Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

🏛 Flippin School District (4501000)

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 #:	4501000
Superintendent:	Kelvin Hudson
Email:	kelvinhudson@flippinschools.net
Phone:	(870) 453-2270 Ext. 101
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
4501001 - Flippin Elementary School	K-4	Asynchronous Synchronous	Blended (Hybrid)	LMS CMS
4501002 - Flippin High School	9-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
4501003 - Flippin Middle School	5-6	Asynchronous Synchronous	Blended (Hybrid)	LMS CMS
4501003 - Flippin Middle School	7-8	Asynchronous 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.
				Attendance (Requesting Waiver) There is a direct correlation between daily attendance and student achievement. A student's presence is defined slightly differently in virtual school than on-site learning. Flippin full-time virtual students will be counted present if they meet their progress goals and requirements. Students will attend all scheduled online "live" meetings, complete all assignments, projects, small group work, tutoring, etc that is assigned on an asynchronous school day according to specified due dates. Attendance for virtual students will be determined by daily online attendance and time the student is working on coursework as monitored by Flippin School District staff to ensure the student progresses toward standard mastery and credit attainment for the course. If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the District's AMI plan. Based on the completion of the aforementioned, a student will be counted present and attendance will be kept on a daily basis. Parents may be required to log attendance and note hours spent/coursework completed as a portion of the attendance requirements. Failure to meet attendance requirements may result in a return to campus for on-site instruction

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)	Class Size (Not Requesting Waiver) K-4 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	Teaching Load (Not Requesting Waiver)
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.
				Six- Hour Instructional Day (Requesting Waiver)

Six- Hour Instructional Day (Requesting Waiver)

We plan to offer a six hour instructional day for all virtual/remote students. Portions of that instructional day will include their lunch and recess which will be supervised by parents at home.

Students in a virtual setting where learning is synchronous and/or asynchronous will learn (in part) in their own time and pace. This could mean that the six-hour school day may not be needed to master the course standards.

The district will not be required to provide a school day that averages six hours per day for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place and pace. District coursework requires an average of 45 minutes per course/core content area per day (60 hours for 0.5 credit). Students taking 7 courses may spend up to 6 hours per day working in the online platform.

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			Clock Hours (Requesting Waiver)

Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.   Portions of that instructional day will include their lunch and recess which will be supervised by parents at home.

Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.

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)	Recess (Requesting Waiver) Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Virtual teachers will encourage students to engage in supervised, unstructured social time, free play and vigorous activity scheduled as part of the day; however, given the nature of virtual school, it is not possible for teachers to ensure that this takes place.

Digital Model

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

Interaction / Delivery

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

The goal of the Flippin School District Virtual Academy is to provide students and their families an equitable alternative to the onsite learning experience.

Grades Kindergarten - 6th Grade: The instruction received in these grade levels establishes the foundation for all future learning. We do not feel that this foundational learning can be left solely to an LMS with preloaded content. Students in these grade levels will follow a very strict schedule with synchronous virtual meeting attendance in order to ensure student engagement and maximize student learning. In grades K- 6, virtual students will be taught in a predominately synchronous environment. A teacher from the district will identify essential standards at each grade level and develop lessons relating to those standards. The lessons will be delivered (per the established schedule) via Zoom or a similar program. Students will be required to log on during their instructional time for the day. Asynchronous activities will be assigned during times when other grade levels are being taught synchronously.   Students will be assigned to a series of four daily small group meetings that will last 20-30 minutes each in which math and literacy instruction will be delivered by a certified teacher. Students will be assigned asynchronous learning tasks to be completed when not meeting in small groups. Teachers will monitor student coursework and provide feedback and reteaching as needed. Teachers will build times into the schedule to be available for open virtual meetings. Assessments for progress monitoring of students will be done on a regular basis and scheduled with the teacher. These grade levels will report progress on Standards-Based Report Cards. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning goals, will be required to attend additional virtual meetings for a minimum of one week or until the student is on pace in their learning. If that synchronous learning does not lead to progress in learning, the student will be referred to the student success team for additional support.

Grades 7-12: Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one-one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Students will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester to complete course orientation and to become acquainted with the virtual teacher. For the remaining weeks of the semester, students will engage in a combination of synchronous and asynchronous learning. 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.

during the school week.

Students will be required to maintain a 70% or higher in each course in order to work on a flexible and independent
schedule. Teachers will monitor student coursework and provide feedback and reteaching. Teachers will be available with open virtual meetings following the daily schedule. Students falling below 70% in any course will be required to attend scheduled virtual meetings for a minimum of one week or until their grades are above 70%.

Students will be assigned asynchronous learning tasks through the Learning Management System to be completed independently. Students interact with teachers to complete learning tasks, both teacher directed and independently. Teachers and students monitor task completion and mastery of the same standards as students in onsite classrooms. Students interact with teachers to complete learning tasks, both teacher directed and independently. Teachers and students monitor task completion and mastery of the same standards as students in onsite classrooms. Teachers provide feedback through a LMS and "live" virtual sessions. Results from formative and summative assessments provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.

Virtual students and teachers will be using learning and content management systems which will require special training prior to navigating the platforms. Additional district staff will be trained and could step in as a guest teacher in the event a virtual teacher is absent.

Teachers provide feedback through LMS and live stream sessions. Results from formative and summative assessments provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.

Students will be expected to follow a schedule, complete daily check-ins with their advisor, and attend required live virtual sessions in each subject each week during the first two weeks of each semester to complete course orientation and to become acquainted with the virtual teacher.

During the remaining weeks of the semester, students and parents should check student grades weekly. Teachers will monitor student coursework and provide feedback and reteaching. Students whose grades fall in the D or F range in any course will be required to attend individual or small group virtual intervention sessions and may be asked to come onsite for additional support for a minimum of one week or until their grades rise to a C or above.

All modifications will be delivered for students with an IEP or 504. All related services such as special education, speech, OT, PT, GT and dyslexia interventions will be delivered through a virtual option although we recommend that these services be provided face-to-face on campus.

Teachers will be available throughout normal school hours.

Teachers will be available throughout normal school hours.

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.

The district will utilize a virtual/online instructional model. This program will utilize a synchronous and asynchronous approach or true blended model to online learning.   Students will engage in their digital coursework through CANVAS Learning Management System (LMS) and Google Classroom (CMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. Students will remain eligible based on a set of criteria:
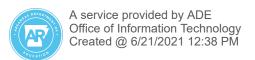
Blended Eligibility - Students and their families will complete a virtual school success assessment. The following criteria will be evaluated in the assessment utilizing a rubric:

1. Academic Standing
2. Attendance
3. Participation in state required assessments and the district's formative assessments
4. Level of support. This will include, but not limited to; the level of parent/guardian support at home.
5. Technology requirements and aptitude of students as well as the parent/guardian providing the support at home.
6. Ability to communicate in a timely manner
7. Number of credits earned
8. Previous virtual school success

Upon submission of the assessment, a district committee will provide a recommendation concerning the level of success that the student is likely to achieve. This recommendation does not necessarily deny access to the virtual program but will be used to provide support and the framework by which the student may be successful in the program. If a family decides to enroll their child in the virtual program after receiving the recommendation of the committee, the student must maintain criteria to remain eligible for virtual school. If that criteria is not met, there will be three tiers of intervention:

 1. If a student falls below a 70% in coursework or fails to log on for four days, they will be required to meet with our Virtual School Director for two days in a virtual/check in meeting to ensure the use of the platform and provide assistance as needed.
2. The second time that a student is behind they will be required to come on campus at a designated time to meet with our Director until they are completely caught up.
3. The third time that a student falls behind, they will be required to return to on-site instruction.

Students in grades 7-12 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

scheduled Zoom meetings with their teacher. All learning will take place online.

Students will come on campus for state and local formative testing, health screenings, and instructional support and interventions.

Some students will come on campus to attend AAA competitive activity classes such as, but not limited to; art, choir, band, baseball, softball, volleyball, track, bowling, golf, cheerleading, basketball, drama and quiz bowl.

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.

The Flippin School District will hire teachers, fully licensed in the state of Arkansas, to deliver instruction for its virtual students.

Core content teachers will be dedicated entirely to virtual instruction in kindergarten through sixth grade.

Grades Kindergarten - 6th Grade: The instruction received in these grade levels establishes the foundation for all future learning. We do not feel that this foundational learning can be left solely to an LMS with preloaded content. Students in these grade levels will follow a very strict schedule with synchronous virtual meeting attendance in order to ensure student engagement and maximize student learning. In grades K- 6, virtual students will be taught in a predominately synchronous environment. A teacher from the district will identify essential standards at each grade level and develop lessons relating to those standards. The lessons will be delivered (per the established schedule) via Zoom or a similar program. Students will be required to log on during their instructional time for the day. Asynchronous activities will be assigned during times when other grade levels are being taught synchronously. Students will be assigned to a series of four daily small group meetings that will last 20-30 minutes each in which math and literacy instruction will be delivered by a certified teacher. Students will be assigned asynchronous learning tasks to be completed when not meeting in small groups. Teachers will monitor student coursework and provide feedback and reteaching as needed. Teachers will build times into the schedule to be available for open virtual meetings. Assessments for progress monitoring of students will be done on a regular basis and scheduled with the teacher. These grade levels will report progress on Standards-Based Report Cards. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning goals, will be required to attend additional virtual meetings for a minimum of one week or until the student is on pace in their learning. If that synchronous learning does not lead to progress in learning, the student will be referred to the student success team for additional support.

7th - 12th grade - Flippin School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. We will utilize our BVA director as the facilitator. If the workload continues to increase, we may need to employ a paraprofessional for assistance.

Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities

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

Grades Kindergarten - 6th Grade: The instruction received in these grade levels establishes the foundation for all future learning. We do not feel that this foundational learning can be left solely to an LMS with preloaded content. Students in these grade levels will follow a very strict schedule with synchronous virtual meeting attendance in order to ensure student engagement and maximize student learning. In grades K- 6, virtual students will be taught in a predominately synchronous environment. A teacher from the district will identify essential standards at each grade level and develop lessons relating to those standards. The lessons will be delivered (per the established schedule) via Zoom or a similar program. Students will be required to log on during their instructional time for the day. Asynchronous activities will be assigned during times when other grade levels are being taught synchronously.   Students will be assigned to a series of four daily small group meetings that will last 20-30 minutes each in which math and literacy instruction will be delivered by a certified teacher. Students will be assigned asynchronous learning tasks to be completed when not meeting in small groups.

READING INSTRUCTION - Our elementary school has fully implemented all Science of Reading instructional strategies and all teachers have been required to demonstrate proficiency in scientific reading instruction by demonstrating the inclusion of these techniques in their instruction through classroom observations by trained assessors or show competency of the knowledge by passing the Foundations of Reading assessment.
In the summer of 2017, we were one of the first schools to send teachers to R.I.S.E. training as a part of the R.I.S.E. Arkansas Reading Initiative. In 2018, Johnny Key presented us with the 2018 Outstanding R.I.S.E. Arkansas School award on behalf of the Arkansas Department of Education. All of our literacy teachers are fully certified in R.I.S.E Academy and have been required to demonstrate proficiency in the Science of Reading. The teacher, who will be teaching reading to our virtual students, will be fully-certified in the Science of Reading and will be required to demonstrate proficiency as well. These teachers will engage students in the science of reading by following these guidelines in their daily reading instruction.
1. Teach phonics systematically and explicitly. All virtual students will receive the same instruction that our seated students receive. Phonics instruction is delivered through Heggerty on a daily basis and also through phonetic connections. These programs have been vetted by the literacy specialists at our educational cooperative and are in alignment with the Science of Reading.
2. Read from decodable texts rather than levelized readers which have a large percentage of words that are decodable based on what has already been taught – which will lead students to become automatic at decoding.
3. Introduce phonology followed by orthography before moving to the meaning. Using the theoretical model of the four part processor, teachers follow the research and science of how students actually learn to read which shows that the phonological processor fires first, followed quickly by the orthographic processor, then comes the meaning processor and finally the context processor.
4. Focus on the decodable part of high frequency words then address the parts that are irregular. Using the research of permanent word storage and

that are irregular. Using the research of permanent word storage and orthographic mapping introduced by Linea Ehri and brought back to the forefront by David Kilpatrick, we teach students to build their sight word vocabulary much more quickly using decoding techniques. Readers are taught to analyze each word with a focus on the parts that are decodable first and then the parts that are irregular.

5. Group students based on common reading deficits instead of a level of reading ability. At Flippin Elementary, we used the book "A Fresh Look at Phonics" by Wiley Blevins to create a literacy continuum. From that continuum of skills, we developed an assessment called our WIN assessments (which stands for What I Need) to group students by skill deficit. All virtual students will be tested with this instrument and grouped by common reading deficits to obtain the necessary skills needed to read.

Teachers will monitor student coursework and provide feedback and reteaching as needed. Teachers will build times into the schedule to be available for open virtual meetings. Assessments for progress monitoring of students will be done on a regular basis and scheduled with the teacher. These grade levels will report progress on Standards-Based Report Cards. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning goals, will be required to attend additional virtual meetings for a minimum of one week or until the student is on pace in their learning. If that synchronous learning does not lead to progress in learning, the student will be referred to the student success team for additional support.

For grades 7-12, Flippin School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. We will utilize our BVA director as the facilitator. If the workload continues to increase, we may need to employ a paraprofessional for assistance.

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?

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?

Technology / Platforms

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

In grades K- 6, virtual students will be taught in a predominately synchronous environment. A teacher from the district will identify essential standards at each grade level and develop lessons relating to those standards. The lessons will be delivered (per the established schedule) via Zoom or a similar program. Students will be required to log on during their instructional time for the day. Asynchronous activities will be assigned during times when other grade levels are being taught synchronously. Assessments for progress monitoring of students will be done on a regular basis and scheduled with the teacher. These grade levels will report progress on Standards-Based Report Cards.

During asynchronous learning times, the following programs will be used:

In grades kindergarten - 2nd grade, the CMS will be Google Classroom.

In grades 3rd - 6th, students will utilize a combination of Google Classroom and CANVAS.

In grades 7th - 12th grade, the Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level.

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.

Teachers in grades K-6 will be providing direct instruction to students via zoom or another comparable program during synchronous learning times. During asynchronous learning times, teachers will load content into our CMS which will be Google Classroom.

Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support.
The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

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

Zoom and Google Meet video communication are used to facilitate live communication between two or more participants. All district-issued devices have web cameras for video communication. The district will have completed any set up work needed related to the video communication software prior to it being issued to students.

Teachers use Zoom and Google Meet Breakout Rooms during synchronous teaching times to foster a deeper level of connection and communication for/with virtual students in a smaller setting.

Students in grades 7-12 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. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators.

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

The district will provide students in kindergarten - 12th grade with a district-issued Chromebook and charger. Families with little or no connectivity will be provided a mobile hotspot. All devices will have all necessary software loaded before they are issued to students.

Students and families may contact the district during regular school hours or submit a help desk ticket at any time for technological assistance via email at technology@flippinschools.net.

A list of locations, where the internet may be accessed, will be provided to families of virtual students . Use of all district devices is monitored by Go Guardian to meet the provisions outlined in the Children's Information Protection Act.

K-12 Students that have damaged or lost technology items will be required to immediately notify the BVA Director and make arrangements to get instant replacements for technology that is in working condition.

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.

Prior to admission to our virtual school, students and parents will complete a virtual school success assessment. After submission of the assessment, a district committee will provide a recommendation concerning the level of success that the student is likely to achieve. Parents and students will be required to attend a face-to-face meeting to discuss the committee's decision regarding the potential success of the student in our virtual program.

To make certain families are prepared for learning from home, Flippin School District will require that every virtual student and parent or guardian participate in an onsite orientation prior to the first day of instruction. Families will have the ability to attend an orientation session during the day or the evening to allow for greater flexibility.

During the orientation, virtual students and their parents/guardians will receive an overview of FSD expectations, training on how to navigate the learning management systems and strategies for successful online learning. FSD staff will distribute hardcopies of students' virtual learning schedules, the student/parent contract, and the Chromebook agreement form.

Throughout the first weeks of school, teachers will continue to train students during small and large group synchronous instruction on how to navigate the learning management systems. If additional support is needed teachers will provide opportunities for families to come onsite for individual training sessions.

Prior to school starting, students and parents will be asked to complete a survey to inform the district of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family.

Surveys will be conducted throughout the year. This will provide important data to the FSD team to ensure that current programming is meeting the needs of students and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the Bobcat Virtual Academy.

BVA teachers will monitor students' wellness and safety through student-teacher interactions, both digitally and live. These interactions may include submission of assignments through learning management systems and video conferencing. Email, texts, and phone conversations also provide a communication avenue for students and their families to reach out to virtual academy, building and district-level staff.

BVA teachers document and monitor student attendance and engagement levels. Teachers, along with administrators, contact families when students do not log on, submit assignments, or join synchronous lessons and/or interventions over a minimum of four consecutive days.

interventions over a minimum of four consecutive days.

If families experience changes so that they are no longer able to adequately support students in a virtual setting, they should return their students to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support or families may elect to homeschool.

Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Flippin School District for all BVA students.
Ozark Guidance Center provides school-based therapists to BVA students through a referral process initiated by the family or the school. Sessions with digital learners are typically conducted using telehealth services made available through the service provider. However, families may request face-to-face services.
The BVA director will check in with students to determine progress and needed supports in addition to their teachers.

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

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

Weekly progress monitoring will take place utilizing reports from the learning management system and attendance records of the virtual classroom teachers.

Grades Kindergarten - 6th Grade: The instruction received in these grade levels establishes the foundation for all future learning. We do not feel that this foundational learning can be left solely to an LMS with preloaded content. Students in these grade levels will follow a very strict schedule with synchronous virtual meeting attendance in order to ensure student engagement and maximize student learning. In grades K- 6, virtual students will be taught in a predominately synchronous environment. A teacher from the district will identify essential standards at each grade level and develop lessons relating to those standards. The lessons will be delivered (per the established schedule) via Zoom or a similar program. Students will be required to log on during their instructional time for the day. Asynchronous activities will be assigned during times when other grade levels are being taught synchronously.   Students will be assigned to a series of four daily small group meetings that will last 20-30 minutes each in which math and literacy instruction will be delivered by a certified teacher. Students will be assigned asynchronous learning tasks to be completed when not meeting in small groups. Teachers will monitor student coursework and provide feedback and reteaching as needed. Teachers will build times into the schedule to be available for open virtual meetings. Assessments for progress monitoring of students will be done on a regular basis and scheduled with the teacher. These grade levels will report progress on Standards-Based Report Cards. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning goals, will be required to attend additional virtual meetings for a minimum of one week or until the student is on pace in their learning. If that synchronous learning does not lead to progress in learning, the student will be referred to the student success team for additional support.

For the sake of attendance in grades K-6, students will be counted present when they attend synchronous learning activities. During asynchronous learning activities, students will be counted present when they complete the assigned activities and thereby meet learning objectives and goals.

BVA teachers will share weekly academic progress reports to keep students and families abreast of student mastery of grade level skills and standards utilizing TAC and HAC. If students do not show progress in weekly assignments, or if an overall grade drops below 70% there will be three tiers of intervention provided (see below). In addition, teachers will provide interventions for these students. Interventions could include, but are not limited to: reteaching of a lesson, small group sessions, one to one sessions, or onsite tutoring time.

If interventions are not successful, an academic meeting will be required with the student, parent and BVA Director. The following steps outline the campus and district process for wrap around support and intervention:

 If that criteria is not met, there will be three tiers of intervention:

1. If a student falls below a 70% in coursework or fails to log on for four days, they will be required to meet with our Virtual School Director for two days in a virtual/check in meeting to ensure the use of the platform and provide assistance as needed.

2. The second time that a student is behind they will be required to come on campus at a designated time to meet with our Director until they are completely caught up.

3. The third time that a student falls behind, they will be required to return to on-site instruction.

In the case where students have lost power or online access, students will refer to their Emergency Offline Kit that will contain one week's worth of lessons and activities as determined by the teacher providing instruction to each specific course. This may include activities such as journaling, reading or related coursework.

Flippin School District has access to the Virtual Arkansas Genius 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 the administrator or request the administrator to be contacted if the initial intervention is not successful.

K-12 Students that have damaged or lost technology items will be required to immediately notify the BVA Director and make arrangements to get instant replacements for technology that is in working condition.

LEA INSIGHTS

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

The data to be used to determine adequate progress include the following (but are not limited to): attendance data, grades on coursework, completion of coursework, end of unit assessments, teacher conference/check in data, WIN testing, DIBELS, report card testing, iReady data, ACT Aspire data, as well as any other classroom assessments. As in the classroom, progress monitoring is a constant process. All of the aforementioned assessments, with the exception of ACT Aspire, have progress monitoring components that can be utilized at any time. If a student falls behind in any area, teachers intervene immediately to close the gap. If there is a more significant issue with the student's learning and the teacher's interventions are not closing the gap, the RTI plan calls for a more intense level of support.

If a student does not make daily academic progress or is not engaging consistently, the BVA teacher will intervene. These interventions may include, but are not limited to:
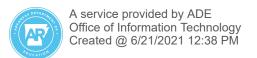
academic coaching, providing small group or one-on-one instruction, reteach the skill or standard, and/or a phone call to parents.

Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in mandatory in-person or virtual meetings with the teacher and parent to monitor progress, remediation session to ensure success on assignments, and increased time spent on coursework. Additionally, interventions may include weekly check-in meetings with the teacher of record, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance, the student will be referred to the BVA Director for consideration of more intensive support. When needed the BVA Director will enlist the assistance of an administrator, a counselor, and/or other licensed staff member. Guest experts are also included when appropriate. For example, if the team is considering a referral for Level II dyslexia screening the reading interventionist is invited.

Students are eligible for face-to-face instructional support during established hours of on-site learning. Times for this support will vary by student and will be discussed on a case by case basis. Interventionists and teachers are available to provide assistance and interventions virtually but if the student is struggling in the virtual environment, they will be asked to come on site for intervention services. These services could be provided by a classroom teacher, an interventionist, a special education teacher or aide, or an instructional aide. If a student falls behind academically and the teacher is not able to close the learning gap within a two week time frame, the next level of academic support will begin for approximately the next six weeks. If the gap is not closed by that time, tier III testing will be scheduled and conducted to determine if there are additional learning disabilities causing the learning gaps.

Students may access school-based counseling services onsite or remotely.

All services provided through special education, English speakers of other languages (ESOL), gifted education, or 504 plans will be provided remotely, or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments. Dyslexia

required to meet onsite for specific services and assessments. Dyslexia interventions will be conducted in a face to face setting.

Support personnel include, but are not limited to the following:

Migrant Aide

Gifted and Talented Director

BVA Director

Behavior Interventionist

Special Education Director

ESOL Director

School Counselors

OUR Educational Service Cooperative Specialists

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

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

To support student learning the Flippin School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence based instructional decisions in the best interest of the students we serve.

Additional data points are analyzed including attendance discipline, mobility, etc. The BVA, depending on analysis of data, uses individuals at each building site to monitor and support students showing limited improvement throughout the multiple data points.

Kindergarten - 4th grade students will complete state required initial screening assessments onsite three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. They will also participate in all of the same assessments that seated students take such as, but not limited to, the PAST assessments, WIN assessment, DIBELS and all progress monitoring and report card testing for standards-based report cards. Students must come onsite for the state-mandated iReady assessments.
Grades 5-12 will utilize IXL for formative assessment data. Grades 9-12 will utilize SHMOOP.

Students in grades K-8 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in literacy and math utilizing iReady. Additionally, the initial screening assessment criteria, as mentioned above for K-2, will be used when needed to identify student deficit areas in grades 3-12. Based on individual need, in extreme circumstances, digital administration of the assessments could be employed.
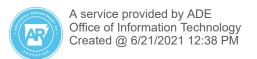BVA staff will monitor student progress weekly in order to ensure students are meeting academic goals or targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved.

Formative assessments may be PLC developed or included in content management systems. Teachers will analyze results from common formative assessments (CFA) to monitor students' mastery of grade level content standards and determine instructional next steps.
FSD formative assessments are outlined in a timeline of the assessment windows. When aligned with testing requirements, district formative assessments (iReady, ACT Aspire Interims, teacher created CFAs, etc) may allow for flexible testing schedules.

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

checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

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

Teachers in Grades K-2 will administer state-required screeners to digital learning students onsite, if at all possible, to identify students who may demonstrate characteristics of dyslexia (COD). Teachers or reading interventionists will administer Level I screeners to struggling digital learning students in Grades 3-12 either onsite or via Zoom/Google Meet. Reading interventionists will administer Level II dyslexia screeners to digital learning students' onsite, when needed. These screeners need to be administered on campus because rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings are available if absolutely necessary.

All teachers are trained to recognize signs of dyslexia. Professional awareness is key to early identification. Early interventions for students with dyslexia are dependent on informed and knowledgeable teachers, interventionists, and therapists. Per the law, each teacher shall receive professional awareness on:
1. The characteristics of dyslexia; and
2. Evidence-based interventions and accommodations for dyslexia (Ark. Code Ann. § 6-41-608).
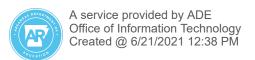
These awareness pieces are provided to teachers of the Flippin School District annually. In addition, the Arkansas Department of Education (ADE) has approved a course offered through ArkansasIDEAS online professional development portal (http://www.arkansasideas.org). This course, Dyslexia: A Three Part Professional Development, meets the requirements of the law. Also, opportunities will be provided for professional awareness to be provided through education service cooperatives or at another venue approved by ADE (Ark. Code Ann. § 6-41-608). The teacher should receive written documentation when completing any approved dyslexia professional awareness. The Department of Education shall collaborate with the Department of Higher Education to ensure that all teacher education programs at state-supported institutions of higher education provide dyslexia professional awareness of the
1. Characteristics of dyslexia; and
2. Evidence-based interventions and accommodations for dyslexia (Ark. Code Ann. § 6-41-609).
Reading interventionists will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor. FSD uses the Susan Barton System as its primary curriculum resource to support students with COD. Digital learning students receive onsite intervention sessions.

Parents/guardians and school staff should collaborate as needed to determine adjustments to services and/or accommodations. Parent-teacher communication is critical to ensuring that the needs of students who have been identified as having characteristics of dyslexia are met during any learning model.
During Blended/Remote students who have been identified as having characteristics of dyslexia students must be served in person as a virtual program does not exist for the Susan Barton System and tile manipulation is required by the student. Should a virtual program become available for this

required by the student. Should a virtual program become available for this program, we will consider delivering services virtually. Session lengths and frequency of sessions will be scheduled based on the Susan Barton System guidelines with additional supports as needed to meet the student's dyslexia plan.

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

Describe how Gifted and Talented supports and services will be provided to digital learning students.
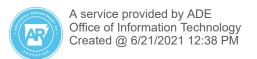
Flippin School District gifted programming options will be provided to virtual students across all grade levels, K-12. Students in grades K-2 will receive the same services as the students on campus but they will be given a choice concerning delivery. Those students in K-2 can come to campus for GT enrichment class or they can attend the class virtually. Classroom teachers (including virtual classes) always look for ways to enrich and extend gifted students through coursework and instruction as well. Identified gifted students in Grades 4-6 will receive asynchronous and synchronous instruction from a licensed GT teacher. These services will be in place of, and not in addition to, the general education curriculum. Grade-level GT teachers will collaborate with BVA teachers to determine appropriate scheduling for at least 150 instructional minutes per week. The GT director will collaborate with the OURESC GT director and area GT directors to ensure that best practices are effectively implemented. The GT department will accept referrals for virtual students (grades 3-12) in the same manner as students attending school onsite. These recommendations can come from teachers or parents who have insight to the student's ability. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom.

GT teachers provide optional enrichment activities and extension activities for students that may complete their work ahead of time and need something additional.

GT staff will provide professional development to the BVA teaching staff and will collaborate with teachers throughout the year on appropriate GT services, documentation of differentiation, characteristics of GT students, etc. The GT Specialist from the OUR Education Service Cooperative (OURESC) will support by providing professional development as needed. The virtual academy will become a component of the annual program evaluation of the gifted program.

All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

Students enrolled in Virtual Arkansas can elect to take AP courses that they offer. If a student is required to return to campus at any point, they can continue to take and complete that AP course through Virtual Arkansas from a

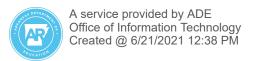continue to take and complete that AP course through Virtual Arkansas from a classroom on our campus. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

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

Teachers will allow for accommodation as needed based on a student's LPAC. Additionally, student support will be provided through teacher help, virtually designed lessons with instructional supports, LMS platform supports, and instructional videos.

Additionally, teachers will be available via email, Google Hangout, ZOOM or other video conferencing programs. Teachers may use Google translate for translation and communication with parents.

Additional support from building and district-level multilingual staff may be used if needed. Students will receive English Language Development embedded as part of the core curriculum aligned with their daily content classes with integrated support.

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand. Students will be required to come on campus for the ELPA21 assessments and summative evaluations. Conferences regarding the testing results can be conducted virtually or in-person.

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

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

Every digital learning student with an IEP will be assigned a special education teacher in addition to his or her general education teachers.

The special education teacher will be available to assist general education teachers with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

The special education teacher will provide direct instruction to digital learning students according to the student's IEP.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone or online session at least once each year for the IEP meeting. Referral and Initial Placement conferences will be conducted on-site.

Student special education evaluations will be conducted on-site due to validity requirements.

Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.

BVA Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.

Assessments -
1. On-site assessments for DLM, iReady assessments, ACT Aspire
2. On-site evaluations for Special Education
Training -
3. Training Support for parents, students, teachers related to formats being used (Teach Town, CANVAS, Go Guardian, Google Classroom, communication apps, etc).
4. Training support for teachers on how to implement IEP accommodations.
Conferences -
5. Conferences held virtually and/or on-site
6. An IEP team may determine the appropriateness of virtual learning for a student and what accommodations would be needed in that environment. If a student is not engaged in virtual the IEP team can meet and decide if they should return to blended.
Instruction -
7. Instruction: (based on student need/response) Asynchronous and synchronous instruction. (use platforms such as Google Classroom, CANVAS, etc. to provide content that aligns with grade-level standards)
Related Service Providers -
8. Virtual and/or in-person delivery
9. Determine need for equipment and if it will be school or parent provided
Other factors considered -
10. Determine need for 1:1 (if 1:1 para was provided for transitions, safety, etc, then the need may not be warranted for a virtual environment)

504 services and supports will be provided by the virtual classroom teacher. 504 Evaluation and Review Conferences will be conducted virtual by FSD School

Evaluation and Review Conferences will be conducted virtual by FSD School.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Flippin 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.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:
1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

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.

* Virtual Arkansas has a digital platform supported with instructional videos.
* Screencastify is used by teachers to provide instruction and it is used by students to record their learning.
* Lessons are also designed with audible options for students to hear lessons.
* English Language Development (ELD) students in a blended/remote learning environment will receive English Language Development embedded as part of the core curriculum aligned with their daily content classes with integrated support.
* Newsela is used by teachers to allow reading levels to be adjusted for students without the loss of content/standards.
* Kami, Boom Decks and Padlet are used to assess student learning and for students to self-assess their learning.
* Google Draw is used by teachers so that students can work at their own pace and show understanding of concepts.
* Go Guardian is used for instruction and observation of student learning sessions.
* Extended time can be used by any student as blended/remote learning to meet their academic needs.
Families are critical in this process. The district created family support videos. These videos address the different learning platforms, learning tools, social worker supports, and learning options. As the needs arise, additional videos will be created.

All students are provided with a Chromebook with access to a content management system based on the grade level and student proficiency with technology. Assistive technology is installed on each Chromebook for all students to support writing digital math expressions and Read&Write for Google Chrome which gives students access to: text to speech, speech to text, predictive text, provides picture and word dictionary, vocabulary list, highlighting tool, screen masking, etc. digital libraries are also provided for teachers and students.

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. Student services committees may determine additional accommodations based on individual student needs.

All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility

courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Teacher Supports

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

LEA INSIGHTS

The OUR Educational Cooperative assisted the district in outlining a digital plan. They set-up ongoing meetings to continue the support in a collaborative manner. During these meetings, an emphasis was put on supporting teachers in a blended/remote environment. The Coop has offered to provide support to the teachers and district as needed to support students at the highest level.

District Supports
* The district purchased Virtual Arkansas for blended courses and will provide PD to use the LMS platform.
* The district has content-created remote lessons that can be uploaded into a CMS. Teachers may use these materials or create their own.
* ELD lessons have been embedded in instructional materials to support students with their language development.
* Reading lessons were created by elementary teachers that align with the science of reading standards.
* The district purchase of Go Guardian makes teachers much more adept at monitoring individual students computers, distractions, etc.

School Supports
* iReady curriculum is used to personalize the reading and math needs of students.
* GT lessons were designed to enhance the learning options.

Instructional Facilitator/Instructional Specials Support
* The District Instructional Specialist (IS) will work one-on-one or in Professional Learning Communities (PLCs) with teachers to help them design lessons, implement technology tools, or learn about new instructional tools.

Teacher Supports
* Flippin teachers, through the PLC process, work together to help each other achieve. During the summer of 2021, lessons will be reviewed and assessed for consistency, including horizontal and vertical alignment.
* Teachers will provide their peers with hands-on training in the LMS used as well as programs to supplement and enhance vertical learning opportunities.
* Teachers will help with the designing of these lessons and work collaboratively to review grade level standards and instructional strategies.

FSD will provide ongoing, job-embedded professional development focused on content management and instructional practices appropriate for virtual learning. The OUR Education Service Cooperative (OURESC) will assist with technology tools/instructional practices as needed.

Virtual teachers will receive additional instructional support through two professional learning community (PLC) meetings every month during the school year. The district leadership team will work closely with the BVA Director to provide support in leading the Flippin (Bobcat) Virtual Academy (BVA).

For grades 7 - 12, Flippin School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust

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.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.

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?

All virtual teachers will be scheduled for a minimum of 200 minutes of planning time per week, which aligns with district onsite staff requirements. Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support curriculum, accommodations, technology tools, instructional practices, etc. The virtual school learning management system will include digital content to reduce the need for teacher-created lessons. However, teachers will have flexibility to insert lessons into the learning management system to help further meet the needs of the students.

The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. 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. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas.

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 district is a 1:1 technology district. Funds have been invested in building the infrastructure necessary to accommodate the district devices. In addition, the community has worked together to map out spots of free internet access for the community in addition to providing individual hotspots for students who need it.

Each student in the district is assigned a device for their use during the school year. Devices contain various applications and materials that are pertinent to their grade level and content areas. In order to ensure all digital learners have equitable access to virtual instruction, FSD provides every student, regardless of living situations, with a Chromebook and charger. If necessary, a mobile hotspot to access the internet). If families elect to participate, low cost insurance for Chromebooks is available through the school district.

Flippin School District Clothes Closet provides basic needs such as clothing, food, and school supplies to remove barriers to student learning.

The Federal Programs coordinator serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies.

Additionally, the district will use the following measures to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc., along with utilizing the School Intervention Team (SIT) for student support and intervention.

Flippin School District's GEPA (General Education Provisions Act) statement for the district:
"The district has NOT identified any barriers in providing any equitable services to all students and teachers. Through ongoing monitoring as any barrier is identified, the district will implement procedures to address and remove the barrier. There have been no discrepancies found in services provided to students and teachers based on gender, race, national origin, color, disability, or age."

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.

Summative ACT/ACT Aspire, ELPA, ACT Aspire Interim, and iReady assessments as well as K-2 screeners are administered onsite for digital learning students.

Parents will be notified of onsite testing requirements during student enrollment and registration. Testing dates and requirements will be posted on the district testing website and shared through the district and school social media, communication apps and sent to individuals through email. Parents/guardians will also receive automated phone calls from individual schools.

Students will come on-site to test based on identified grade bands established by the district testing calendar.
Students will be distanced based on testing guidelines.
Students will bring their own devices to test.
If a student takes the DLM assessment the teacher will work out with the parent times for the student to complete the assessment based on state testing guidelines.

Student/family refusal to test on site may result in denied enrollment in the virtual academy.
Students will test onsite as per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the building test coordinator with input from the BVA Director and virtual academy teachers. Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments.
Virtual Academy teachers and the BVA director will assist building test coordinators with communication to students and families regarding testing dates, times, and options.

Virtual Arkansas requires trained proctors for major assessments. Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The effectiveness of the Flippin (Bobcat) Virtual Academy (BVA) will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as ELPA 21, ACT Aspire, and iReady.

Administrators, teachers and counselors will identify students receiving grades lower than a 70% to determine instructional next steps, and to monitor students' progress toward meeting graduation requirements.

Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within the academy, what needs improvement, etc. Focus groups and/or advisory committees will be formed and will contribute additional data to evaluate effectiveness.

Administrators will also use data and feedback collected from teacher meetings and PLCs to monitor program implementation levels.

The Flippin Virtual Academy Director and building and district administrators will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs and Science of Reading monitoring requirements.

Building administrators, including the virtual academy director, will meet at least once each month to work collaboratively to improve student outcomes across the district.

The district will utilize various criteria to monitor and evaluate the effectiveness of the district's digital program.

1. Schools will monitor students attendance
  a. Teachers will keep ongoing attendance records
  b. The teacher will monitor weekly and the school will review quarterly
  c. Any issue that arises will be addressed immediately with the student and families
  d. In severe cases, if learning is negatively impacted students may be required to change learning models

2. The school will monitor students grades
  a. Teachers will keep ongoing records
  b. The teacher will monitor weekly and the school will review quarterly
    i. Any issue that arises will be addressed immediately with the student and family
    ii. In severe cases, if learning is negatively impacted students may be required to change learning models
3. Schools will monitor student growth using mid-year formative assessments. Student growth will be documented and shared with parents/guardians. Parents/Guardians will be given grade-level expectations and expected growth.
  a. K-8- the iReady assessment results will be shared with the student and their families by being sent home to parents/guardians or via phone call or ZOOM.
  b. Grades 3-8 -the ACT Aspire Interim results will be shared with students and their families by being sent home to parents/guardians or via phone call or ZOOM.
  c. These results will be used by the teacher and building administrator to determine the effectiveness of the learning model for each student

determine the effectiveness of the learning model for each student.

  d. In severe cases, if learning is negatively impacted students may be required to change learning models

4. Monthly principals' meetings will be used to discuss the success of the program.

5. Surveys will be given to teachers and families throughout the year seeking to know what is working well and what should be evaluated for improvement.

6. Performance of onsite students will be compared with that of virtual students on assessments that both groups are taking.

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.

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

Teacher Effectiveness: Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.

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

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.

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)

Family and community feedback was a key component in the development of the Flippin School District Digital Learning Plan. Throughout the 2020-2021 school year teachers and parents have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process.

The BVA Director will facilitate an orientation for BVA students and families to provide the following:
* An overview of BVA expectations
* Training on how to navigate the learning management systems
* Training on the content management systems, if applicable, (TeachTown, Google Classroom)
* Strategies on how to be successful with online learning
* Attendance requirements
* Criteria for remaining in the program or returning to seated classes
* Use of technology
* BVA contract agreements

Parents have access to programs to monitor their student's progress. Teachers provide parents with progress reports and parents are encouraged to attend parent/teacher conferences conducted each semester.

At any point during the school year, parents may contact the BVA Director or a BVA teacher for individual assistance with digital learning tools, academics, or student support services.

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 (https://www.virtualarkansas.org/293342_2).

The following is the link to the Flippin School District Parent and Family Engagement Plan:

http://bit.ly/FSDFACEPlan

LEA INSIGHTS

Provide the URL to evidence of the local school board's approval of the waiver request(s).	http://bit.ly/FSDBoardApproval
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	bit.ly/FSDStakeholderFeedback

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	http://bit.ly/FSDAttendancePolicy
Please provide a link (URL) to the discipline policy for digital learning students.	http://bit.ly/FSDDisciplinePolicy
Please provide a link (URL) to the grading policy for digital learning students.	http://bit.ly/FSDGradingPolicy

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