://bit.ly/3e5KNeb)
Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	Monday, July 18th the board of education approved the plan. https://core-d
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/spreadsheets/d/1Dtw4UKxq73xAiSyS34XTKXQX0jrq

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	* Attendance policy specifically for digital learning will be addressed in the Ju
Please provide a link (URL) to the discipline policy for digital learning students.	Policy 4.18: https://core-docs.s3.amazonaws.com/documents/asset/uploade
Please provide a link (URL) to the grading policy for digital learning students.	Policy 5.15: https://core-docs.s3.amazonaws.com/documents/asset/uploade

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