Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Vilonia School District (2307000)

School Year 2022-2023

> ⓘ 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 #:	2307000
Superintendent:	Doug Adams
Email:	doug.adams@viloniaschools.org
Phone:	(501) 796-2113
Duration Requested (not to exceed three years):	1 Year (School year 2022-2023 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2307034 - Vilonia High School	9-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS

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.
				Digital learning provides the opportunity for students and families to have some control over time, pace, and place for learning. Student attendance in digital learning courses will be based on the district's virtual attendance policy. The district is requesting a waiver for attendance. Policy 4.7- Absences: Virtual Attendance Policy Grades 9-12 All virtual students are required to log in to their virtual classrooms each scheduled school instructional day. Failure to log in will count as one absence. After 9 unexcused absences, a student will be considered truant. Proper documentation will need to be provided for excused and medical absences.

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)	We are not requesting waivers for class size. The DESE Rules for Governing Distance and Digital Learning, SEc. 6.07, state that distance learning courses, as defined in rule are considered "large group instruction" courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instruction delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access.

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Office of Information Technology
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LEA INSIGHTS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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	We are not requesting additional waivers for the teaching load. 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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				The district requests the Six Hour Instructional Day Waiver due to the fact that this course is an asynchronous self-paced course. Students are given flexibility to complete their assignments. Virtual students may work at an accelerated pace and have the option to complete multiple days of work for a class in a shorter period of time. Virtual students, therefore, may not engage in six hours of instruction every day. Some will work ahead and work longer on some days, thus allowing them to complete work in a shorter period of time on other days.
Clock Hours	1-A.2			

LEA INSIGHTS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				The district requests a waiver for clock hours due to the digital learning course being an asynchronous self-paced course. This provides the opportunity for students to work at a faster pace, sometimes completing required lessons in a shorter period of time. It will also allow for students that require some additional time to master lessons and complete assignments. Because of the ability to work at a faster pace, some may not require the 120 clock hours each day to complete assigned work. Instruction is designed for students to master standards, so completion times will vary from student to student. This option allows for students to work at various paces, thus not requiring a six hour day for every virtual learner.

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)	NA Grades 9-12

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 Vilonia School District will use an approved Arkansas provider, Red Comet, for our digital course offerings. Red Comet is a full-time, interactive online program. Students will have the opportunity to choose from a wide variety of core and elective digital courses. All courses from Red Comet are based on the Arkansas State Standards and use an asynchronous style of delivery. Students will work at their own pace through the courses, but will be expected to make adequate progress throughout the semester/year. Progress will be monitored through the Red Comet dashboard by the digital teacher as well as a district advisor assigned to each student. If needed, students can schedule a face to face session with the digital teacher.

Per our attendance policy, students are expected to log into the LMS daily. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

While students are expected to have the opportunity to work at a flexible pace, they are required to complete 100% of the course by the end of the semester/year. Students should progress based on the following schedule: (1st 9 weeks 25%; 2nd 9 weeks 50% 3rd 9weeks- 75%; 4th 9 weeks 100%)

Communication is available 24/7 via the BUZZ LMS messaging system or email. Digital teachers are expected to interact with the digital content and individual students on a daily basis. Red Comet is expected to provide clear, organized learning materials with consistent lesson design. Teachers employed by Red Comet grade assignments and provide feedback to students. Digital teachers are expected to provide feedback within 48 hours. All of the teachers who will be overseeing the courses provided to Vilonia students are certified in the state of Arkansas.

| 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 digital approach will focus on asynchronous learning with synchronous supports offered through the digital provider, Red Comet. Students will engage their coursework through the BUZZ Learning Management System. This digital program will allow students the flexibility to control the time, place, and path of their learning, but with the added support of a digital teacher, district advisor, and access to other intervention supports provided by the district. |

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.	All teachers provided through Red Comet will teach through remote instruction. The district will assign a district advisor to each digital student in addition to the digital teacher from Red Comet. These district advisors will serve as a liaison between the district, parent, student, and digital learning provider. Digital advisory teachers will oversee a class made up of strictly virtual students.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	For students utilizing the Red Comet courses, teachers actively monitor their courses, provide synchronous sessions through zoom to support students when needed, and maintain regular communication with students through the learning management system. Teachers employed by Red Comet are expected to have all assignments graded and feedback given within 48 hours. The district advisor will monitor the Red Comet dashboard each week and communicate with students to encourage engagement and pacing for completion of coursework. Parents will be given a parental password to access their child's account to support them in monitoring their child's weekly progress.
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?	No waiver requested.
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?	No waiver requested.

Technology / Platforms

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

Buzz will be the learning management system used by Red Comet. This is the same platform used by the school the previous year; therefore, providing consistency. In addition, Red Comet will provide professional development to teachers and training supports for any student or parent who needs additional assistance to effectively utilize the BUZZ management system.

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.

Red Comet offers core and elective digital courses for grades 9-12. All courses are designed and developed using the Arkansas State Standards. Onsite 9-12 teachers within the Vilonia School District will collaborate with Red Comet instructional staff to align essential standards for digital courses to essential standards taught onsite, thus ensuring that all students within the Vilonia District are provided an equitable curriculum.

7-12 Digital Program
Red Comet provides access to over 175 self-paced courses in grades 7-12 which are designed and written by subject matter experts and taught by Arkansas Certified teachers. Red Comet courses and content are designed and developed using the Arkansas State Standards. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide resources and support.
The digital content gives Red Comet teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, and planning instruction.

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 utilize Zoom video conferencing software to facilitate live conferences between two or more participants. 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 video communication software may also be used to provide online interventions to students.
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 students in the Vilonia District will be provided a Chromebook to access Red Comet courses and communicate with their teachers. Hot spots will also be issued based on the needs of the student to ensure that each student receives a free public education.

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.	Each student will be assigned an onsite advisor in addition to their digital learning teacher. These advisors will be trained to employ actions and behaviors to ensure the physical and mental health of students. Advisors will also be trained to report any suspected maltreatment/abuse to the Vilonia High School counselor, building administrator, and Department of Health Services.

District advisors will have a dashboard through Red Comet to monitor each student's progress. This advisor will be a Vilonia faculty member who will check in weekly with their students. Through this advisory system, the district will monitor wellness and safety of students. District advisors will also be trained in social and emotional learning strategies to support students in a virtual environment. An effort will be made to maintain students involvement in all onsite extra curricular activities. Examples may include prom, athletic events, clubs, etc. The district will strive to keep these students connected and encourage social interaction among peers. Upon request, the food nutrition department will continue to provide weekly meal boxes to any digital learning student. |
| 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.

Orientation will be provided to all digital learning students to ensure that students are equipped with the appropriate technology and skills to complete the online digital course. Protocols and expectations for the class will be explicitly communicated. All parents will sign a document indicating that they have received guidelines required for successful completion of the course. Information concerning state standardized testing requirements and district interims/screeners will be included. Although students' attendance will be counted by logging on each day, support to monitor engagement will be in place. Lack of engagement often occurs with students who attend school everyday onsite. This problem is not new to digital learning, it just may be more difficult to monitor and provide support for improvement. Each student participating in Red Comet digital learning courses will be assigned an onsite advisor. In addition to Red Comet digital teachers, district student advisors will monitor student progress through Red Comet data each week. If a student is not engaged, the RTI process will be immediately started at the first sign of failure. The district advisor will collaborate with the digital learning teacher, student, and parents to discuss any issues the student may be having and encourage engagement. If lack of engagement continues, a formal meeting will be held to discuss intervention options and additional supports. In addition to weekly monitoring, formal checkpoints will be completed by the advisor throughout each semester, utilizing the Red Comet Dashboard, to document and progress monitor student performance.

Red Comet offers instructional support for students through the digital teacher by providing individual zoom sessions as needed. In addition to the digital learning programmatic support, the district will offer support through onsite or virtual content tutoring. Students will also be offered an option to meet onsite or virtually with an advisor to schedule skills based intervention options. Attendance and completion of work are two different areas of concern. Both are essential, but the district recognizes that attendance can occur in any setting without student engagement. Therefore, attendance problems will be addressed through truancy procedures. Student engagement issues will be addressed through a strong RTI process with a commitment to seek out resources and provide interventions to ensure student academic success. When students are engaged, they will exhibit behavior as follows: (1) check in daily and respond to all emails in a timely manner (2) adequately following the pacing of the course outline (3) performance will demonstrate mastery of standards (4) successfully complete all course requirements.

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

Digital teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, the digital provider will provide Tier I and II interventions. A district support team will assist with providing Tier II and III interventions. Tier I will be provided during virtual instruction and processes. Tier II interventions will be provided through small groups or one-on-one. Students who fail to demonstrate success (academic or engagement) after the above-mentioned process has occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT Team may consist of : digital teacher, parent, counselor, building administrator, content specialist, mental health support, student, and /or cooperative special services staff. If additional supports are needed, digital students have an option for onsite or virtual face to face intervention during the school's third period designated for school-wide intervention.

The ACT ASPIRE will be considered the universal screener for digital learning students. Interventions will be provided digitally and monitored by the onsite advisor. Star Reading and Star Math will be used as additional screeners to identify deficit areas. Targeted interventions will be provided through digital programs such as Lexia Up and IXL.

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

Red Comet courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' master of learning throughout the modules of a course that are aligned to the summative module assessments. Following the PLC structure, Tier II and III support will be provided by district staff based on the district's RTI plan.

District advisors will also use weekly check- ins to do informal formative checks to ensure clarity for students on asynchronous learning tasks within the Red Comet system . These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

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

The district will ensure that all legislative and district protocols will be followed in providing dyslexia screening services to onsite and digital learning students. Vilonia School District provides dyslexia services by trained dyslexia interventionists who are supervised by a licensed dyslexia coordinator. The district provides Connections OGin3D, a research based approved dyslexia intervention, as per rules and regulations. Digital learning students will be given the option of receiving dyslexia intervention digitally. Red Comet and district personnel will provide the needed accommodations/modifications per the individual student 504 plan.

9-12 Digital Program

If a digital learning student has already been identified as needing dyslexia intervention services, the plan of services will be implemented in partnership with the district advisor, dyslexia interventionist and Digital Learning Teachers (Red Comet) to ensure services are received. During digital learning, students who have been identified as having characteristics of dyslexia will be preferably served through onsite face to face dyslexia intervention services: 1:1 instruction, 2 days a week for 1 hour sessions delivered by a trained dyslexia interventionist. If the preferable onsite face to face delivery of 1:1 instruction, 2 days a week for 1 hour sessions cannot be met then Zoom, Google Meet or another communication platform will be used to carry out the dyslexia intervention service. Off-site digital dyslexia intervention service will be at least 3 days a week for 45-60 minute sessions with no more than 4 students per group delivered by a trained dyslexia interventionist. Based on progress monitoring data, students needing dyslexia services may be recommended to meet face-to-face with dyslexia interventionists.

Professional Development - Digital Learning Teachers (Red Comet) will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

9-12 Screening - District staff will provide a Level 2 dyslexia screening, as preferred by the school district, if progress monitoring indicates a digital learning student in grade 9-12 is experiencing difficulty in reading and spelling, as noted by partnership the district advisor, dyslexia interventionist and Digital Learning Teachers (Red Comet). Administering a Level 2 screening for an older student is a more efficient use of the student's and assessment administrator's time and has more benefit for the student.

If a Level 2 screening is warranted, norm-referenced, diagnostic assessments will be administered by the district staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Parental consent will be obtained when additional assessments are needed to determine if characteristics of dyslexia exist. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension. The Characteristics Profile of Dyslexia will be used to aid in school-based identification of the characteristics of dyslexia

characteristics of dyslexia.

Screening Exemptions:
1. Students with an existing dyslexia diagnosis.
2. Students with a sensory impairment such as blindness or a hearing impairment.
The screening components may not be appropriate for students with severe cognitive limitations. Virtual Teachers will work closely with district administrators to determine if the screening is appropriate for each student. Careful consideration must be given to any decision to exclude a student from screening.

Parent Communication - The district advisor, dyslexia interventionist and Digital Learning Teachers (Red Comet) will communicate with parents through conferences and written methods regarding progress monitoring, Level 2 dyslexia screening results, as preferred by the school district. Parent permission will be gained before dyslexia intervention services are provided. Progress in the dyslexia intervention program will be documented and shared with parents using the program's end of lesson checklists.

Dyslexia Intervention - Dyslexia intervention services will be provided to 9-12 digital learning students by district interventionists if they qualify based on screening results, progress monitoring, and parent consent. Group size for virtual dyslexia intervention will be determined by the guidelines of the district's dyslexia program. Progress monitoring data will be utilized to determine if the group size and delivery option are meeting the needs of each student. The data from the digital learning classroom and district dyslexia intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionists and students to assure program guidelines are met in the virtual environment. This includes access to hardware and software needed to provide virtual dyslexia intervention services as required by the dyslexia program guidelines. Internet connections will be monitored for the ability to provide successful dyslexia intervention instruction and to support monitoring fluency and accuracy of articulation, reading, spelling, and writing.

Student Expectations for Dyslexia Intervention - The dyslexia program will provide a multisensory dyslexia intervention student kit to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so District Dyslexia Interventionists can evaluate handwriting and spelling errors. All equipment and resources needed to provide services to digital learning students will be provided by the district.

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

Vilonia School District will provide a Gifted and Talented program as per rules and regulations. All state and district guidelines will be followed in providing gifted and talented supports to digital learning students. In addition, students will have time and support to extend learning through enrichment opportunities offered online or onsite. The district will designate an individual to support digital students participating in the gifted and talented program. All Red Comet teachers teaching AP courses are AP certified. The district will ensure that all requirements from GT Program Approval Standards will be met for digital 9-12 students.

AP Government and Politics United States
AP Human Geography
AP Macroeconomics
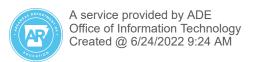AP Microeconomics
AP Psychology
AP United States History
 AP Art History
AP Biology
AP English Literature and Composition
AP Environmental Science

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

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated support. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.
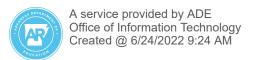
Vilonia School District will provide English Language Learners instruction, including appropriate state assessments for English Language Proficiency, as per rules and regulations. The district employs an ESOL coordinator and ESOL family support liaison to provide support for all ESOL students. Personalized support will be provided to ESOL digital learning students through the district liaison. Red Comet will offer an optional learning management platform that will allow students to work in a curriculum that provides Spanish and English language. This will be very helpful to parents as many ESOL parents in the district only speak Spanish.

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

IDEA Referral Procedure-HS.3.14 It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA. For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes governing special education, implementation of an individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504. Vilonia School District provides services for all students who qualify for special education services.
 All students will be provided services according to federal and state guidelines. In order to ensure students receiving special education services are provided a Free and Appropriate Public Education, the student(s) IEP team will convene and discuss services and supports in a virtual or onsite setting. Based on the individual needs of the student, the team will determine the need for specialized instruction and accommodations necessary for the student to make progress on goals and objectives and in the general curriculum. Depending on the individual needs of the student as determined by the IEP team, the virtual setting may be determined to be inappropriate for some students. The district will continue to follow all due process requirements for ensuring a free and appropriate public education. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. The digital curriculum and learning management system provides accommodations for Special Education students and families.

The special education teacher will be available with instructional strategies, modification, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.
Virtual teachers will provide information for evaluations and conferences when requested. Vilonia 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. Red Comet digital system will provide modifications such as text to speech, accommodations of assessments, asynchronous learning tools such as highlighters, note taking assistance, etc.

When progress monitoring data through the Red Comet system indicates that a Special Education student is not making adequate academic progress or is in danger of failure, the district will follow the RTI process to provide interventions. If it becomes evident that the student is not making progress in digital learning through explicit interventions offered, the RTI team may be recommended that the student return to campus for onsite face-face intervention/ support. District Special Education teachers will have an intervention period in their daily schedule to ensure time is available to meet student needs.

meet student needs.

Digital learning students who qualify for special education services will participate in state assessments and be provided accommodations and modifications as per their IEP. A Licensed special education instructor/case worker will provide support to all digital students holding an IEP. Conferences may be conducted onsite or through zoom.

| 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. | Red Comet courses will meet the guidelines of IDEA and Section 508. Red Comet teachers will provide accommodations outlined in the IEP/504 plan. Students will also be supported through a district special education instructor/case manager. Red Comet digital system will provide modifications such as text to speech, accommodations of assessments, asynchronous learning tools such as highlighters, note taking assistance, etc. |

Teacher Supports

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

Red Comet will provide training on the Buzz platform, including the ability to pull reports from the system, to all teachers serving as advisors. A robust online teacher training and development for all new teachers entering the field of online teaching is provided to ensure teachers are equipped to meet the needs of students. Red Comet teachers are provided both directed/scheduled and embedded professional development. Red Comet provides a team of instructional and digital content experts for support to all teachers. A help desk hotline/team of technology support specialists is available to assist with any technology issues.

As part of the Professional Learning Community process, Red Comet eachers will collaborate with district certified advisors to 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 advisor will facilitate the support with administrative assistance. 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?

Red Comet will provide Arkansas certified instructors for all digital learning courses. The district will provide certified advisors with orientation, training on how to support digital learning students who are struggling, and time, during the third period each week, to advise digital learning students. The district will support digital content and planning by collaboration between district certified teachers and the Red Comet instructional team. This collaboration will occur prior to the start of the 2021-2022 school year to ensure that all content and pacing of essential standards is aligned.

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 Vilonia School District does not discriminate or impede equitable access or participation concerning gender, race, national origin, color, disability, or age. Based upon the district's needs assessment conducted in May 2020, a strong focus will be placed on ensuring that all students gain access to technology that will ensure equitable opportunities through digital learning. The virtual program will coordinate with district support programs, including special education, 504, ESOL, GT, counseling, etc. Budgeting of state and federal funds will ensure equitable access for all students to educational services. The district certified advisor will serve as a safeguard to ensure equitable opportunities are met for all students and individualized plans are followed.

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.

Virtual students will be required to participate in statewide summative and school required testing at the school site. The test will be monitored by school personnel. The school will work with parents to schedule assessment dates and time for digital learning students. Students will have the option to assess with their on-site grade level peers or in a separate cohort. Parents will sign a contract which includes the requirement to test onsite for state assessments. The district will provide all testing requirements to parents and students during school orientation for the 2022-2023 school year. In addition, parents will receive reminders concerning testing requirements throughout the year. Phone calls, emails, and letters will be mailed to communicate effectively with parents of digital learning students.

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 through semester course surveys provided to students, parents, and certified district advisors. Student performance will also be evaluated through course work, formative/summative tests, and state standardized tests.

Red Comet provides the school district access to the Buzz LMS dashboard. District advisors will be trained to pull grades from the dashboard weekly to monitor student progress. Additionally, parents can access student grades through the Buzz platform.

The 9-12 virtual option will be closely monitored for effectiveness by the District Assistant Superintendent, District Central Office Staff, and Building Principal in partnership with Red Comet teachers. Components that affect student achievement are addressed below.

Teacher Effectiveness: Red Comet internally monitors teachers and provides professional development in effective practices for digital instruction. District advisors will be provided support and trained explicitly in the role as advisor in digital learning.

Curriculum Effectiveness: The content in the learning management system is reviewed and maintained by Red Comet, an Arkansas approved digital provider.

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Red Comet and Vilonia High School staff.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.
Digital courses for grades 9-12 will be offered on a semester schedule. The following timeline will be followed to progress monitor the effectiveness of the digital learning option:

4 weeks, 9 weeks, 13 weeks, and 18 weeks
Parent, student, teacher, and district advisor surveys will be conducted 4 weeks into the semester and at the end of the semester to make adjustments and seek continuous improvement.

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)	Guidelines established in the district family engagement plan will be followed. In addition, the district will support parents/students with digital tools and resources by providing devices and technical assistance on using the technology for instruction. Red Comet will provide technical support through a 24 hour help desk. Vilonia School District will provide parent/guardian informational webinars throughout the school year for families of students in digital learning courses. District advisors are provided access through the Red Comet dashboard to assist with communicating course details and grade updates to parents/guardians with provided email addresses. Parents/guardians are also given access to the Buzz platform 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 updates and emails from teachers. IN REGARDS TO THE POLICIES SECTION BELOW: VIRTUAL STUDENTS WILL FOLLOW THE POLICIES OF DISCIPLINE AND GRADING FOR ONSITE STUDENTS.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/1-oJI5CErHhnoDPIFgsoXZqo-JH5QPuaK/view
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/document/d/1aNoOlnZlEm78oGmcYaxTdmNNMyU(

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/drive/folders/1U1Km0f3Z1faiHVrecK_P_nHuX1d5x\
Please provide a link (URL) to the discipline policy for digital learning students.	4.17 https://drive.google.com/file/d/1vVZp1zH7Ertp3uluQ-sRsu7i3d8tAs3e/e

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

5.15 https://drive.google.com/file/d/112LSwVCbUBLXF02vo_lmBwE6guSf9-

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