



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Riverview School District (7307000)

School Year 2021-2022

! New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.

A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:

LEA #: 7307000

Superintendent: Stan Stratton

Email: stan.stratton@riverviewsd.org

Phone: (501) 279-0540 Ext. 7301

Duration Requested (not to exceed five years): 5 Years
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7307026 - Judsonia Elementary School	K-6	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
7307030 - Kensett Elementary School		Synchronous		CMS
7307033 - Riverview Junior High School	7-8	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
		Synchronous		CMS
7307032 - Riverview High School	9-12	Asynchronous	Blended (Hybrid)	LMS
		Synchronous		CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	The Riverview School District is requesting this waiver to meet the needs of our online students enrolled in the Raider Virtual Academy. Because students are not physically in the classroom or accumulating seat time at the K-12 level, our district would need a waiver in order to provide our virtual learning option at home for these students. Students will still be required to complete rigorous, on-level work aligned to course and grade standards throughout the week. However, physical attendance at school, time spent on tasks and/or the schedule of the student/family may not always align with the requirements of 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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Riverview School District will not need this waiver because digital learning classes are 100% virtual, except in the cases of special services in which no class size will be above maximum levels. Grades K-6 will not need this waiver since class size limits will not be exceeded.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	Riverview School District will not need this waiver, because we are using 100% virtual teachers, except in the cases of special services in which no teaching load will be above maximum levels.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	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>The district will need a six hour instructional day Waiver because school days or portions of days pertaining to virtual learners will have an instructional day less than 6 hours per day or 30 hours per week. The Riverview School District is requesting this waiver to meet the needs of our online students enrolled in the Raider Virtual Academy. Because students are not physically in the classroom or accumulating seat time at the K-12 level, our district would need a waiver in order to provide our virtual learning option at home for these students. Students will still be required to complete rigorous, on-level work aligned to course and grade standards throughout the week. However, physical attendance at school, time spent on tasks and/or the schedule of the student/family may not always align with the requirements of 6-16-102; 6-16-126, and 1-A.4.2).</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			The district will need Clock Hour Waiver because credit will be awarded on subject matter competency. The Riverview School District is requesting this waiver to meet the needs of our online students enrolled in the Raider Virtual Academy. Because students are not physically in the classroom or accumulating seat time at the 9-12 level, our district would need a waiver in order to provide our virtual learning option at home for these students. Students will still be required to complete rigorous, on-level work aligned to course and grade standards throughout the week. However, physical attendance at school, time spent on tasks and/or the schedule of the student/family may not always align with the requirements of 6-18-213(a)(2).
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards	6-6-102(a)(5)	



and Body
Mass
Division
Rules,
Section
7.11

Arkansas
Statutes

Indicate if the district is applying for the
waiver and explain how the district waiver will
be utilized.

Waiver Topic

Standard for
Accreditation

The district will need recess waiver because K-8 remote students will not be required to have 40 minutes of recess. The instructional day will be less than 6 hours. The Riverview School District is requesting this waiver to meet the needs of our online students enrolled in the Raider Virtual Academy. Because our K-8 students are not physically at school while utilizing Pearson through our consortia, our district would need a waiver from recess requirements. Students will still be required to complete rigorous, on-level work aligned to course and grade standards throughout the week, including physical activity. However, physical recess, while recommended to parents, is not guaranteed. Therefore, our online virtual option will not always align with the requirements of 1-A.4.3, 6-6-102(a)(5), and DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11.



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.



Districts in the WDMESC K8 consortium will be provided virtual teachers and content through a partnership with Pearson. All teachers in this consortium are employed and managed by Pearson. Each district will appoint a district point of contact (The District Point of Contact will be the Chief Academic Officer (CAO) (Assistant Superintendent) for the consortia) to oversee the virtual program. Pearson will work with the point of contact to ensure school policies, procedures, and expectations are being met with the virtual students. Pearson is a dual learning virtual experience with both synchronous and asynchronous instruction through Pearson Connexus. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. LiveLessons for core instruction occur at least once weekly. LiveLessons are recorded so students can revisit for refresher or if the student missed the LiveLesson. LiveLessons are highly suggested. Additionally, students have a variety of other options for connecting synchronously with our teachers (email, office hours, etc). Students can contact assigned teachers in Pearson Connexus using Webmail. Students also have their teachers' phone numbers. Turnaround time for responses from Teachers and Advisor Teachers is 1 business day per Pearson regulations, but generally occurs within a shorter timeframe. All teachers have 3 hours of weekly office time for support. Teachers request students to attend LiveLessons, pull small groups, and/or work 1:1. These requests are based on student needs identified by robust grading practices. Online Etiquette, Norms, and Expectations are listed in the RVA guidebook and can be found here.

<https://tinyurl.com/RVAGuidebook>

<https://tinyurl.com/RVANorms>

The Riverview School District will require any student not progressing at grade-level or growth-target with special services support at a 70% or better to attend "Academic Support Sessions" on their home campus at specified times throughout the week. For grades 9-12, this will take place during SOAR each Thursday and Friday. After school tutoring through the 21st Century programs will also be made available but not required for students. Each building principal will set up academic support sessions with students and their families based on the student need.

For K-8, attendance and engagement will be based on assignment completion (asynchronous). The counselor will set up each K-8 student schedule according to grade requirements and specialized services needed.

LiveLessons are twice weekly per core subject area. In addition, students may be placed in academic support due to lack of attendance, engagement, and/or performance, requiring additional live sessions with teachers and tutors.

Students in grades K-2 will also be provided daily virtual SOR instructional lessons for a maximum of 45 minutes.

9-12 Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned



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harnesses the benefit of synchronous or live instruction married with digital 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: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. Online Etiquette, Norms, and Expectations are listed in the RVA guidebook and can be found here. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

<https://tinyurl.com/RVAGuidebook>

A paraprofessional who has been trained with Virtual Arkansas will be utilized as our Virtual Arkansas Facilitator for online and on-campus students enrolled in Virtual Arkansas.

Students receiving special services will interact with those special services providers in our district synchronously (virtual or face to face) depending on the least restrictive environment of the student.

The building principal will share building goals and expectations for learning with Pearson Program Manager for K8 instruction.



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.

Riverview School District will utilize online virtual (remote) learning through the WDMESC K-8 option, which is Pearson Connexus. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Pearson Connexus Learning Management System (LMS). All students will have the opportunity to participate in live LiveLesson sessions for synchronous learning with the Pearson teacher. All learning and instruction will be virtual.

All virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar.

Grades 9-12 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 in core and certain electives courses. Athletics, Band, Choir, Art, and CTE will be available on-campus for any RVA student in grades 9-12, therefore having the ability to utilize a blended/hybrid model as needed.

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.



Riverview School District will use Arkansas certified teachers as instructors for all course content from the Pearson Connexus LMS. Pearson will provide certified teachers of record for virtual learners. Delivery of instruction will be 100% virtual. Pearson teachers will be dedicated to remote instruction only. All virtual teachers will be employed and managed by Pearson. This model with synchronous targeted instruction partnered with asynchronous course content and enrichment. A Program Manager from Pearson will work with building administrators in grades K-8 for students needs and progress updates.

Grades 9-12 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. The Riverview School District will utilize a paraprofessional facilitator for this purpose. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model includes synchronous targeted instruction partnered with asynchronous course content and activities. The Virtual Arkansas Facilitator for grades 9-12 will be Doris Sarringar, a five year veteran facilitator with VA. The facilitator will train students in the VA student LMS at the beginning of each semester, record attendance and grades from the VA teacher into Eschool, send updated weekly reports to administration on the progress of students, helps students troubleshoot through VA, act as a proctor for exams, and act as a liaison between VA and administration. The facilitator has done these jobs for the past five years and receives yearly training on these duties.

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



It is highly encouraged that students attend all LiveLesson sessions each week. Research shows that students who attend LiveLesson sessions are more successful than students who do not attend LiveLesson sessions. LiveLesson sessions 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 sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, all live inst sessions are recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Teachers and students will be able to communicate using the Pearson Connexus Learning Management System or via email. Additionally, virtual teachers are expected to communicate with parents and students. Pearson teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/guardians, and District Point of Contact to monitor.

- Pearson Teacher grading of assessments: 2 business days
- Pearson Teacher grading of portfolio items: 5 business days
- Teachers send Welcome WebMail messages within 2-5 business days after the course start date.

LiveLessons are twice weekly per core subject area. Attendance at these sessions is required. Students may also be placed in academic support due to a lack of attendance, engagement, and/or performance. These students will then be required to attend synchronous lessons (virtual and/or face to face), tutoring, and academic support sessions. The frequency of this interaction will be determined by the building virtual school committee and student need.

Students in grades K-2 will be provided daily virtual SOR instructional lessons for a maximum of 45 minutes.

Standard communication between virtual teachers and students will be through webmail. All student and teacher communication is captured and logged. Virtual teachers will also make phone calls and share their phone numbers with students. Students can request meeting times through the You Can Book Me website, pop in LiveLessons, or meet during teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in grades 6-8 with Pearson teachers will receive an advisor through Pearson in addition to subject-specific teachers. Advisors are not state-certified teachers, but collaborate with teachers, students, and caretakers to ensure student success. The Advisor's role is to:

- Increase student success in courses through an emphasis on quality communications, effective use of data, and accurate documentation of efforts.
- Improve the student and family's overall online education experience and success through collaboration and coordination with Program Managers and content area teachers.

Advisor responsibilities include:

- Monitoring student participation and performance;
- Helping students navigate the Connexus platform and other Pearson technology and



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technology, and

- Facilitating communication between the student, and the subject matter teacher(s) as needed.

Full-time students in grades K-5 are not assigned a Pearson Advisor, but work closely with their assigned core subject virtual teacher to ensure success and are monitored by the District’s Point of Contact. The Pearson Program Manager will communicate with each building administrator at least once each week on the progress of all RVA students K-8. The District Point of contact for all RVA students and programs will be the CAO.

Grades 9-12

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. 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?

N/A



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?

N/A

Technology / Platforms

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

K-8 virtual students will use Pearson Connexus. It is the online learning management system used by Pearson. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources. This robust, completely integrated K-12 solution combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools.

Students can view daily and monthly schedules, access lessons, monitor progress through the online grade book (for students in grades 6 and above), communicate with teachers through email and access many online learning resources.

Parents can view students' schedules, assignments, and lessons, monitor students' progress using the online grade book and communicate with teachers via Webmail.

Administrators can track student progress, review online assignments and assessments, communicate quickly and effectively with students, parents and keep track of student and family interactions

Because much of the learning and record keeping is done online through Connexus, school administrators can monitor the effectiveness of instruction and ensure that students are making progress every day.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 9-12).

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system



(CMS), please specify grades levels and subjects that the CMS will address.

K-8 Virtual students will use Pearson Connexus. It is a robust, completely integrated K-8 solution that combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools. The Pearson 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. Pearson teachers 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, etc. Pearson Program Manager and District Point of Contact have full access to the Reporting feature of the LMS as well.

Pearson Connexus Course Descriptions

Reading instruction is crucial in the overall success of students. Pearson Connexus uses rigorous language instruction that is aligned with the Science of Reading. Virtual teachers are following Pathway D to obtain proficiency in Science of Reading.

Every course in the Pearson Connexus catalog includes reading, writing, speaking & listening, and language components, and encourages students to communicate using academic vocabulary. While these may look different from course to course, students have opportunities in every lesson to practice and enhance their language skills.

Early literacy instruction in Pearson Connexus' language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities. Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:

- Segmenting words into syllables

- Isolating individual sounds at the beginning, middle, and end of words

- Blending individual sounds to make words

- Obtaining and applying letter-sound relationships to words and word parts.

Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound, boxes.

Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized phonemic awareness intervention and support on an as-needs basis. Phonics Instruction Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principle. Knowing these



when letters in written language – the alphabetic principle. Knowing these relationships will help students recognize familiar words accurately and automatically, and ‘decode’ new words. Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Connexus program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sound. During LiveLesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.

Each Language Arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Students analyze and respond to texts independently and use discussion boards. They have opportunities to write in different formats including short answers for text-dependent questions, research papers, and persuasive essays.

In math courses, students are given portfolio assignments to demonstrate understanding, and often use writing skills to explain their answers during instruction.

Science courses in Pearson Connexus contain a vast amount of informative texts to deepen student understanding of concepts. Students also are required to complete portfolios and write up lab reports.

The Pearson Connexus Social Studies curriculum involves reading and analyzing primary and secondary sources. Students will use these sources to support their responses to short answer questions and essays. Students are also assigned portfolios and projects such as writing a letter to a historical figure.

Additional Language Resources

students can also engage in synchronous instruction to enhance oral language skills. This involves teacher facilitated lessons, group projects, and class discussions. Interactivity is the key to synchronous instruction, allowing Students to:

- demonstrate their knowledge and practice their communication skills.

- ask questions to deepen their understanding.

- build relationships with their teacher and fellow classmates.

Teachers to

- engage students in discussions, problem solving, and group projects.

- focus class time on bridging skills gaps.

- build one-on-one relationships with students.

9-12 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



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.



LiveLesson is the Pearson video communication software that teachers and K-8 students will be utilizing for all synchronous learning opportunities. LiveLesson sessions 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 sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

LiveLesson allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a LiveLesson 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 LiveLesson session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

9-12 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.

In addition, all virtual support services, such as special education, GT, ESL, 504, and migrant services, will be utilizing Google Meets. The software is a cloud software embedded in each student's Google Suites already installed through Google Chrome on each district device. The special services teacher will utilize Google Meet to facilitate synchronous sessions with students during scheduled Meet sessions during the week. The Meet link and Meet schedule is placed in a common location within each course and available through the student's Google Calendar app.



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

Each 100% virtual student will be assigned a district device that is CIPA compliant. Students who do not have reliable internet service may apply for a district-issued CIPA compliant hotspot. Wi-Fi will be available on each campus in posted areas.

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.



Pearson virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Pearson 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, Pearson will contact the partnering school including District Point of Contact to step in to provide intervention. Pearson teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Pearson provides ongoing professional development to their teachers to support SEL strategies.

Pearson Connexus curriculum is currently undergoing a revision that incorporates SEL concepts directly into each unit of the curriculum. Outside of the curriculum, K-5 teachers focus daily homeroom lessons on those specific concepts. 6-8 full-time students will have the opportunity to attend advisory sessions at least once a month that address these as well. The professional development map also includes training sessions designed to develop staff's ability to ensure student well-being. For example, staff explored 5 core SEL competencies developed by CASEL and different social emotional strategies and resources that can be used in the virtual classroom.

Pearson also includes well-defined "Student in Distress" protocols and virtual teachers report any imminent or non-imminent threat concerns directly to the Program Management team. This allows our Program Management team to keep partner districts informed of any concerns with student well-being. Teachers and advisors are the eyes and ears for WDMESC K-8 Virtual Learning district partners. If a student is in physical, mental, or emotional stress, virtual staff is usually the first to know. Concerns are quickly and securely shared with our partner districts. Proper district staff then handles the concern appropriately according to policy. District point of contact will be monitoring student engagement, attendance, progress, and academic success through frequent contact with Pearson Program Manager and Pearson Connexus reporting features. Reporting features are available on demand. The building administrators in K-8 will communicate with the Pearson Program Manager at least once per week on the progress of all RVA students. Administrators will follow the RVA guidebook and Riverview Handbook for all policies and procedures if there are concerns. The district will remain hands-on with all RVA students to meet the needs of all students and their continued success academically, socially, and emotionally.

Counseling Opportunities and Socio-Emotional Learning (SEL)

School counselors are available to all Raider Virtual Academy students. Please contact your building administrator if you would like to schedule an appointment. Pearson K-8 courses are fully embedded with SEL standards for all students. Students in grade 9-12 may opt into our SOAR program each Thursday and Friday which will embed SEL standards into advisory opportunities.

(Counseling Opportunities and Socio-Emotional Learning (SEL), Pg. 7)

<https://tinyurl.com/RVAGuidebook>

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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.

Food services for breakfast and lunch will be available at each campus for pick-up only for virtual students. These students will contact the building office each day to order breakfast or lunch (or pick up at specific times).

Mental Health Services through third parties that take place on campus will also be available for any student who needs to utilize these services on our campus. Counseling services will be available for students on-campus or virtually through Google Meets as appropriate for students who have academic or personal counseling needs.

Other student support services may be accessed by reaching out to our District Point of Contact, the Chief Academic Officer.

Based on current data from our student interest surveys, the district will be able to continue all these services without burdening any current employee and still meet the needs of all students based on our current population numbers.



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.



Riverview School District has access to the Pearson Connexus LMS to monitor students in real time. Pearson teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Pearson teachers will involve the partnering school through the District Point of Contact. The Riverview School District will provide a District Point of Contact (DPC), our CAO. This point of contact, in conjunction with building administrators, will monitor virtual student progress, welfare, and attendance through Pearson provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The DPC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The DPC will also set up a regular communication schedule with the Pearson Program Manager regarding the progress of virtual students. The DPC will monitor reports for academics/engagement upon concerns issued by the building principal. The DPC will meet at least weekly with the Program Manager for program updates on student academics and engagement and report to building principals.

Process for Progress Monitoring

The Riverview School District will develop a committee at each campus, consisting of the student, parent, an administrator, counselor, instructional facilitator, a teacher, and other staff and/or team members as requested by the administration or parent, to review any student's progress/engagement/attendance or lack thereof and make decisions on the student continuing with our virtual school program. This will be done at all IPR and Report Card intervals (i.e. every 4.5 weeks) for any student who displays a lack of progress and/or engagement in the virtual curriculum.

Mandated transition due to failure to meet requirements (attendance, grades, engagement) will occur on an as needed basis.

Student Criteria to Remain <https://tinyurl.com/RVACriteriatoRemain>

Attendance, Engagement, Grades, and specific Progress monitoring policies can be found in our RVA guidebook

<https://tinyurl.com/RVAGuidebook>

An evaluation of the entire RVA will be conducted each year by an administrative panel, in which feedback from students, parents, and staff will be collected, in addition to academic and progress data in order to monitor and adjust any and all parts of the program.

WDMESC and Pearson will provide training and support for the District Point of Contact. This training will include, but is not limited to, Pearson Customer Handbook, Pearson Program Manager, Pearson Connexus Management System, reports and data, etc. This training will teach the skills districts need to properly monitor virtual students' academic and engagement in the Pearson Platform. The District Point of Contact is the Chief Academic Officer (Assistant



The District Point of Contact is the Chief Academic Officer (Assistant Superintendent).

9-12 virtual teachers have 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.

The Riverview School District's plan to support students that struggle with academics and engagement can be found in our RVA guidebook and pasted below.

Academic Support Sessions

Academic support sessions are a great way for students enrolled in RVA to get extra assistance throughout the week. K-6 RVA students will be offered academic support sessions through Pearson Online Learning. Building administrators may mandate academic support sessions for struggling K-6 RVA students up to two (2) times per week in addition to any mandatory on-campus support sessions as deemed appropriate for the student's success. 7-12 RVA students will have specific support sessions available each Thursday and Friday during SOAR. RVA parents and/or students may also request academic support sessions by calling your student's home campus office.

<https://tinyurl.com/RVAGuidebook>

In addition to providing Tier 1 and Tier 2 interventions through Pearson and VA, Riverview School District will also provide Pearson Tutoring sessions, Tier 3 mandated academic support sessions will also be provided for students for the duration of no less than 4.5 weeks. If the student has not engaged with our mandatory Tier 3 supports in that time, the student will be asked to return to on-campus learning. Parents and Students sign a contract with this understanding and attend orientation covering this before beginning RVA. Students in grades 7-12 will be offered and/or mandated to attend academic support sessions through SOAR should a student's grade drop below 70%. For students in grades K-6, any student with a grade below 70% will be required to attend Pearson tutoring no more than 2x per week. Those students needing Tier 3 interventions will be required to attend on-campus academic support sessions at least once per week.

Any and all support services offered to our on-campus students may be utilized by any RVA student regardless of grading or progress issues.



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



Pearson's virtual teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls and share their phone numbers with students to offer support. Students may be asked to join LiveLessons and/or watch recorded sessions. Teachers may use office hours for interventions. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in grades 6–8 with Pearson teachers will receive an advisor in addition to subject-specific teachers. collaborate with teachers, students, and caretakers to ensure student success. If those are not successful, the virtual teacher will reach out to the partnering District Point of Contact regarding additional Tier 2 or Tier 3 interventions. The district will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.

In addition to providing Tier 1 and Tier 2 interventions through Pearson and VA, Riverview School District will also provide Pearson Tutoring sessions, Tier 3 mandated academic support sessions will also be provided for students for the duration of no less than 4.5 weeks. If the student has not engaged with our mandatory Tier 3 supports in that time, the student will be asked to return to on-campus learning. Parents and Students sign a contract with this understanding and attend orientation covering this before beginning RVA. For students in grades K-6, any student with a grade below 70% will be required to attend Pearson tutoring no more than 2x per week. Those students needing Tier 3 interventions will be required to attend on-campus academic support sessions at least once per week. Students in grades 7-12 will be offered and/or mandated to attend academic support sessions through SOAR should a student's grade drop below 70%.

Any and all support services offered to our on-campus students may be utilized by any RVA student regardless of grading or progress issues.

Additionally, 9-12 Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

Students in grades 7-12 will be offered and/or mandated to attend academic support sessions through SOAR should a student's grade drop below 70%.



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

Pearson K-8 virtual teachers provide 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 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 LiveLesson to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

9-12 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 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 meetings to do informal formative checks to ensure clarity for students on asynchronous learning tasks.



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

The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

Pearson Connexus provides accessibility tools to support students with dyslexia. Dyslexia screening is provided virtually by the dyslexia interventionist at the student's home school or by district staff. Digital learning students identified with characteristics that could be associated with dyslexia will receive synchronously streamed dyslexia interventions from the district's dyslexia interventionist.

9-12 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.

The Riverview School District screens all students in K-2 for dyslexia characteristics as defined by state law. After grades K-2, the district uses a referral system for student screening. Any student in grades K-12 that has dyslexia or dyslexia characteristics are serviced through our dyslexia providers (Reading Interventionist at K-6, Reading Teacher at 7-8, Academic Reading Teacher at 9-12). These students will receive services regardless of the learning option chosen. Screenings for virtual students will be set up by the instructional facilitator or district LEA supervisor in conjunction with the student's family. A calendar of testing and screening dates will be given out at the first of the school year to all virtual families.

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



The district will ensure all requirements from GT Program Approval Standards are met for the K-12 gifted program for remote learners.

GT identification procedures will be the same for face-to-face and virtual students. Both virtual and face-to-face students may be referred for Gifted and Talented placement testing by any individual who has knowledge of the student(s) leadership and/or academic strengths including teachers, parents, administrators, community members, and/or self-referral. Upon referral, the GT Coordinator will initiate the evaluation process. After parental permission is obtained, parents will be notified of the date, time, and location for testing. Once all documentation has been collected, the GT placement committee will review and determine what placement is most appropriate for meeting the student's academic needs based on the available data.

Grades K-6:

(K-1) A Virtual Enrichment class is provided through Google Classroom with the enrichment lessons taught to onsite students by the GT Teacher weekly. Digital lessons are accessible as well as some printable materials. Lessons are also accessible and available at any time with various ways to provide feedback. Students may contact the teacher via Google Classroom, Google Meet, and to ask questions and submit feedback.

(2nd grade) A Virtual Enrichment class is provided through Google Classroom. Riverview School District will provide digital enrichment lessons by the Licensed GT Specialist through a virtual Google Classroom for 2nd grade virtual students weekly. Digital lessons and website resources will be accessible as well as some printable materials. Lessons are also accessible and available at any time with various ways to provide feedback. Students may contact the GT Teacher via Google Classroom to ask questions and submit feedback.

Full-Time Virtual Identified Gifted Elementary Students (3rd-6th grade) - Virtual Identified GT Students may join the onsite GT class in a Google Meet each time the Onsite class meets weekly to participate in the discussion and ongoing unit lessons. Virtual students may additionally communicate via Google Meet or by phone through School Status or through email with the GT teacher through Google Classroom. A Google Classroom is used to share materials and various multimedia messages are posted in the classroom stream for all onsite and virtual students simultaneously.

GT 7th-12th Grade Students:

The GT Teacher meets with students on a monthly basis through Google Classroom optional Meets for groups or individuals. Students may contact and respond through Google Classroom email, and through other media such as Flipgrid and Google Classroom stream. Weekly posts additionally inform GT students of upcoming virtual webinars, provide helpful links and videos to encourage positive mental health and affective development. Students are also welcomed on-campus for any GT services. SEL instruction will be covered in the GT meetings for affective development. Onsite and virtual students will have the ability to reach out to the instructor for any special needs beyond what is



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ability to reach out to the instructor for any special needs beyond what is covered in their class through Google Classroom. The Licensed GT Specialist will communicate with the secondary teachers to gather differentiation documentation.

Grades 7-8

The GT programming for 7th and 8th grade virtual students will be provided with the option to enroll in advanced core classes provided through the virtual academy using the Pearson Connexus integrated curriculum to meet the 150 minimum required minutes required by Arkansas GT Program Approval Standards. Virtual 8th grade GT students will also be offered the advanced math course, Algebra I, through Virtual Arkansas with the high school virtual program. GT identified virtual students will additionally have the option to join monthly meetings with their peers synchronously led by a Licensed GT Specialist; Google Classroom will be utilized for GT students with a Licensed GT Specialist who cannot always meet with their peers for asynchronous services. SEL instruction will be covered in the GT meetings for affective development. Onsite and virtual students will have the ability to reach out to the instructor for any special needs beyond what is covered in their class through Google Classroom. The Licensed GT Specialist will communicate with the secondary teachers to gather differentiation documentation.

Grades 9-12

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. Students in RVA may choose online AP or Concurrent Courses. In addition, students may choose to take concurrent courses through ASU-Beebe, ASU-Searcy, and Harding University. Beginning next school, two concurrent courses will be offered on-site. Virtual students are welcome to attend these concurrent classes on-campus or enroll through Virtual Arkansas (through Arkansas Tech).



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



The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners.

Pearson K-8 Virtual teachers will provide all accommodations and modifications as stated on IEPs and 504s.

9-12 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.

Riverview School District will provide ESL services to all students identified as ELL according to their LPAC.

Virtual Identified ESL Students will join the onsite ESL classes in grades 7-12 or virtually through a Google Meet each time the Onsite class meets weekly to participate in the discussion and ongoing unit lessons. Virtual students may additionally communicate via Google Meet or by phone through School Status or through email with the ESL teacher and/or ESL paraprofessional through Google Classroom. A Google Classroom is used to share materials and various multimedia messages are posted in the classroom stream for all onsite and virtual students simultaneously.

Students in grades K-6 will join a 1-1 or group ESL Google Meet for services based on their LPAC. Virtual students may additionally communicate via Google Meet or by phone through School Status or through email with the ESL teacher and/or ESL paraprofessional through Google Classroom. A Google Classroom is used to share materials and various multimedia messages are posted in the classroom stream for all onsite and virtual students simultaneously.

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



Special Education services and supports will be determined by the student's IEP committee. The district will maintain all records for special education virtual students. District provides all special education supports and services, such as meeting IEP goals, SPED conferences, etc. This committee will determine the method of delivery of services. Accommodations for K-8 virtual students will be provided through the Pearson Connexus 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. 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.

Riverview School District will provide special education services to all students identified with an IEP.

Special Education Students will join the onsite ESL classes in grades 7-12 or virtually through a Google Meet each time the Onsite class meets weekly to participate in the discussion and ongoing unit lessons. Virtual students may additionally communicate via Google Meet or by phone through School Status or through email with the special education teacher through Google Classroom. A Google Classroom is used to share materials and various multimedia messages are posted in the classroom stream for all onsite and virtual students simultaneously.

Virtual students may additionally communicate via Google Meet or by phone through School Status or through email with the ESL teacher and/or ESL paraprofessional through Google Classroom. A Google Classroom is used to share materials and various multimedia messages are posted in the classroom stream for all onsite and virtual students simultaneously.

All special education services will also be set up using Google Classroom and Google Meets.



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.

Teacher Supports

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



Riverview School District will utilize Pearson Connexus as the digital content and instructional solution. Pearson provides their teachers with training for the usage of the Pearson Connexus LMS and virtual instructional strategies. Virtual teachers will follow Pearson's Professional Development Map. This annually produced map is in line with the National Standards for Quality Online Teaching. Professional Development offerings are approved by the Arkansas Department of Education and count 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. Our teachers are following Pathway D to obtain proficiency in Science of Reading.

Pearson develops a yearly map of Professional Development and training session offerings. This map is in line with the National Standards for Quality Online Teaching. 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. Attached is an outline of some of the Professional Development sessions offered in the 2020-2021 school year.

Pearson OBL teachers have access to the School Support Help Desk that provides efficient and comprehensive support for the Pearson Connexus platform, for Teachers, Administrators and Staff. This should be the first point of contact for questions related to Pearson Connexus and/or curriculum.

The Help Desk staff is available by calling our 800 number, weekdays, from 8am to 8pm EST.

The Help Desk can assist with the following:

- Curriculum
- Functionality
- General How-Tos
- LiveLesson® accounts
- Permissions/Roles • Reports
- Creating and Managing Courses

Pearson OBL teachers play an active role in reporting any potential curriculum issues to the Help Desk. They are provided with opportunities to explore all curriculums in advance and attend Pearson led trainings on curriculum revision, teacher expectations and resources throughout the school year.

Pearson Teaching Services works closely with our HR Partner to ensure that Pearson OBL teachers and advisors clearly understand our expectations. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal and is a direct result of



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their manager. This feedback may be written or verbal and is a direct result of observations completed throughout the school year. Employees receive a performance review in advance of their salary review date, which is a common date. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January.

Pearson OBL employees are expected to meet certain standards of work performance and conduct. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. Managers will provide coaching and feedback regularly, guide employees through structured goals and metrics and will use performance improvement plans accordingly.

Grades 9-12 will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.



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?

Pearson will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Pearson will provide instructional and digital content support for point-in-time support for all teachers. Pearson will provide professional development to aid personnel as they provide instruction to the students.

Grades 9-12 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.

The district will assign special services teachers (GT, IEP, 504, migrant, special education) and paraprofessionals as appropriate to provide online services to any RVA student with special service needs. These teachers will service our special education students in the same way they would service our on campus students. Special Services Certified teachers will receive their 40 minute planning time and 30 minute duty free lunch. Services will be provided based on student needs but will protect the integrity of a teacher's regular workload and align to all state and federal guidelines.

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 local school/district will provide all appropriate testing and support services for qualifying 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.

The Riverview School District will offer equitable access to opportunities for success for digital learning needs, including poverty, homelessness, migrant, foster care, and military connected students. These supports and opportunities will be available on-campus and online to best meet the student's needs. Students will have access to our district homeless liaison, migrant coordinator, health services, and counseling services to meet these needs. No student will be denied access to opportunities or funds for these services in the same manner that on-campus are provided. Technology devices and internet access will be provided for all students. In addition, hot spots devices will be accessible to online students. Our food service department will also provide food during pick-up times at all campuses for any student who wishes to utilize this service.

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 virtual students will be required to do 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 by Pearson and Virtual Arkansas personnel.

Virtual Arkansas requires trained proctors for major assessments. The Riverview School District 's plan for students to take proctored assessments includes: K-2 students will be required to attend campus for 5 days for assessment. All students will be required to participate in NWEA interim assessments on-site at least three times per year.

All virtual students will be required to attend campus in person to complete any state mandated assessment, including pretest administrative tasks.

Our testing policy has been made available through our RVA Guidebook and found below and will be communicated during our required virtual orientations. State Testing and Special Services

Students enrolled in RVA will participate in all statewide assessments. Testing requirements are mandated by Arkansas law and do not change with selecting the virtual or hybrid learning options.

Attendance is required on-site in the Riverview School District for all state assessments.

Students who qualify for Gifted and Talented may receive services online or on-site at the student's assigned building. The GT Coordinator will arrange for GT services online or on-site.

Students who qualify for English as a Second Language (ESL) services may receive services online or on-site at the student's assigned building. The ESL Coordinator will arrange for ESL services online or on-site.

Students who qualify for Migrant services may receive services online or on-site at the student's assigned building. The Migrant Coordinator will arrange for migrant services online or on-site.

Students who qualify for alternative learning (ALE) services may receive services online or on-site at the student's assigned building. The ALE Coordinator will arrange for ALE services online or on-site.

Students who qualify for Special Education services may receive services online or on-site at the student's assigned building. The Special Education Director will arrange for these services.

Please refer to Handbook Policy 4.11, 4.12, 4.17, 4.49, 4.54, 4.55, 4.45.10, 4.45.20, 4.45.12

Specific needs, dates, and requirements will be communicated through SchoolStatus, emails, and social media.

<https://tinyurl.com/RVAGuidebook>



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.



Pearson will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. Pearson 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.

As explained in our RVA Guidebook, the district will monitor and evaluate the effectiveness of our digital options and the fidelity of implementation as found below. <https://tinyurl.com/RVAGuidebook>

In addition to the progress monitoring mentioned in our guidebook, the Riverview School District will also use a RVA committee at each campus, consisting of the student, parent, an administrator, counselor, curriculum specialist, a teacher, and other staff and/or team members as requested by the administration or parent, to review any student's progress/ engagement/ attendance or lack thereof and make decisions on the student continuing with our virtual school program. This will be done at all IPR and Report Card intervals for any student who displays a lack of progress and/or engagement in the virtual curriculum.

An evaluation of the entire RVA will be conducted each year by an administrative panel, in which feedback from students, parents, and staff will be collected, in addition to academic and progress data in order to monitor and adjust any and all parts of the program.

9-12 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.

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)

Through the Parent/Observer role, K-8 caretakers can view any and all student/teacher interaction in a read-only capacity. Parents have access to the student's gradebook, coursework, and any announcements and communication from the district or teachers.

9-12 Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (linked here).
https://www.virtualarkansas.org/293342_2

The Riverview School District will utilize its website, SchoolStatus, text alerts, social media accounts, Pearson Project Manager, Virtual Facilitator, calls, mail, and public announcements to address and ensure explicit communication with our virtual parents regarding parent conferences, orientations, parent supports, etc. Each building will also utilize its Parental Engagement Coordinator to set-up special events throughout the year for training, troubleshooting, and best practices for virtual learning.

Thrillshare and SchoolStatus are already set up to move messages to all our students and parents throughout the district as well as all our social media accounts.

In addition, the district will support parents/students with digital tools and resources throughout the application window and implementation. An orientation video has been uploaded to our website with a step by step, link embedded document for the application process. Other digital tools used include Google Forms, Text Alert, social media posts, and website posts. We will also provide virtual videos for RVA Open House, Parent Engagement nights, etc via a Raider Virtual Academy link on our website for any student or parent who cannot attend any of our on-campus open houses, parent engagement nights, or orientations. We will also host training for parents and students by appointment throughout the summer and school year to ensure success in our virtual learning option. These trainings can be set up by contacting the building principal.

Application Resource Link:

https://docs.google.com/document/d/1ZSrHQoONdCFnYT5IMaU_wuQNBmMxyplqHe9ISN3UuLw/edit



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

<https://tinyurl.com/RVABoardApproval>

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

<https://tinyurl.com/RVAFeedback421>

<https://tinyurl.com/RVAPollResu>

Policies

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

<https://tinyurl.com/RVAGuidebook>

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

<https://tinyurl.com/RVAGuidebook> Discipline Policies from Handbook: <https://ti>

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

K-8 Virtual students will be provided grades based on the individual school distri

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