Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Hoxie School District (3804000)

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 #:	3804000
Superintendent:	Kelly Gillham
Email:	kelly.gillham@hoxieschools.com
Phone:	(870) 886-2401 Ext. 186
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
3804009 - Hoxie Elementary School 3804010 - Hoxie High School	K-12	Asynchronous Synchronous	Blended (Hybrid)	LMS CMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	Yes, the district will be applying for an attendance waiver. Attendance will be determined by students progress in completing goals/assignments each week.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Yes, the district will be applying for a class size waiver. All grade levels in grades 7-12 will have up to 50 students for the teacher of record. 7th grade (0), 8th grade (2), 9th grade (1), 10th grade (1), 11th grade (1), 12th grade (2). The teacher of record for virtual students will not have face to face students in elementary. K (1), 1st grade (0), 2nd grade (2), 3rd grade (1), 4th grade (3), 5th grade (2), 6th grade (1)

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: 175 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	Yes, the district will be applying for a teaching load waiver. With a class size increase, the teaching load could possibly rise above 150 students. Teachers in grades 7-12 will be teaching both in person classes and virtual. K-6 core instruction, teachers will be teaching 100% virtually. Art, music and PE in K-6 will have both in person and virtual students.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Yes, the district will be applying for a six hour instructional day waiver. Students work at their own pace and can complete their assignments at a faster pace than students who follow a bell schedule at a school.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Yes, the district will be applying for a clock hours waiver. Students work at their own pace and may complete their assignments outside the traditional school clock schedule. Although the asynchronous course work will take the average student 120 clock hours per course credit to complete, students working at their own pace may complete work in less than the 120 clock hours required per course credit.
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)	Yes, the district will be applying for a recess waiver. Students are working virtually and at their own pace, so they will not have a scheduled recess.

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.

Students will participate in both Asynchronous and Synchronous (blended) learning using BUZZ through Florida Virtual School Global (FLVS) on-line curriculum. They will have learning content, practice, and assessments. They will have a goal to reach each week and their progress is visible for them to see in each subject area to self monitor. Teachers will communicate each day with on-line students to monitor their progress, answer questions, offer suggestions, provide extra resources, and put in grades. Students are expected to meet their weekly goals and their attendance is based on meeting the weekly goals. Teacher-led lessons (synchronous) will be taught in a systematic, explicit, and sequential way. K-6 instruction will be based on The Science Reading and include the essential components: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Synchronous sessions will be accomplished through Microsoft TEAMS in small groups or one on one at least three times a week for K-6. Kindergarten, First Grade and Second grade will receive daily synchronous lessons in reading.

What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

Our on-line instruction program is available virtually for all core subjects in grades 3-12 and various electives in K-12. K-2 instruction is offered virtually through live teacher interaction and instruction. Students in K-6 who need interventions can come to campus to participate in one on one or small group interventions or to participate in small group virtually. Students have the option to come on-site to participate in activities, electives, or sports.
Students that qualify for speech, OT, PT, and Dyslexia come to campus to receive their therapy. Students with an IEP or 504 come to campus to receive services unless otherwise arranged through their annual review.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
 *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.

We will have one teacher in elementary K-6 dedicated only to our on-line students. This will help in providing constant feedback for the students and creating a communication rich environment for our online learners. High School teachers will have a dual role but will not be simultaneously teaching both face to face and online students due to the online curriculum being asynchronous. Teachers in grades 7-12 will be teaching both in person classes and virtual but not simultaneously. K-6 core instruction, teacher(s) will be teaching 100% virtually. Art, music and PE in K-6 will have both in person and virtual students. At this time the virtual teaching load in K-6 is up to fifteen students with one self contained, certified teacher. This teacher will have K (1), 1st grade (0), 2nd grade (2), 3rd grade (1), 4th grade (3), 5th grade (2), 6th grade (1).
The K-6 teacher for online students will provide instruction in The Science of Reading to one kindergarten student and two second grade students for at least one hour three times per week synchronously. Based on the data from diagnostic assessments (STAR READING and MATH) (DIBELS), students in K-6 will receive at least 30 minutes of individual/ small group interventions three times a week synchronously. The kindergarten, first grade and second grade students will receive daily synchronous instruction for reading using Microsoft TEAMS.

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

The expectation for instruction is to provide support in answering questions about the curriculum, setting up virtual tutoring for online students who need support, providing synchronous sessions in grades K-2, and communicating with online students daily. K-2 will focus on the bottom part of Scarborough's Rope, and 3-6 will focus on the top of the rope with systematic, explicit and sequential instruction.

The teacher of record has completed the K-2 RISE Academy and will be coached by the districts Science of Reading Assessor to ensure components of the Science of Reading are embedded in student instruction. Interventions, face to face, and or virtual interventions will be provided, based on student data and need.
For asynchronous learning, students will be using interactive activities and videos that are aligned for the science of reading. For phonological awareness, students will participate in interactive Heggerty videos. For phonics, fluency, comprehension, and vocabulary, students will participate in interactive lessons and activities using Buzz. Students will even upload recordings for assessments in some lessons.

For the "Bottom of the Rope Reading Skills," students in grades K-2 will also participate in synchronous sessions through Microsoft TEAMS at least three times a week for one hour with a teacher proficient in the Science of Reading. Kindergarten, first grade and second grade students will participate in reading instruction daily through synchronous sessions. Students will participate in instruction using Heggerty for phonological awareness and 95% Group chip kits for phonics to address decoding and sight recognition of words. The teacher will also utilize decodable text during synchronous sessions.
K-6 will focus on Word Recognition instruction that will address Scarborough's Rope model of reading by participating in word recognition activities which include: awareness of sounds in words, knowledge of how the sounds are encoded and decoded by the alphabet, automaticity with frequency occurring words, and with spelling pattern words which prove irregular.
Students will also be provided synchronous instruction in Language Comprehension, which includes the comprehension skills necessary for readers to read fluently and understand and read for both learning and pleasure. Some of the specific skills being addressed will include: background knowledge, vocabulary, language structure, verbal reasoning, and Literary Knowledge.

To meet the Science of Reading requirements, students in grades K-6 identified for needing interventions through diagnostic assessments (STAR READING and MATH) (DIBELS) will participate in synchronous sessions at least three times a week for 30 minutes each session. The interventions on campus will be face to face or through Microsoft TEAMS. For interventions, students will participate in 95% Group phonological awareness lessons, 95% Group chip kit lessons, and/or Do-the-Math.

There will be an online facilitator who can assist teachers both in elementary and high school. The online facilitator will be in contact with parents, students and teachers each week to provide support, answer questions, find resources

and teachers each week to provide support, answer questions, find resources for virtual learners.

| 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 will have one teacher in elementary K-6 dedicated to our online students. In grades K-6, students will participate in both asynchronous activities and live instruction. K (1), 1st grade (0), 2nd grade (2), 3rd grade (1), 4th grade (3), 5th grade (2), 6th grade (1)
 In grades 7-12, students will be using an asynchronous, online curriculum, therefore, teachers will interact and provide direct instruction with students as needed. 7th grade (0), 8th grade (2), 9th grade (1), 10th grade (1), 11th grade (1), 12th grade (2).
There will be an online facilitator who can assist teachers both in elementary and high school. |
| 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? | We will have one teacher in elementary K-6 dedicated to our online students. In high school if a teacher goes over their teaching load due to online students, compensation will be provided. There will be an online facilitator who can assist teachers both in elementary and high school. |

Technology / Platforms

| Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.) | Buzz will be used to operate courses available in Florida Virtual School (FLVS) and Microsoft Teams will be used for course content not available in FLVS. Virtual Arkansas electives will be available for electives not offered through FLVS. |

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.

Students participating in the school district's online program will have virtual access to any course offered by the school. Most courses are available in FLVS and edited by teachers to ensure alignment to the state standards and pacing guides. Courses offered by the school that are not available in FLVS will be made available using Virtual Arkansas and or delivered through Microsoft Teams. Courses that will not be delivered through Buzz are listed below. Students also have the option to participate in face to face instruction for electives on campus (CTE). This blended learning option provides students more opportunities for success.

Virtual Arkansas: Foreign Language, survey of agriculture, CSI, Criminal Justice, Law Enforcement, Art I, Art II, Debate

Microsoft Teams: Music K-8

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.

All teachers and students will utilize Office 365 and Microsoft Teams. Through Office 365, teachers and students can collaborate on projects and assignments. With Microsoft Teams, students can participate in live video sessions with teachers and other students when needed.

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

Each student participating in the district's online program will receive a 15" Dell laptop equivalent to the laptops assigned to teachers. Mobile hotspots with unlimited data will also be available to students as needed to ensure all students are able to participate in learning. Students also receive noise reduction headphones and a carrying case for all of their supplies.

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 district will monitor the wellness and safety of students during a weekly virtual meeting with the online facilitator. If the student has needs, the facilitator will work to address those needs which include food security, physical and/or mental health, etc. We have access to mental health professionals to assist in this aspect, we have a backpack program which provides snacks and food each Friday of the school year, breakfast and lunch can be picked up for online students each day.

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.	Student progress will be monitored daily and communicated with each week. If a student is not meeting their goals, parents are contacted each week. If there is a need for tutoring, it is offered in person after school and virtually after school as well. Students are provided pacing guides within their online curriculum with appropriate goals for their course work.
Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	If a student is on a level 2, or 3 RTI plan, they can still receive support as an online student. They can receive interventions through their communication with their teacher /facilitator, and within the course work they complete. Student receiving Tier 3 support will be provided regularly scheduled interventions either in a virtual setting or on campus.
Describe the district or school's formative assessment plan to support student learning.	Students are progress monitored using STAR assessments (K-12) and DIBELS (K-6). Their monitored at minimal three times per year. The target is to monitor monthly for student growth.
Describe how dyslexia screening and services will be provided to digital learning students.	Any student already diagnosed with dyslexia characteristics will receive their services virtually, but can be scheduled to receive services in person on campus as well. If a student or parent feels they need to be screened for dyslexia, they will schedule an appointment to be screened in person. We have two dyslexia specialist to provide services to our students. The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	The Gifted and Talented Coordinator will serve identified students in multiple ways: individually working with students, facilitate regular online activities, and provide resources to challenge each online student. Student who are recommended for the GT program, will be screened and brought to the committee. The district will ensure all requirements from GT Program Approval Standards are met for on-site and remote learners. Please remember services start with whole group enrichment with kindergarten.

Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.	Currently, the district does not have any online ESL students. However, if the need arises, teachers will be trained to provide ESL support with daily instruction. Online ESL curriculum will be used to provide individualized services to identified students. The district will ensure all requirements of the District English Learner plan are met for on-site and remote learners.
Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	Online students who have an IEP or a 504 receive their accommodations from their teachers. This means the teacher eliminates, shortens, or provides more time for student assignments and assessments. Students are placed in the online courses based on their level. Conferences are still held in person and evaluations are held in person as well. The district SPED team monitors the student learning to ensure compliance with the IEP and 504. All IEP services and support as determined by the IEP committee based on the individual student's needs will be implemented.
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.	General education teachers have been provided a laptop to take home, a hot spot for those who need access to Wi-Fi. They have received training in TEAMS and Zoom in order to communicate virtually with students. They also receive training using Florida Virtual and BUZZ our online curriculum and LMS.

Teacher Supports

Describe district and school supports to provide on-going digital content and instructional supports for teachers.	Teachers are provided on-going support for digital learning. The district curriculum coordinator supports teachers with both digital learning curriculum (BUZZ, TEAMS, Office 365) and technology. Teachers also have the opportunity to stay after school (and be compensated) throughout the year for professional development sessions hosted by the district's technology coordinator or curriculum coordinator. Professional development sessions are available any day of the week throughout the entire year at the request of the teachers. Coaching is provided to teachers through the PLC meetings throughout the school year dealing with engaging the online student.

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?	Teachers will use professional development sessions to plan for instruction and revise FLVS content before class begins in August. Teachers will work in collaborative teams during professional development sessions to review, modify, and pace online content for students. During the school year, teachers will likely spend approximately 90 minutes per week grading student work, contacting students, and/or providing online support to students.

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.	All students will be provided all instructional materials (including internet) necessary to be successful in their learning. Students will also be provided individual support and/or coaching to meet their learning needs. Interventions and therapy services will be available both onsite and virtual for students participating. Breakfast, lunch, and/or weekly food backpacks are available for students learning at home.
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.	Upon enrollment into the online program, parents are informed and agree to participate and follow the state testing guidelines. Then throughout the school year, students and their parents are contacted by email and phone to communicate testing requirements. Depending on the needs of students, the district either test virtual students at a designated location on the school's campus or at the local educational cooperative following state testing regulations. Failure to participate in state testing could result in ejection from the Hoxie Online Academy.
Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.	The district will monitor the effectiveness of the online program by weekly monitoring student progress and testing data. Student engagement and success in completing coursework will be closely monitored daily by teachers and administrators. Testing data from ACT, ACT Aspire, Star, and DIBELS will also monitored quarterly to evaluate the effectiveness of the content provided to students.

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)	Families will be supported throughout the learning process. Upon enrollment into the online program, families participate in an open house where they learn how to operate the online programs and access the content. Parents are encouraged to participate to learn how to monitor their child's progress. Throughout the school year, support is provided individually to families. Parents are encouraged to attend parent/teacher conferences and any activity that takes place on campus. Teachers email parents on a weekly basis to keep them informed of the progress of their child's learning and offer needed support. The digital plan is monitored each quarter by the administrative team to ensure compliance and participation. Teachers will provide explicit, systematic, and sequential instruction to address the Science of Reading. The K-6 teacher will use the gradual release model with direct instruction, supported practice, and independent practice.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://4.files.edl.io/05c0/05/14/21/191226-bb824514-9781-45b2-8089-35695c26
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://4.files.edl.io/9f4c/04/19/21/170107-83474dfb-560e-45e3-bde5-76d9e67f9

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://www.scribd.com/document/502741358/hoa-student-handbook?secret_p
Please provide a link (URL) to the discipline policy for digital learning students.	https://www.scribd.com/document/502741358/hoa-student-handbook?secret_p
Please provide a link (URL) to the grading policy for digital learning students.	https://www.scribd.com/document/502741358/hoa-student-handbook?secret_p

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