



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Calico Rock School District (3301000)

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 #:** 3301000  
**Superintendent:** Jerry Skidmore  
**Email:** skid@calico.k12.ar.us  
**Phone:** (870) 297-8339  
**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
3301001 - Calico Rock Elementary School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
3301002 - Calico Rock High School		Synchronous		CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	<p>Grades K-6 TRVP (TRVP) All instruction will be synchronous, and students will be required to meet daily. However, a district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.</p> <p>Grades 7-12 (Virtual Arkansas) Attendance will be based on completed assignments.</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.
<p><b>Class Size</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	<p>K-6 TRVP The district is requesting the waiver based on the following class size ratio: The student: teacher ratio will be 30:1 (K-2) and 50:1 (3-6)</p>
<p><b>Teaching Load</b> Number of students:</p> <p>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.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>K-6 TRVP 7-12 VA 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. The waiver is not needed.</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.
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>K-6 TRVP All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.</p> <p>For grades 7-12 Virtual Arkansas is requesting the six hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.</p>
<b>Clock Hours</b>	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>K-6 TRVP Clock hours do not apply to elementary.</p> <p>For grades 7-12 Virtual Arkansas is requesting the six hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.</p>
				<p>06/21/21 We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning will work toward mastery of clock hours per course on the secondary level and will follow the Tri-Region Academy for the Elementary allotted or mandated hours.</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.
<b>Recess</b> (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)	K-6 Tri-Region is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.  N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.

## 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.



# LEA INSIGHTS

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

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

## Teachers:

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

Teachers will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

## Students:

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

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

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

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. Local



# LEA INSIGHTS

are shown to be more successful than students who do not attend Zoom. Local school districts should add here their requirements for students to attend Zoom sessions. 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.





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

Calico Rock High School, grades 7-12, will utilize online virtual learning through Virtual Arkansas.

The high school will be utilizing CANVAS as the Learning Management System. Students will receive training at the beginning of the school year. New students will be trained as they enroll throughout the year. Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

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.



# LEA INSIGHTS

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

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

Responsibilities of the CCCs may be to:

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

Calico Rock High School, grades 7-12, will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. 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.

We will not have teachers serving in a dual role.

We currently have a Distance Learning Facilitator. He will :

- Monitor progress of students
- Serve as support to students
- He will be in communication with the CCC.



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



## Grades K-6

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

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.

Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.  
Teachers will complete the grading of assessments within 2-3 business days  
Teachers will complete the grading of portfolio items within 4-5 business days

Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.

## Grades 7-12

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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

The K-6 TRVP will not utilize district waivers for class size. The following student: teacher ratios will be followed:

#### Core Courses

Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1).

Non-Core subjects will be integrated into the elementary instructional day  
Calico Rock High School is utilizing Virtual Arkansas courses for its delivery of 100% virtual students for grades 7-12.

We are not requesting additional waivers for class size. The Virtual Teacher 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.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.



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?

The K-6 TRVP will not utilize district waivers for teaching load. The following student-teacher ratios will be followed:

**Core Courses**

Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1).

Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1).

Teaching load will not exceed 150 students

Calico Rock High School, grades 7-12, is utilizing Virtual Arkansas courses for its delivery of 100% virtual students. We are not requesting additional waivers for teacher load. The Virtual Teacher 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.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

## Technology / Platforms

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

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

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas, grades 7-12. 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.

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

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.

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

Calico Rock High school, grades 7-12, will continue to use Virtual Arkansas for students in math, science, social studies, literacy and electives. Teachers will provide instruction through videos, live streaming software, and/or Google Classroom and Canvas. Canvas will be used for intervention, iReady and assessments. Teachers and staff will be available to communicate with students and parents/guardians by phone, email or Zoom sessions to provide additional support. Information and demonstration will also be offered for parents and students during open house on site or online for information regarding blended learning. Continued communication with parents and students will be provided from the school districts website, mass text alerts and the social media pages.



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.

The K-6 TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date.

Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

Students in grades 7-12 will use Chromebooks that are provided by our school district. They have built in cameras and microphones and Zoom will be utilized.

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.

District wide:

With almost 30% of our student body unable to have or choosing to not have internet access and the fact that a large portion of these students live in an area where internet connection or cell phone providers signal is not available, the school will provide wireless access in the parking lot of both campuses. If the students cannot travel to connect to these local wireless locations, we will accommodate their needs by helping them research their options of connectivity and opportunity to gain access to signal. The district also currently has Hot Spots that we can be sent home for students to use if they have cellular signals where they live. If students need a device, the district will provide the students with a Chromebook/laptop or other electronic device to allow them to use it for online learning.

## 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.



The K-6 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

#### Grades PK-12

Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up/delivery is available, for all virtual students every day that school is in session. Once a week, food bags are also available for virtual students who qualify.

Breakfast and lunch is prepared for pre-k through 12th grade daily. (6-21-21)

Families INC. provides school-based therapists to virtual 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 Bridges program is a non-profit organization dedicated to meeting the basic needs of our students. Food, clothing, school supplies, and support for accessing community resources is available by contacting school administrators, school counselors, or teachers.

Families with virtual students may also enroll in the Calico Rock School District's Emergency School Pantry Program. This program provides additional food assistance to families. The food boxes are distributed weekly through delivery or pick-up.

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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.



Calico Rock Public Schools has access to the Go Guardian in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the CCC. Calico Rock Public Schools will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc. to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students.

The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the K-6 TRVP. The Campus Connection Coach is the building level administrator. Their role is supporting and facilitating students and virtual teachers. They will be a liaison between classroom teachers and parents.

As part of our intervention process, we use iReady to assess learning gaps and utilize content resources that support individual learners on their levels. Students who demonstrate lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress

We will continue to offer Zoom sessions for intervention and tutoring as needed. The school will offer counseling services as well as other supportive services.

## Grades 7-12

The Virtual option will provide training and support. The Campus Connection Coach is the building level administrator. Their role is supporting and facilitating students and virtual teachers. They will be a liaison between classroom teachers and parents.

We will continue to offer Zoom sessions for intervention and tutoring as needed. The school will offer counseling services as well as other supportive services.

Students who demonstrate lack of achievement will participate in conversations with Virtual AR and the district to arrive at solutions to the lack of progress



Progress

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

K-6 Tri-Region Virtual teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.

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

Calico Rock High School, grades 7-12, will communicate with Virtual AR in regards to academic improvement plans and student success plans. We will offer tutoring after school hours for students who need extra support. Students may be asked to join additional intervention sessions and/or watch recorded sessions.

Virtual AR teachers will contact parents if a student is needing extra help. They also will contact our district Campus Connection Coach so that all involved can work simultaneously together to insure student growth.



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

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

Students in grades 7-8 will complete i-Ready diagnostics at the beginning of year, middle of the year and end of year in math and reading. Students in 7th -10th grade will complete ACT Aspire Interim assessments onsite three times per year. Assessments will include reading, math, science and English content. Teachers and students will conference over the formative assessment results in order to celebrate success areas and set goals for growth.

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



# LEA INSIGHTS

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

## Grades 7-12

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

(6-21-21)

K-2 Classroom teachers will conduct beginning, middle, and end of year level I screening. These will include, but not limited to the following components of literacy:

- Phonological and phonemic awareness;
- Sound symbol recognition;
- Alphabetic knowledge;
- Decoding skills;
- Rapid naming; and
- Encoding skills.

Screeners that are used, but are not limited to for level I screening include:

- RAN (Rapid Automatic Naming)
- Heggerty Phonemic Awareness
- Word Journeys DSA (Developmental Spelling Analysis)
- DIBELS (Dynamic Indicators of Basic Early Learning Skills)
- Connections Benchmark Checklists
- iReady Math & Reading Diagnostic and Growth Monitoring

Grades 3-8 will use the iReady diagnostic, Star Reading, and classroom work samples.

Grades 9-12 will use Star Reading, ACT Aspire test scores, and classroom work samples.

Students who indicate characteristics of dyslexia or have a grade level deficit, may need additional screeners. Teachers will begin in depth RTI with students who show characteristics of dyslexia or are well below grade level in reading and spelling. Older students who are significantly below grade level may need to bypass level I screening and proceed to level II screening for dyslexia when standardized norm referenced assessments indicate as such. When students have been identified as having characteristics of dyslexia, teachers will recommend the student for child study and begin to progress monitor over a period of time, documenting progress of the lack of. If the student does not show progress or growth that he/she can meet grade level standards, level II screening can be recommended.

During the RTI/Progress Monitoring period, teachers will need to plan interventions that can be carried out and documented by the Title I Paraprofessionals or done by the teacher



# LEA INSIGHTS

done by the teacher.

Level II screeners will be administered by the dyslexia coordinator and include, but are not limited to:

WRMT-III (Woodcock Reading Mastery Test)

TWS-5 (Test of Written Spelling)

TOWRE-2 (Test of Word Reading Efficiency)

GORT-5 (Gray Oral Reading Tests)

CTOPP-2 (Comprehensive Test of Phonological Processing)

Writing samples (cold samples)

All level II screening is then put into a Dyslexia Level II Screening Report, combined with a portfolio of RTI, notes, standardized test scores, grades, as well as teacher and parent inventories. The dyslexia committee will meet and discuss the student's data and make a recommendation accordingly.

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

Calico Rock School District

From Krystal Nail, DESE: Each local district will be responsible for providing and documenting K-12 GT Services in accordance with requirements from GT Program Approval Standards.

Each district will provide details about GT Services they will provide in their district digital learning plan. Individual districts will solicit referrals for GT from the virtual teachers and follow their local district's procedures for determining the most appropriate placement for students. Referrals could come from other sources such as other students, parents, or self-referrals, etc. and will be processed in accordance with the district's GT identification and placement procedures.

All requirements from GT Program Approval Standards will be met for K-12 virtual programs.



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

[https://pirates.k12.ar.us/plugins/show\\_image.php?id=3020](https://pirates.k12.ar.us/plugins/show_image.php?id=3020)

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

Grades 7-12 Virtual Arkansas teachers will provide all accommodations and modifications as stated on LPACS.

ESOL/ESL: The district will ensure that all requirements of the District English Learner plan are met for virtual learners. We will work with Virtual Arkansas for any ESOL virtual students to ensure they have the plan and that the plan is being utilized and used by the teachers within that program. (6-21-21)

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





# LEA INSIGHTS

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

## Grades 7-12

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

## Special Education:

Special education teachers will be responsible to provide IEP services to all special education students. These services will be done through phone conferences or zoom sessions. Technical devices will be supplied to the student by the Calico Rock School District. IEP Special Education Conferences will be done by either a phone conference or a zoom conference. Evaluations will be done by a psychological examiner. The examiner will evaluate students in a person to person situation. Classroom evaluations will be done through zoom or by a phone session. All decisions will be based on special education rules and regulations.

All digital services must be a Committee decision. The decision will be determined through data collected on all students. Also, all evaluations must be done in person. (6-21-21)



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.

District wide

Assisted technology will be utilized as necessary for student achievement. The technology pieces are based on student need.

Document cameras

Smart boards / Interactive Panels

Digital notepads

Classroom sets of Answer devices for software such as Kahoot

Literacy Pens

Braille Sense Machine

Magnifier for Vision Impaired students

Chromebooks/Cameras

Headphones with speech to text capability

Talking graphic calculator

Graphic Calculators

## Teacher Supports

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



# LEA INSIGHTS

The K-6 TRVP and 7-12 Virtual Arkansas will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered to virtual teachers is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Calico Rock School District, grades 7-12, will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology.

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?

The K-6 TRVP and Virtual Arkansas will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

## District Supports



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

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

High School Grades 7-12

[https://pirates.k12.ar.us/plugins/show\\_image.php?id=3346](https://pirates.k12.ar.us/plugins/show_image.php?id=3346) Page 23

Elementary Grade K-6

<https://pirates.k12.ar.us/elementary-handbook>

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.

District Wide

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

We have mass texting to provide information to the community. We will text a message out that virtual students will test at a scheduled time. We will also call and or email the virtual students to confirm that they will be on site on test day.

Assessment: We will be in communication with parents about the importance of the testing that needs to occur and the benefits to their child. We will also provide flexibility for parents in timing to accommodate those that may need to come at a different time. We could also provide access to transportation if that is a hindrance. (6-21-21)



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.

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

Monitor/Evaluate:

The district will continue to collect the data from the school based and state mandated testing in order to best evaluate student performance. The Elementary K-6 will work with the Tri-Region Virtual and help support student learning outcomes. The High School 7-12 will be working in conjunction with Virtual AR.

With what frequency will the district evaluate the digital program? We do ACT Aspire Interim testing and iReady testing. We will collect and evaluate data on a quarterly basis. We will compare scores of on campus and virtual students to see the effectiveness of virtual options.

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)



All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year.

### Grade K-3

TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

### Grades 7-12

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

### District Parental Involvement Plan

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

<https://pirates.k12.ar.us/board-meeting-minutes> Please click the link above to

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

<https://docs.google.com/spreadsheets/d/e/2PACX-1vTfNUBR1zV1KslPZzh1GNrtz>

## Policies

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

<https://pirates.k12.ar.us/upages.php?id=217>



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

<https://pirates.k12.ar.us/upages.php?id=216> K-6 TRVP and Virtual Arkansas stuc

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

<https://pirates.k12.ar.us/student-handbooks> TRVP, grades K-6 students, will be

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