



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Bryant School District (6303000)

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 #: 6303000

Superintendent: Karen Walters

Email: kwalters@bryantschools.org

Phone: (501) 847-5600

Duration Requested (not to exceed five years): 1 Year
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
6303028 - Bethel Middle School 6303026 - Bryant Middle School	6-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
6303022 - Bryant High School 6303017 - Bryant Junior High School				



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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Attendance

6-18-
213(a)(2)



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>A student in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning.</p> <p>Definition of Engagement- A student logs in daily or weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan. Extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.</p> <p>AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Teachers who have period(s) dedicated to fully digital learning can have more than the DESE rules governing approved class size. No classes where students meet onsite will surpass the class size determined by DESE. (not to exceed 5 students over standards)
Teaching Load Number of students: 10 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	Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules. (not to exceed 10 students over standards)



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 (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	<p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</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			Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.
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)	

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.

For asynchronous instructional delivery, Bryant teachers will facilitate virtual learning for students, who will utilize the software platform (Edgenuity) to access their courses/coursework. Students are self-paced with weekly academic progression expectations. Students are required to attend weekly Zoom meetings with their Bryant facilitator (teacher) to check their academic progress and provide academic support. Additional Zoom meetings will be required for students who need RTI and/or small group instruction with their Bryant facilitator.

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.

Our interaction will be asynchronous through the learning platform (Edgenuity). Weekly Zoom meetings will be required for students with their Bryant facilitator, including RTI, and small group instruction for students who need additional support.

For asynchronous instructional delivery: students can work on their coursework at any time, but are required to meet weekly academic progress for each of their courses. Students are self-paced with weekly academic progression expectations, including assignments, projects, and assessments. Students are required to attend weekly Zoom sessions with their Bryant facilitator (teacher). Students will use Edgenuity as their learning platform to access their courses.

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.

For sixth through twelfth grades, facilitators (Bryant teacher) will have a set schedule to meet with students for the required zoom sessions.



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

Interaction and Frequency:
Asynchronous: Bryant facilitators (teacher) will monitor student academic progress in the learning platform. Every student will be required to attend the mandatory weekly progress Zoom meeting with their facilitators. The facilitators will be available to provide individual assistance to students.

Instruction:
Asynchronous: Bryant facilitators (teachers) are expected to follow the district curriculum based on Arkansas state standards. The district learning specialists are aligning the Edgenuity courses to match the district scope & sequences.

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

The maximum number of students a teacher would have in a virtual class period could be up to 5 students over what is allowed by standards of accreditation. The district hopes this waiver is not needed. However, if numbers for a particular class do not allow for two teachers for efficient operation, it would be necessary.

All teachers have a daily planning period that allows for planning of instruction and student supports. Teachers are also provided time to meet with grade/content and PLC instructional teacher teams for data analysis, curriculum planning, discussion of students' learning, and professional growth. The district content specialists work with teachers on a weekly basis to provide additional support.

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?

For students in grades 6-12, the maximum number of students a teacher would have over the 150 teaching load is ten students, for a maximum of 160. Teachers will be compensated according to district policy. The district hopes this waiver is not needed. However, if numbers do not allow to add an additional teacher for efficient operation, it would be necessary.

Technology / Platforms

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

LMS: Edgenuity (6-12)



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.

Bryant facilitators (teachers) will monitor the Edgenuity learning platform that is aligned to the Arkansas standards using the district's scope & sequence, pacing guides, curriculum and assessments.

Teachers and students will all have access to the following digital supports for RTI & small group support or individual learning if needed:

Khan Academy- Grades 6-12, math: Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Khan Academy focuses on skill mastery to help learners establish strong foundations.

DeltaMath- Grades 6-12, math: DeltaMath is an online math practice and learning site. Teachers assign their students automatically-graded, interactive problems from a long list of modules sorted by level – from middle school Common-Core-aligned math to AP Calculus to master concepts.

Newsela- Grades 6-12, all subjects: Newsela's platform takes real and new content from trusted providers and turns it into learning materials that meet most State standards. This provides texts that can be chosen for literacy level with questions and writing prompts that are editable by the teachers.

Edgenuity- Grades 6-12, all subjects: Courseware curriculum is grounded in research and aligned to state standards, the Common Core, and the NGSS. Courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. Courseware connects with students with a flexible offering that supports evolving instructional needs for fully online, blended, hybrid, and in-person instruction.

GoFormative- Grades 6-12, all subjects- is a web-based tool that allows teachers to create digital formative assessments, tasks, or assignments that are easily accessible from any electronic device: laptop, tablet, or smartphone.

GoFormative provides the alerts needed to intervene in live time. Teachers can give feedback while students are working on assignments/assessments.

Bryant Teacher Resource HUB houses a variety of instructional, how-to videos for utilizing digital resources to assist with digital delivery.

Core textbooks (online, digital content)

NWEA Grades K-10: Students are tested in reading, math, and science. All subjects use NWEA data. NWEA creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. Its structure is cross-grade, which provides a measurement of students who perform on, above, and below grade level. The MAP Test assessments reveal precisely which academic skills and concepts students have acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that



LEA INSIGHTS

grade independent and adapt to each student's instructional level, so that teachers, students, and parents can track achievement. The Map test allows teachers to notice trends to help with setting objectives for the class, a small group, and/or an individual student. NWEA MAP Growth is designed to measure student achievement in the moment and growth over time.

Edpuzzle Grades 6-12 Is an easy-to-use platform allowing teachers to engage every student, one video at a time. Teachers can use videos from YouTube, Khan Academy, Crash Course, or record and upload their own video. Teachers can check if students are watching the videos, how many times they're watching each section, and if they're understanding the content with embedded questions.

Generation Genius Grades 6-8 Is a teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, and more. The videos are produced in partnership with the National Science Teaching Association.



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.

Bryant facilitators (teachers) will use Zoom video communication software to deliver instruction and interact with students.

The district has purchased the Zoom professional license for all teachers and all students to have available at all times. This license provides tools for teachers which includes chat, breakout rooms, whiteboard, screenshare, and ability to record.

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.

Virtual students will be issued a device (Chromebook or iPad) for their learning. The district has installed several Wi-fi locations throughout the community to provide equitable connectivity access for all students. Students may request a hotspot if needed.

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.

Counselors will be available for individual or group therapy as needed.

Bryant facilitators (teachers) are trained in Capturing Kids Hearts and have daily routines that follow the EXCEL Model (Engage, Explore, Communicate, Empower, and Launch).

Students are required to attend their weekly Zoom session with their cameras on. This allows staff working with students to note if there is anything amiss with the student or their home environment. As mandated reporters and trained observers, if teachers, counselors, or administrators notice chronic issues or have concerns about the health, safety, or well-being of a student, they will take action to provide necessary intervention and resources, including home visits and social work involvement.

Lunch and breakfast will be available for pick-up on student interaction days.

Virtual students may report to campus during certain times for state-mandated health screenings. School nurses will also monitor vaccination requirements.



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.

Academic and student engagement is monitored weekly through assessments, student participation in the learning platform, assignments and activities, and completion of lessons and assessments.

Additional supports will be provided based on pre/post and diagnostic assessments, and initial screeners. Supports include the implementation of the district's RTI plan with assigned time for small groups and independent instruction using research based materials.

Supports for Engagement: Find the root cause of disengagement. Is it a skill or a will issue? If it is behavioral (will issue), teachers seek the help of building administration and interventionists. If it is content-related (skill issue), such as struggling, then the teacher should monitor and implement appropriate RTI & remediation activities.

Each student is responsible to complete their weekly grade check online form. This form automatically notifies the teacher and the parent of the student's current grades and missing assignments. This spreadsheet is monitored weekly by building administrators and counselors.

If a student drops below 70%, then the student will be required to participate in intervention support. If academic progress does not improve then a meeting will be held with an administrator and the parents to determine the best instructional option for the student.



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

Zoom time will be scheduled weekly for small and individual RTI with their Bryant facilitator. Secondary has a district RTI plan that is based on 3 Tier support. The materials and resources used are researched based and provide students additional support in the areas of need.

Additional supports will be provided based on assessments, diagnostic assessments, summative assessments, and initial screeners.

If a student drops below 70%, then the student will be required to participate in intervention support. If academic progress does not improve then a meeting will be held with an administrator and parents to determine the best instructional option for the student.

Additional tutoring via Concept Coaching through Edgenuity is available for students after hours who need help.

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

Asynchronous- formative assessments are built into the Edgenuity learning platform. The Bryant facilitator will monitor the student's academic progress including assessments. Also on a weekly basis, the building administrator will review students' academic progress for instruction, time on task, and assessment data. The administrator meets weekly with the facilitators to review the student data and progress for every student. If the student is struggling academically, the team will develop a plan to provide additional support to the student. Then these supports will be discussed with the student and parent.

Diagnostics are given for each student regarding reading and math proficiency. Based on the individual student data, instruction will be planned accordingly.

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

Bryant Public Schools will ensure all requirements of the dyslexia law are met for virtual learners.

Dyslexia intervention services will be provided by an interventionist trained in our dyslexia program virtually using the dyslexia program's digital platform and Zoom.



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

Bryant Public Schools will ensure GT program standards are met for virtual learners.

GT identified students in grades 6 and above are served in Pre-AP, AP, and Concurrent Credit classes.

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

Bryant Public Schools will ensure all requirements of the LPAC plan are met for virtual learners.

English learners will receive access to core content with integrated EL support. The facilitator will provide appropriate linguistic accommodations/supports so that English learners may access the content. (CCP-CC)

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



Bryant Public Schools will ensure all requirements of the IEP and 504 plan are met for virtual learners.

Each year, every special education student's (IEP) team will meet to review the child's IEP and to update or develop the School Closure Tracking Form. This School Closure Tracking Form will be attached to the student's IEP and indicate the services he or she will receive as a digital learning student if, in consideration of the regular education criteria, the team determines that he or she would benefit from digital learning and receive a Free and Appropriate Public Education (FAPE). The team will also consider supplementary aids and supports that are required for the student. The Considerations for Educationally Relevant Therapy form will be used to determine if the student is a candidate for virtual related services (i.e. occupational therapy, physical therapy, etc.).

Students who are assessed using the Dynamic Learning Map (DLM) (alternate assessment) will be expected to participate on site at the special education office or at the school where the virtual special education teacher is housed.

If a regular education, digital learning student is referred for special education services throughout the school year and the referral team determines the child needs to receive an evaluation, the parents will be asked to bring the student to the special education office or school site for face-to-face testing.

For students already receiving special education services who are in need of an re-evaluation, the parents will be asked to bring the student to the special education office or school site for face-to-face testing.

Some testing components may be conducted virtually (i.e. adaptive behavior scales, parent interviews, social histories, etc.).

Unless specifically requested by a parent or guardian, all special education-related conferences will be held virtually through Zoom or Google Meet. The notice of conference will indicate that the conference will be held virtually and the parent will be provided with the link to the meeting room along with the notice. If a parent requests interpretive language services, an interpreter will attend the virtual meeting to interpret and/or translate for the parent(s).



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: Students adjusting the size of text, use of highlighting, adjust background colors and brightness of the screen, control volume, answer eliminator, adaptive assistive technology, the use of google dictation to assist with typing, and digital copies of notes.

Additionally, students may have access to videos within the learning platform. Assessment platforms have the text-to-speech option for students who need this accommodation.

Bryant facilitators have access to a virtual resources hub that houses directions and information for each of these tools.

Teacher Supports

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

The Bryant facilitators will continue to be active members in their PLC instructional teacher teams. These teams meet weekly to discuss student learning, curriculum, instruction, and assessments. The administrators and district content specialists are members of each of these teams to provide additional support when needed. The district will continue to provide professional development and training for virtual teachers. Additionally, the district will continue to provide additional time for virtual teachers to create content conducive to a virtual environment.



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 Bryant teachers have a daily planning period that allows for reviewing of data, planning of instruction and student supports. Teachers are also provided time to meet with their PLC instructional teacher teams for data analysis, curriculum planning, discussion of students' learning, and professional growth.

The district will provide specific professional development (PD) for facilitators in the summer, and ongoing throughout the school year through district PD days and PLC instructional teacher teams. The district content specialists work with teachers on a weekly basis to provide support.

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.

Virtual learning is open to all students. Bryant will provide all appropriate testing and support services for qualifying students. A virtual learner will be provided a device and a list of locations throughout the community for connectivity if not available in the home. Students will have access to interventions, therapy, and additional supports based on student data.

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 take state assessments and school/district required testing (NWEA, ACT Aspire, etc) at the designated school site. Students will be informed about dates and testing locations. Transportation and alternate testing schedules (meets DESE requirements) will be provided if needed. For students who have not confirmed their assigned testing session, phone calls and house visits will be made if needed.

Information about the requirements for statewide summative assessments is communicated to parents in different platforms including and not limited to:

- Student Handbook
- Virtual Learning Guide
- Parent Meetings
- Website
- Social Media outlets
- Parent email
- Teacher communication to parent
- Building Newsletters or Announcements



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.

Our district will monitor and evaluate the effectiveness of the digital option using the same measures that the onsite option is evaluated. Monitoring will be performed periodically throughout the school year based on the measures below:

TESS - Teacher evaluation model

Diagnostic Assessments

End of Quarter & Semester Assessments

Summative Assessments

Local Assessments

Teacher and parent surveys

Classroom | Zoom Observations

Student Data Tracker (assessments, grades, etc.)

Student attendance

Parent, teacher, and student surveys

Data gathered from the measures above will be used to determine the effectiveness of the digital program. Based on this review if needed, changes will be made to improve the digital program.

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

The district will provide a Parent Orientation to educate parents on all the components of the digital learning program. Parent workshops will be offered to assist parents with the digital learning platforms.

Parents will be part of the school's community and provided opportunities for participation in parent organizations and activities virtually or in person if preferred. The learning platform will be set to send weekly grade checks to parents via email for progress monitoring. The facilitator, counselor, and/or administrator will communicate with parents if students are not making appropriate academic progress in all of their assigned Edgenuity courses.

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

<http://bit.ly/4152021>

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

<http://bit.ly/BSDCCommunicationBuzz>

Policies



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

<http://bit.ly/SecHandbook>

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

<http://bit.ly/SecHandbook>

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

<http://bit.ly/SecHandbook>

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