



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 **Hamburg School District (0203000)**

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 #: 0203000

Superintendent: Tracy Streeter

Email: tstreeter@hstdlions.org

Phone: (870) 853-9851

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
0203017 - Hamburg Middle School	Grades 7-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
0203018 - Hamburg High School		Synchronous		



Waivers

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

Attendance

6-18-
213(a)(2)



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Attendance waiver request:</p> <p>Hamburg School District is requesting a waiver requiring on- campus attendance. The granting of this waiver will allow students grades 7-12 to attend school virtually off campus through Virtual Arkansas.</p> <p>Each Virtual Arkansas course will have pacing guides that include assignment due dates. The student will be considered absent from a course on the date that an assignment is not submitted as required by the pacing guide for that course. When a student accumulates more than 3 absences as defined here in a 9 week period in a course the student will be required to attend school back on campus for the remainder of the year. This transition back on campus will occur at the beginning of the next 9 week grading period. See Virtual Learning Policies here: https://bit.ly/3xuPk1s</p> <p>What follows is a description of what Virtual Arkansas requires for virtual attendance. Any student attending a Virtual Arkansas Zoom session must be aware of the following guidelines:</p> <ol style="list-style-type: none">1. The environment from which the student attends the Zoom session should be appropriate and conducive to learning. Please be aware of the following expectations regarding the Zoom environment:<ol style="list-style-type: none">a. During live Zoom sessions, the background should be appropriate and not distracting. There should not be any visible offensive material.b. Background noise should be minimal or non-existent during Zoom sessions.c. Students should not eat or drink while in a Zoom session.d. Other individuals not enrolled in the class should not be present during the Zoom session.e. Pets should not be visible during a Zoom session.2. The student should be dressed appropriately.



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>according to the local school handbook, just as if the student was attending class on campus.</p> <p>The teacher may remove a student regardless of where the student is located during the live Zoom session if that teacher feels the student is not dressed appropriately, displaying offensive behavior, or if distractions are considered inappropriate and interfering with other students who are in attendance.</p> <p>If a student is removed from a live session, the teacher will document the incident immediately and send that documentation to their remote facilitator. The remote facilitator will then contact an administrator or school official and provide the documentation of the incident.</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)	



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>Class size waiver request:</p> <p>Hamburg School District is not applying for the class size waiver. Students grades 7-12 will be given the option of being a full-time remote student or regular on-site student. Students must meet the criteria set forth in the virtual learning policies to be admitted as a remote student. Any student that is approved to be a remote student must continue to meet the virtual learning policies. See policies, https://bit.ly/3xuPk1s. Improvement plans will be developed for students with D's and F's in the remote learning environment. Supports will be determined and put in place during any 9 week period as a part of the improvement plan for the remote student. The improvement plan will require the student to access all teacher Zooms in a course if the student's grade is below 70%. Also the student will be required to turn in any missed assignment. The student's grade in that course must be a 70% or above by the end of the 9 week grading period. If the student's grade in that course is still below the required 70% the student will be required to attend classes back on campus for all courses. Any student approved to become a remote student may elect to become an onsite student after the end of any 9 weeks. Once the student elects to come back to campus for school the student becomes an onsite student for the remainder of the year. The district will restrict the number of students that may be a remote student to 50 students.</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.
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 waiver request: We are not applying for a waiver on teaching load. Again all students will be either remote or regular on campus students. The teacher of record for all remote students will be a Virtual Arkansas instructor in which virtual class size does not apply. All onsite teachers will just teach onsite students and will be within the teaching load of Accreditation 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	Request 6 hour/day time waiver request:: We are applying for a waiver for the 6 hour instructional day. Remote students will have flexibility over the time frame and the amount of time spent on coursework. Remote students will have set time periods that they are synchronous with the remote teacher and other students. At other times students will be working asynchronous or independent. Therefore students may not engage in a typical 6 hour time frame of instruction each day.
Clock Hours	1-A.2			



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request 60 hour/.5 credit waiver:</p> <p>Students in a blended/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 0.5 credit or required the clock hours may not be needed to master the course standards.</p> <p>Hamburg is asking for a waiver of the required 60 hour clock hours for 0.5 credit and the 120 required hours for a 1.0 credit. Credit will be given for a course following the policies of Virtual Arkansas and of the district.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	Physical Activity and Health waiver request: Virtual Arkansas instructors for grades 7-12 will encourage students to engage in supervised physical activity. Also healthy eating and nutritional benefits will be stressed for the well-being of the whole student. Given the nature of remote learning it will not be possible for remote teachers to ensure that this takes place. It is requested that a waiver be granted regarding physical activity requirements.

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 remote learning option will only be offered for students in grades 7-12. Hamburg will use the Virtual Arkansas Content + Teacher option to provide virtual learning for these students. Both the content for the courses and the teacher for the courses will be provided by Virtual Arkansas. 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. All Virtual Arkansas students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one to 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. Hamburg remote learners will not be required to attend teacher class Zooms. However, if a student’s grade falls below a 70% during a 9 week grading period one of the interventions required will be that the student must attend the Zoom sessions for that particular class. If a student’s grade is below 70% at the end of a 9 week grading period in any class the student will be required to attend school back on campus for the remainder of the year. This transition will occur at the end of the grading period. A student will be considered absent from a course on the date that an assignment is not submitted as required by the pacing guide for that course. When a student accumulates more than 3 absences in a 9 week period in a course the student will be required to attend school back on campus for the remainder of the year. This transition back on campus will occur at the beginning of the next 9 week grading period. See policies, <https://bit.ly/3xuPk1s>. Students/teachers are also able to communicate 24/7 via the CANVAS Learning Management System(LMS) messaging or the Student Information System(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.



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

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.



Hamburg 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. The district will hire a remote learning facilitator. This facilitator will be a certified teacher with excellent communication skills, knowledge of all services that the district can provide the remote learner, and will be trained to use the Canvas LMS used by Virtual Arkansas.

The district facilitator will be used to track the academic success of each remote learner, be a communicator between the student and their parents to help insure success, be the contact person to help remote students get the needed services for their success, and support the student academically. The facilitator will track the amount of time each student is accessing the course content of their courses. Tracking and communicating attendance to parents and students will be a responsibility of the remote facilitator.. Contacting students and parents when grades in a course are beginning to look as if the student's grade might affect the eligibility of being a remote learner. The facilitator will be familiar with the services that the district can offer the remote learner and help the student access these services. 504, IEP, ESL, all other accommodation and modification sheets will be uploaded to the SIS system by the district facilitator with the help of the district coordinators in these areas. The facilitator will help communicate and coordinate any dyslexia interventions for a student to their Virtual Arkansas teacher. Areas of concern of learning in a course will be communicated to students and parents by the facilitator using the Canvas LMS to identify these concerns. The remote facilitator will support the remote students academically by either providing academic support for the students or coordinating that support. All testing for the Virtual Arkansas course will be administered and monitored at a school location(s). Testing sessions will be monitored by the remote facilitator. Other assigned duties could also be a part of the facilitator's responsibilities. 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.

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. Any student whose grade falls below the 70% threshold during a 9 week grading period will be required to attend Zoom sessions in that class. Student/parent will be contacted when an assignment is not submitted as prescribed by the pacing guide for the course. Extenuating circumstances must be communicated and approved through the district remote facilitator to be considered an excused absence and for the missed submission deadline not to count against the student's allowable absences as defined in the virtual learning policies. See policies, <https://bit.ly/3xuPk1s>. Virtual Arkansas 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?



We are not applying for a class size waiver. Learning will take place virtually at the student's private location.

Students will access learning Zooms remotely at their own private location. The district will accept and approve a maximum of 50 students from grades 7-12 in the remote learning program. We are allowing a maximum of 50 students because that number represents very closely the number of students who were interested in a virtual option in grades 7-12. The number was also determined because of the cost of providing the option of remote learning. To be approved and accepted the student must first meet the minimum requirements outlined in the Virtual Learning Policies. See policies, <https://bit.ly/3xuPk1s>. The first 50 students who meet the minimum requirements will be eligible to be a remote learner through Virtual Arkansas. The order of the eligible application will be determined by the date and time on the application.

Student Supports:

The district will provide the necessary instructional supplies and materials to all remote students. This includes student-issued Chromebooks and chargers. The district will provide mobile hotspots if necessary to eliminate barriers for students without Wi-Fi access or unstable Wi-Fi connectivity.

The district remote learning facilitator will notify students and parents when a student's grade falls below the minimum required 70% of any subject. The facilitator for the remote learners will work with the teacher of the course to prescribe an intervention and remediation plan. As a part of this plan for the student the facilitator will provide or coordinate needed academic support. A time period will be assigned considering the progress toward the goals of the plan for the student.

Any needed service will be provided for remote students that is possible through Virtual Arkansas and through a remote learning environment. Students will be provided support for any needed services such as 504, ESL, IEP modifications and accommodations, dyslexia interventions. All of these special services will be explained in detail in the Student Support section of this plan.

Also, the remote student will be supported as a whole student. Teachers and the facilitator will work together to identify barriers to student success beyond just the content and student accountability norms. Barriers considered also are physical, social and emotional well-being obstacles.



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?

Hamburg School District will utilize the Virtual Arkansas Content + Teacher as our complete digital learning provider. Thus Virtual Arkansas teachers will be used as the teacher of record for all remote learner courses. By utilizing Virtual Arkansas teachers for remote learning, Hamburg School District will minimize the load/responsibility of instruction by allowing face to face teachers to focus on students that attend on campus. Virtual Arkansas will partner with our schools to ensure student success. Hamburg School's facilitator will be the liaison between the remote student and/or parent of student and the Virtual Arkansas teacher, to help support any needs that the remote student will require. The facilitator will support the remote student by being the communicator for the needs of the student. Any need of a student will be referred by the facilitator. The process for the referral to take place will be for the facilitator to first set up a conference to determine the need for services. The facilitator will coordinate the conference to include the student(if appropriate), parent(s) of student, Virtual Arkansas teacher if the conference will be a Zoom if not have any recommendation or input from the VA teacher, and of course the coordinator of the service needed. After a determination that the service is needed the service coordinator will begin the process needed to provide the service. These services could be 504, IEP needs, dyslexia, ESL, social and emotional needs, technology needs of the student, academic support, health related, or any other service that is provided a student in the Hamburg School District.

Technology / Platforms

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

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



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

Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students. Remote learners will have a vast offering of course possibilities through Virtual Arkansas. Included in the course offerings are AP courses, concurrent credit courses, and some Career and Technical Education courses. Remote students that apply and are enrolled in Virtual Arkansas courses will develop a schedule through guidance of the building counselor in which their grade level is housed if needed. All student schedules must be approved by the grade level counselor. Hamburg School District does want to allow the student to have flexibility in the courses the student takes. However, the district must assure that the student is taking the required courses for a grade level or the required courses needed for graduation. Approval of a student's schedule is also necessary to assure that if the student comes back on campus the student can transition back to classes that are necessary for the next grade level or that are offered in grades 9-12 on campus toward graduation credits.

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.

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



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

All remote learners will be provided with a Chromebook to have access to all Virtual Arkansas teaching sessions and content. Chromebooks will be issued at the beginning of the school year. Hot spots for connectivity will be located at various locations throughout the district. Personal Wi-fi hotspots will be issued if needed. Students and families may contact the district facilitator during regular school hours from 7:30 to 3:30 if assistance is needed for technological issues. The facilitator will coordinate a solution using a district technology technician if necessary.

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.



In order to prepare for remote learning, the Virtual Arkansas Curriculum, the CANVAS Learning Management System, and the support that will be discussed in this section, an orientation onsite will be held prior to the first day of instruction for remote learners. At this orientation session the expectations and policies relating to the remote learning program and guidance for parents on how to support their student will also be presented.

School counselors will assist and approve schedules for students that apply and are approved to be remote learners. Students in grades 7-12 are the only students who can apply and be accepted. Approval of student schedules is to ensure that the remote students are meeting all the state requirements for that grade level or enrolled in courses toward graduation required by the state or district.

During the first weeks of school additional support will be offered to families on how to access and navigate the Virtual Arkansas curriculum and the learning management system. All remote learners and families will take part in an orientation session at the beginning of the year. This session will communicate clearly to families the requirements, the expectations, how to access the Virtual Arkansas content, how to access and use the CANVAS Learning Management System, the support that is available to the students, and how to communicate with teachers and the remote learning facilitator. Also any technology issues will be addressed. At any point at the beginning of the year or during the year the student and/or parent may request either an onsite conference or Zoom. This conference will be scheduled through the remote facilitator. By scheduling through the facilitator the student can be provided the needed support. This support could be anything from more training using Virtual Arkansas, using the CANVAS Learning Management System, academic needs, or any service the district provides to students such as GT, ESL, 504, social and emotional or any other.

Online surveys will be used to determine the individual needs of the students. The surveys will be conducted at the beginning of the year and at the beginning of the second semester. Students and parents will be asked to complete the online survey to inform the remote learning facilitator of possible needs and support including access to food, social and emotional health, and possible support to increase academic success. Also as a part of this survey, the family will be asked to provide the best way for the teacher to communicate with the family. At the end of the year a survey will be sent to all remote learning families to get feedback on the overall effectiveness of the remote learning opportunity and how the needs of the remote learner was met during the year.

The remote facilitator and the Virtual Arkansas teachers will document and monitor student attendance and engagement levels. Both will also work together to monitor and communicate to families concerns on grades and learning. The facilitator will contact families when students are not logging in to Virtual Arkansas and how that affects attendance. When students are not logging in and completing assignments on due dates this will be considered an absence unless the absence gets approved to be excused



absence unless the absence gets approved to be excused.

The district remote learning facilitator working in conjunction with the students, their parents, and the Virtual Arkansas teachers will monitor students' wellness and safety throughout the year. Health and wellness will be monitored through the students interaction with the Virtual Arkansas teachers as well as with the facilitator who will be communicating with the students on a regular basis. These interactions will include submission of assignments through the learning management system and video conferencing. Emails and phone conversations will also be used to assess the well-being of the students. When the remote facilitator or the Virtual Arkansas teachers observe student behaviors that are leading to health and wellness concerns, families can be referred to the proper services through the facilitator. Some examples of this could be referring to Mainline Health Care on our campuses or maybe Pinnacle Pointe for social and emotional needs.

Meals will be provided for students who participate in remote learning. These meals will be requested the previous Friday and picked up at the student's closest nutritional center to the area the student lives the following Monday. Meals will be provided at the pick up site for the entire week. This schedule will be altered if the district is out on a Friday or Monday but the pick up schedule will be communicated to remote students/parents. Remote students will have access to any weekend feeding or any other feeding program that the school offers to students.

Hamburg School District has Mainline Health on each of its campuses and remote students will have the same access to health care as any district student. Pinnacle Pointe is the district's mental health provider and these services can be accessed through the remote learning facilitator. Sessions with digital learners will be typically conducted using telehealth made through the provider. Pinnacle Pointe can help through a needed referral process using their school-based therapists. The facilitator can be the liaison for any needed services through Pinnacle or any other source.

All students starting in the 8th grade develop and maintain a Student Success Plan(SSP). This plan is developed collaboratively with the student, their parent(s), and the school's counselor. Any 8th grade remote student who does not have a Student Success Plan will have one developed coordinated by the district remote facilitator involving those just mentioned. This plan will be used to guide the student toward graduation and possible future pathways. Also addressed in the SSP will be accelerated learning opportunities, academic deficiencies, possible interventions and will include college and career planning. Our district uses the Naviance Career Guidance platform to assist in planning and to ensure needed guidance is provided. The district facilitator will coordinate any need in this area.

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 receiving the proper care. When a situation arises where



LEA INSIGHTS

Students are receiving the proper care. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school through the facilitator to coordinate services. 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.



Hamburg School District will have access to the Virtual Arkansas Student Information System(SIS) and the CANVAS Learning Management System 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. Virtual Arkansas will contact administrators if the initial intervention is not successful. The district will work with each student and each Virtual Arkansas teacher to help monitor student's academic progress and engagement. Progress monitoring will take place weekly utilizing reports from the learning management system. Weekly, the remote learning facilitator will monitor the time the student is spending accessing the content. The facilitator will also monitor the student's grade in each class. Monitoring of grades will be conducted also weekly and needed communication to address any concerns will be addressed immediately. If the student does not submit an assignment in a course on the due date for that assignment, the student/parent(s) will be contacted. When contacting, any extenuating circumstances that resulted in the student's absence(as defined in the policy of not submitting an assignment on it's due date, can be considered to possibly excuse the absence. See policies, <https://bit.ly/3xuPk1s>. If the circumstances do not warrant excusing the absence, the student and parent will again be reminded of the policy of how absences will affect the eligibility of the student for remote learning. Students with grades that are falling below the 70% remote learning threshold of eligibility will be contacted along with the student's parents. At any point when intervention is necessary a conference will be held involving the student, parent(s), facilitator, administrator if needed, any service provider if necessary, and school counselor if necessary. Interventions will be put in place that are timely and appropriate. Examples of possible interventions could be setting up academic support for the student through the remote learning facilitator or requiring the student to attend all Zoom sessions for that class. A time period will be set for reviewing the interventions and determining progress. Finally, after interventions have been put in place and reviewed, if the student is not being successful in meeting the criteria set forth in the remote learning policies the students transition back to campus will be initiated at the end of a 9 week grading period. If a remote student has below a 70% in any of their courses for a 9 week period the student will be required to attend on campus for the remainder of the year. And again if a student accumulates in excess of three absences as defined in policy the student will be required to attend school back on campus for the remainder of the school year. The transition for the student back on campus will occur at the end of the 9 week grading period if the transition is required due to grading or attendance requirements not being met. See policies, <https://bit.ly/3xuPk1s>.



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

Virtual Arkansas and the district will work together to intervene for remote students. One of the main expectations of the district remote learning facilitator will be to monitor the remote students. This will include monitoring all remote students in their accessing and engaging the content of their classes in Virtual Arkansas. The facilitator will weekly be checking the grades of students in their classes. The facilitator will be in constant communication with students and parents when engagement and/or grades are beginning to potentially affect the student's eligibility for the remote learning option. . Additionally, Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks. At these meetings any necessary intervention for the student with input from the remote learning facilitator will be addressed.

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



Hamburg School District will work cooperatively with Virtual Arkansas teachers to assess the learning and the progress of all remote students. Data to help support student learning will come from multiple sources. Some of these sources will come through the district while others will come via the Canvas Learning Management System that the student and teacher will use. Data from past student performance in different areas will come from the district. Student engagement data, attendance, discipline, and any previous type of screening test will be used in conjunction with the check points available through Virtual Arkansas. 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). Virtual Arkansas teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. All Virtual Arkansas course assessments that need to be monitored when administered will be monitored by the remote facilitator and possibly by another designated test monitor if numbers and location dictate. The determination of which test need to be monitored will be established by communicating and working in conjunction with Virtual Arkansas. The monitoring of these tests will take place at a designated location(s) on a school campus. A set testing site, possibly sites, day of the week, and time frame will be established for students to come to a testing lab to take the monitored test.

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



Hamburg School District will use dyslexia screeners that are listed in the ADE Dyslexia Resource Guide (December 2017) to help identify characteristics of dyslexia and prescribe services for remote students. The screeners include, but not limited to, initial screening, Level 1 Screening, and Level 2 Screening. Dyslexia screening and progress monitoring testing will be given onsite at their grade-level buildings. The District Dyslexia Coordinator will coordinate with the district remote learning facilitator on scheduling and communicating in advance to give families adequate time to plan for their remote student to be screened or conduct progress monitoring testing.

The Hamburg School District uses evidence-based programs that are listed on the Arkansas Division of Elementary and Secondary Education: Arkansas Literacy Curriculum Approved Programs for Dyslexia Interventions. Hamburg School District Dyslexia Interventionists will provide virtual delivery of the dyslexia interventions. Hamburg School District Dyslexia Interventionists will coordinate with the district remote learning facilitator to schedule services and communicate in advance to families. Needed interventions or provided dyslexia services will be done virtually, onsite, or a combination of both. The district remote learning facilitator will coordinate with the student's Virtual Arkansas teachers on all services that are provided for the student. 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 per the individual 504 plan uploaded into the SIS by partnering school. Hamburg School District will meet any and all dyslexia law requirements for virtual learners.

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



All requirements from the GT Program Approval Standards will be met for any student that is a remote learner.

The GT department will accept referrals for remote students to the GT Program in the same manner the department would for a student attending school onsite. Testing to be admitted to GT will be conducted onsite. Placement conferences will be scheduled on campus or by Zoom. Students that are currently part of the GT program will continue to receive GT services. Hamburg School District remote learners who are identified as gifted and talented learners will be served by courses offered by Virtual Arkansas and the Hamburg Gifted and Talented and Advanced Placement Coordinator. 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 the Hamburg Gifted and Talented Coordinator by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. The licensed GT coordinator, employed by Hamburg 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.

The following AP courses will also be available to 9th -12th grade students through Virtual Arkansas: Calculus, Computer Science A, English Literature and Composition, United States History, US Government and Politics, and English Language and Composition. 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 to the Hamburg School District AP Coordinator.



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

ESOL/ESL plan requirements for any virtual learner will be met by the Hamburg School District. The district will use any feasible resource available to on-campus ESOL/ESL students to assist ESOL/ESL remote students. These resources will be used to bridge the gap for the learner to what is provided through Virtual Arkansas.

The facilitator will meet virtually with the Virtual Arkansas teachers to plan their lessons and provide modifications to their lessons to best support English learners. Zoom will be used to let teachers and the facilitator check in on ELL students and see how they're doing, as well as stay connected with their parents and families.

Virtual Arkansas provides an accessibility tool called ReadSpeaker to support ESOL/ESL. The student selects the ReadSpeaker tool in the language that the student needs the content provided to them. Virtual Arkansas provides the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. Accommodations will be uploaded to the SIS by the remote facilitator. The district ESOL/ESL coordinator may be accessed through the remote facilitator to assist the student in any needed support. The district will provide a bilingual para to assist in any needed communication that may need to take place between the parent of the ESOL/ESL student and the teacher and/or remote facilitator. All ELPA21 testing will be administered to virtual learners on site at the remote student's grade level campus. A district testing schedule which will include ELPA21 testing dates will be given to all virtual students. Alternate test dates for extenuating circumstances may be arranged through the remote learning facilitator within the allotted ELPA21 testing period.



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

The need district support for an IEP student in the remote environment will be determined by the student's IEP committee. An IEP committee will determine the appropriateness of remote learning for the student and what accommodations will be needed in that environment. The student's committee will develop a method of delivery of services that best meets the needs of the child by remote learning through Virtual Arkansas.

Special Education evaluation and/or IEP conferences for students will be conducted on site or possibly remotely using Zoom. All remote IEP students will be assigned a special education teacher to provide direct instruction as prescribed by the student's IEP. The assigned special education teacher will set up and be a part of all review conferences along with any Virtual Arkansas teacher using Zoom, and the remote learning facilitator. Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Hamburg 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. State mandated assessments will be administered onsite. IEP students taking the ACT Aspire test will take onsite as scheduled and communicated by the district. Students taking the DLM will have scheduled times to complete the assignments as required by the state guidelines for this test.



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.

Hamburg Schools will make digital accommodations as prescribed by a student's 504, IEP, or by the student's prescribed dyslexia intervention(s). These digital accommodations include digital copies of notes, embedded text to speech in lessons, internet browser text reader, extended time on assignments and other digital interventions.

All students in grades 7-12 are issued a Chromebook at the beginning of the year. Alternate Method of Instruction(AMI) day assignments in each content area will be downloaded on the Chromebook at the beginning of the year to accommodate students on days not on campus because of declared AMI day(s). Also at times lessons and assignments are downloaded on the Chromebooks to accommodate students in their learning. These digital accommodations will be used with what Virtual Arkansas offers the remote student. Virtual Arkansas courses meet the guidelines of IDEA and Section 504. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Teacher Supports



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

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

Our remote facilitator will be a certified teacher. The facilitator will be contracted for 190 days with 10 of these days dedicated for PD for the remote facilitator. The professional development plan for this certified teacher will include training on using the CANVAS Learning Management System that Virtual Arkansas uses. Training will be provided on the Virtual Arkansas program itself. Zoom will be the main means of communication with students and parents so needed training will be provided for this. Also training will be provided on the services that the facilitator will be coordinating such as 504, Special Education, G/T, ESL and others. Virtual Arkansas will also provide training for the facilitator on their role as the facilitator and how it relates to the students, parents, Virtual Arkansas teachers and the building administrators.

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?

Hamburg School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Hamburg School District will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

District Supports



Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

The district provides all remote learners equitable access to virtual instruction. Hamburg School District does not discriminate on the basis of race, color, sex, or disability in any policies, procedures, practices, or educational opportunities. The district will provide the following to ensure equitable opportunity:

- Federal and state funds to provide equitable access to education
- Provide district support services for Special Education, EOSL/ESL, 504 and G/T
- Equal access to technology and devices. All students will be issued a Chromebook, be provided internet access points throughout the district, and issued a connectivity device if needed
- All remote students will have access to the Virtual Arkansas and Canvas platforms for digital learning
- All remote students will have access to assistance in solving any technology issue that the student may encounter. Technology assistance will be accessed through the remote learning facilitator.

District Equity: page 40, Student Handbook, <https://bit.ly/3dQ3ZMZ>

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 remote students will be required to participate in federal and/or state-mandated assessments. Remote students will test onsite at their grade-level buildings. The assessment plan/ schedule will be directed by the building level test coordinator. Remote students will test with their grade level cohorts and at the same time as the onsite students taking federal and/or state mandated test including the ELPA21. Schedules for assessments will be communicated in advance to give families adequate time to plan for their remote student to be on campus to test. Testing dates will be posted on the district website, shared through the district and school social media and sent to individuals through email. Parents/students will also receive an automated call communicating the testing schedule. If a student will be taking the DLM assessment the remote learning facilitator will work out with the parent times for the student to complete the assessment based on state testing guidelines.

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.



During the year Virtual Arkansas will provide Hamburg with access to the Student Information System(SIS) and CANVAS Learning Management System(LMS). The facilitator will be 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.

Below is detailed information on how the remote learning program will be monitored and assessed:

Hamburg Schools will monitor and evaluate the effectiveness of the remote learning program using data and input from stakeholders. Data and input will be gathered from students, parents, Virtual Arkansas, remote learning facilitator, building level principals and counselors. Also input from service providers such as GT, special education, dyslexia, ESL, Pinnacle PointeMental Health and others will be gathered to determine the challenges that were faced and how we as a district can better provide services to remote learners. The key areas to be measured are student engagement, attendance, student mastery of content, student growth, service provider challenges, and the overall experience of the students and parents. The following will be used to measure these areas:

- summary reports on the amount of time students spend experiencing the content of classes(engagement)
- summary reports on the days that students are accessing the content
- will look at students grades on the assignments of the content and look at the grades of test on content(mastery)
- will look at deficient skills of content from summary reports(mastery and growth)
- analyze data on student's ACT Aspire, ACT, ELPA(growth, mastery)
- surveys administered to students, parents, counselors, principals, service providers for input on the program(input on overall experience of the stakeholders)

Throughout the year and especially at the end of the year, evaluation and improvement meetings will be scheduled to analyze and consider all the input and data. Representation on this committee will be assembled from all the stakeholders listed above.



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)

Remote learners will have flexibility of some pace and time. These students will at times be working and learning without a teacher directly in the room with them. Working with families and engaging the whole family in the remote experience for the student will be crucial. Parents, family members, or those supporting the learners in a remote environment must have a good knowledge of the remote environment and the engagement that will be needed from them in the remote environment to help their student be successful. All remote learners and families will take part in an orientation session at the beginning of the year. This session will communicate clearly to families the requirements, the expectations, how to access the Virtual Arkansas content, how to access and use the CANVAS Learning Management System, the support that is available to the students, and how to communicate with teachers and the remote learning facilitator. Again a huge part of this program will be the constant monitoring of the remote student's engagement in the content and the mastery of skills in the content. This will be weekly communicated to the parents and families to engage them in the support of the student. At any point parents and families will have access to communicating with the remote facilitator and Virtual Arkansas teachers to support their student. Communication with parents and/or students, accessibility for the student and/or parent, and providing the support for students success again all will be vital to the remote learning program.

In addition, Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their 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.

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

Board approval URL, <https://bit.ly/3aCCbJT>



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

Stakeholder feedback, <https://bit.ly/3faD120>

Policies

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

See policies, <https://bit.ly/3xuPk1s>

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

All remote learners will be expected to follow all discipline policies when on cam

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

Virtual student work will be graded and assigned grades by the Virtual Arkansas i

[^ Back to Top](#)