



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Berryville School District (0801000)

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 #: 0801000

Superintendent: Owen Powell

Email: OPowell@bobcat.k12.ar.us

Phone: (870) 423-7065 Ext. 3274

Duration Requested (not to exceed five years): 5 Years
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0801001 - Berryville Elementary School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
0801002 - Berryville High School		Synchronous		CMS
0801004 - Berryville Intermediate Sch				
0801003 - Berryville Middle School				



Waivers

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

6-18-
213(a)(2)



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver:</p> <p>The students in the virtual learning environment will not physically be present on campus. Therefore, the student will be marked present if the student maintains engagement in the learning.</p> <p>Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course.</p> <p>Engagement requirements: A student logs in weekly to the learning platform and submits assignments according to specified due dates. Students in grades K-5 may also meet weekly for phonemic awareness/phonics lessons, small group, or intervention attendance requirements. Adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.</p> <p>For extenuating circumstances that require longer periods of time to complete assignments, the building administrator and Virtual Program Coordinator will work with the student and family to create a student success plan.</p> <p>If the district initiates remote learning for AMI, attendance will be determined by the district's AMI plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request waiver:</p> <p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, states 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 instructional delivery, and teachers are providing instruction through technology-based approaches utilizing an LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction.</p> <p>Teachers in grades K-12 who teach 100% virtual students can have class sizes equal to double the max class size of a face-to-face classroom; however, the 100% increase allowable will only be used in rare cases. In this rare case, teachers will be provided additional assistance to monitor and provide student support.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Teaching Load Number of students: 150 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	No waiver needed: The Berryville Virtual Program offers a primarily virtual option utilizing an LMS with digital content that provides for some degree of self-paced or flexible access, allowing for an increase in class size but not teaching load maximums. Teachers in grades 7-12 who teach 100% virtual students can have an overall teaching load not to exceed 150 students.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	



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.
				<p>Request waiver:</p> <p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This flexibility may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace. Whereas, district coursework requires an average of 45 minutes per course/core content area per day (60 hours for 0.5 credit). Students taking seven courses will spend a maximum of 6 hours per day working in the online platform.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Request Waiver:</p> <p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This flexibility may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.</p>
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)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request waiver:</p> <p>Request to waive the DESE rules governing physical activity standards for students in a virtual setting.</p> <p>Since virtual student schedules are somewhat flexible, students will have multiple opportunities for unstructured social time, free play, and vigorous activity during the day. The BVA teachers will work with each student to create a schedule with suggested breaks and suggested activities to ensure students have time in their day for physical activity. Only students enrolled in a physical activity course will have their physical activity monitored.</p>

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 Berryville Virtual Academy (BVA) provides asynchronous courses and allows students the benefit of synchronous "live" instruction as needed. Asynchronous instruction will include digital coursework from Edgenuity (K-5) and Edmentum platforms and synchronous zoom meetings with a face-to-face option as required. BVA students working during asynchronous learning times have control over the pace, place, and time they are completing assignments; however, they will be required to maintain pace in the curriculum and attend regularly scheduled check-ins

The teachers will have the flexibility to modify the platform's curriculum and add materials/lessons that meet their students' needs. Teachers will monitor all student coursework and provide feedback. Teachers, parents, and students can schedule meetings to help support learning as needed.

Each week, teachers will notify students and parents when a student's grade falls into the D or F range. Teachers will monitor student coursework and provide feedback and reteaching. Students whose grades fall in the D or F range in any course will be required to attend individual and/or small group virtual intervention sessions a minimum of twice a week and may be asked to come onsite for additional support for a minimum of one week or until their grades rise to a C or above.

Grades K-6: Students will need the support of an adult. Students are expected to follow a schedule with both asynchronous (from digital provider) and synchronous (virtual meetings). Students will be expected to follow a daily schedule for the first 10 days of each semester to ensure student engagement, maximize student learning, build collaboration, and develop relationships with teachers and fellow classmates. After the initial ten days of synchronous learning, students will be required to maintain pace in the curriculum and attend weekly check-ins with teachers to continue to work on a flexible, independent schedule. Asynchronous instruction will be monitored weekly by teachers. The provider's platform requires a predetermined number of lessons to be completed weekly to maintain pace. BVA students are expected to complete these lessons to work on a flexible independent schedule.

Grades K-5: Students will have access to four core courses (Language Arts, Mathematics, Science, and Social Studies) and four different elective opportunities (Health/PE, Technology, Music, and Art). If course work requires offline worksheets, workbooks, or textbooks, the district will provide these materials at no cost to the students.

Daily synchronous Science of Reading lessons are required for K-6 students. K-6 teachers will hold virtual Science of Reading lessons daily for a maximum of 45 minutes per day through Zoom. Students may be assigned to small intervention groups (minimum of 3 each week) for 20-30 minutes. Students will also be given asynchronous learning tasks in their designated provider's platform to be completed. Students will be required to maintain pace in their virtual courses.

Grades 7-9: Students will be expected to follow a schedule for the first 10 days



Grades 7-9: Students will be expected to follow a schedule for the first 10 days, complete daily check-ins with their homeroom teacher, and attend a minimum of two live virtual sessions per subject each week during the first two weeks of each semester to complete course orientation and to become acquainted with the virtual teacher.

After the initial ten days of synchronous learning, students will be required to maintain pace in the curriculum and attend weekly check-ins with homeroom teachers to continue to work on a flexible, independent schedule.

Asynchronous instruction will be monitored weekly by teachers. The provider's platform requires a predetermined number of lessons to be completed weekly to maintain pace. BVA students are expected to complete these lessons to work on a flexible, independent schedule.

Core teachers will schedule individual tutoring or small group sessions with students as needed via Zoom or face-to-face. Core teachers will contact students a minimum of once a week. (e.g., emails, Zoom, face-to-face, Remind 101).

Grades 10-12: Students will be expected to follow a schedule for the first week, complete daily check-ins with their homeroom teacher, and attend a minimum of one live virtual sessions per core subject each week during the first two weeks of each semester to complete course orientation and to become acquainted with the virtual teacher.

After the first week, students will be required to maintain pace in the curriculum and interact with homeroom teachers weekly following a scheduled routine planned by teachers, students, and the BVA director. Asynchronous instruction will be monitored weekly by teachers. The provider's platform requires a predetermined number of lessons to be completed weekly to maintain pace. BVA students are expected to complete these lessons to work on a flexible, independent schedule.

Core teachers will schedule individual tutoring or small group sessions with students as needed via Zoom or face-to-face. Core teachers will contact students a minimum of once a week. (e.g., emails, Zoom, face-to-face, Remind 101).

Grades 6-12: Students will have access to the four core courses (Language Arts, Mathematics, Science, and Social Studies) and a variety of additional electives chosen from the Virtual Academy Provider's Course Listing Catalogue, including Advanced Placement and CTE courses. Virtual students may apply to be accepted into the Connect 4 (C4) program. When courses require textbooks, they will be provided at no cost to the students.



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 Berryville Virtual Academy (BVA) will partner with the DESE-approved provider Edgenuity and Edmentum to provide a fully online learning experience for its students. The accredited core and elective course curriculum is rigorous, robust, and aligned with the same Arkansas standards, concepts, and graduation requirements as on-site students. The curriculum is facilitated by certified Berryville teachers utilizing the content provider as well as district instructional resources. If the content provider is not meeting a student's needs, BVA teachers will be expected to create materials/lessons that support the learner.

BVA teachers will work on-site to provide students both synchronous and asynchronous learning opportunities. Scheduled Zoom sessions will allow for synchronous learning. Students will engage in asynchronous digital coursework through their assigned content provider's course catalog.

BVA K-12 grade students are allowed to participate in extra-curricular activities as applicable. (e.g., band, choir, athletics, GT).

Courses like Connect 4 (C4), CTE, art, athletics, band, and music may require students to participate in blended learning. Students participating in courses that require blended learning could be expected to be on campus for practices, activities, and other learning activities that cannot take place virtually.

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.

Current Berryville Faculty will be assigned exclusively to the BVA to fill the teaching positions required to staff the virtual school. These teachers of record will be dedicated to online teaching by supporting students with their asynchronous learning as well as teaching students synchronously through remote and face-to-face instruction.

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



Teachers will be assigned virtual students and serve as these students' advisors and homeroom teachers of record. The teacher's role is to support the students with their online education in the Berryville Virtual Academy through synchronous and asynchronous learning, monitoring student progress and coursework, attendance and engagement, as well as reteaching unlearned content tutoring, remediation, and/or intervention. The teachers may also make recommendations for additional services, including but not limited to counseling, RTI referral, and different synchronous times to meet students' individual needs.

Teachers will interact with students following a consistent schedule during regular school hours. Teachers will conduct weekly "check-ins" with each student to discuss progress and provide daily instruction or small group interventions as needed.

Student performance data will be monitored weekly by "homeroom" teachers, with frequent updates sent home to families. Teachers will be expected to provide timely feedback and reteaching as needed.

Teachers will have set office hours approved by the BVA director. If a virtual teacher must schedule after office hours, they will work with the director to adjust their daily schedule.

Required contacts may include but are not limited to the following:

- *Daily individual check-in with every homeroom student (e.g., remind 101, platform mail, school email)
- *Weekly face-to-face individual check-in with every homeroom student (e.g., Zoom)
- *Individual check-in with every struggling subject area student as needed- Zoom/ Face-to-Face
- *Weekly emails about pacing/ information/ updates for subject area students
- *Set office hours as determined by the director



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?

Edgenuity and Edmentum curriculum purchase is one of the essential supports that allows a teacher to exceed class size requirements. The curriculum itself and additional teacher resources significantly reduce the workload in preparing lessons, assignments, and assessments. The district will provide necessary instructional supplies and materials to all students. Materials include student-issued Chromebooks, chargers, and any additional instructional supplies needed for effective instruction and student success. The district will provide a mobile hotspot, if necessary, to eliminate barriers for families without access to WiFi or who are experiencing unstable WiFi connectivity.

As with all district faculty, virtual teachers will be provided time weekly to work collaboratively in the academy, building, grade-level, and content-area professional learning communities (PLC). PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions and/or enrichment based on results.

A minimum of 200 minutes per week will be provided for virtual teachers to plan differentiated instruction. Teachers will be able to modify the online content and develop personalized lessons to better support the students they serve.

Virtual teachers will provide Tier 2 and Tier 3 interventions to meet students' individual needs. Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services. Student support staff (ESL, GT, Sped, Dyslexia Coordinator, Migrant, health services, counselors) will be available to support teachers and students.

District instructional coaches will support all teachers, including virtual teachers, by providing ongoing, job-embedded professional development and facilitating student-centered coaching cycles. Professional development will be focused on learning and refining current best practices for instructing students in the online learning environment.

The BVA Director will also provide additional instructional support to teachers through the BVA PLC process. The director's job responsibilities are solely related to the virtual academy.

District directors of ESOL, Special Education, and Gifted and Talented will assist the BVA Director when needed to ensure teachers can address all students' needs in their classroom.

The district will determine the effectiveness of the virtual program by observing and participating in PLC meetings; analyzing student achievement data, attendance, and levels of engagement; and providing and collecting specific, meaningful feedback to and from teachers following classroom observations.



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?

This district will not require a waiver for teaching load because virtual teachers will receive support. Also, student enrollment numbers will be capped in each class.

Student to teacher ratio caps are as follows:

K-6 — 45:1

7-12 — 105:1 (Four Content Teachers)

* Not to exceed 150 total.

Technology / Platforms

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

Grades Kindergarten- 5th Grade: Will utilize Edgenuity's Curriculum courses and learning management system to access virtual learning content and resources.

Grades 6-12: Teachers will facilitate learning utilizing the Edmentum Curriculum and learning 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.

Grades Kindergarten- 5th Grade: Teachers will facilitate learning utilizing core content from provider Edgenuity, which is aligned to Arkansas State Standards. To ensure Edgenuity's curriculum is aligned to the Science of Reading, virtual teachers will have access to Phonemic Awareness and Phonics resources. Intervention resources will be provided from 95% group, i-Ready and Hear Builder or Fast ForWord. Students will access core instruction and intervention from these resources and learning management systems.

Grades 6-12: Teachers will facilitate learning utilizing Edmentum's adaptive curriculum grounded in research and aligned to state standards. Courses combine direct-instruction videos with rigorous assignments, performance tasks, and research-based assessments to engage students and ensure subject-area mastery. 6-8 students may receive additional intervention from I-Ready or Fast ForWord resources.

The district will utilize, for all courses, consistent courseware that follows similar set-ups, policies, and procedures for students and families. Pedagogical needs for phonics instruction at the elementary level presents a need to deviate from these norms; therefore, students will access instruction for phonics and early literacy lessons via zoom sessions or the same platform as the rest of their synchronous coursework.

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 have built-in webcams, and teachers will use the pre-installed Zoom video communication software or Google Meet to communicate with 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.

The district will provide a Chromebook to all virtual students in grades K-12. The district will provide students with limited or no connectivity district-owned hotspots. Drive-up WiFi is also available at various locations throughout the community. (See district map)

Students experiencing temporary internet outages or the inability to connect are instructed to contact the school to establish a plan for missed days of instruction.

All district devices are monitored using Go Guardian, and filters are in place to meet the Children's Information Protection Act's provisions.

The Berryville Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues when a need arises after hours.

Technology Contact Information: Available 8:00 a.m - 3:00 p.m. Mon-Fri
Ed Wallace: ewallace@bobcat.k12.ar.us ext. 3243
Daniel Smith: dsmith@bobcat.k12.ar.us ext. 3290
870-480-4620

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.



To ensure that families are prepared for learning from home, the Berryville Virtual Academy will require every virtual student and parent/guardian to attend a "Boot Camp" before the first day of online instruction. Families will have the ability to participate in an orientation session during the day or the evening to allow for greater flexibility.

During this event, parents/guardians and students will receive an overview of BVA expectations, training on navigating the digital providers' learning management system, reviewing and signing student and parent contracts, and learning strategies for successful online learning.

The weekly student check-ins, tutoring, and small group sessions provide K-6 and 7-12 homeroom teachers an opportunity to assess their students' physical and mental health. Students will also have access to the Berryville School District onsite counselors as needed. (See The District Protocols for Student Engagement)

<https://docs.google.com/document/d/1po8xfJ0bnut10F0XQUAkJsMq1sgi9NDO9G8MdRVtgZQ/edit?usp=sharing>

The minimum bi-weekly parental check-ins would offer teachers an additional way of monitoring student wellness and safety. When deemed necessary, teachers will check in with parents more frequently to monitor student wellness and safety.

Breakfast and lunch will be provided to all virtual students. Parents will need to pick up lunch and the next day's breakfast daily.

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.



Weekly progress monitoring will take place utilizing the report from the learning management system and attendance records of the virtual classroom teachers. Ultimately, the virtual content provider will determine how attendance will be calculated.

Attendance/Engagement (work-time) is expected. Virtual students have control over the pace, where, and to some degree when they work. Students must maintain pacing, which requires work being done regularly. Students must meet their quarterly progress/deadline to get full credit. (Quarterly, Midterm, and Final term)

Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework. The teacher of record will monitor to ensure the student progresses toward standard mastery and credit attainment for the course.

The content provider's program will calculate grades according to the student's progress. the program will calculate a real grade (grades earned on completed assignments) and the actual grade (deducting points for incomplete work.)

Students who are not attending or staying engaged during synchronous and asynchronous learning will be referred to the campus intervention team and may be asked to return to onsite instruction. (See The District Protocols for Student Engagement) This process will be explained to parents and students during their initial orientation.

Teachers will provide intervention for students not showing progress. If interventions are not successful, the student will be referred to the campus intervention team. Additional steps may include but are not limited to weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction.

The district maintains a district-level mediation team to support students and families who do not show improvement after working with the campus intervention teams. This district mediation team coordinates with local support services in order to meet student and family needs. The District Protocols for Student Engagement describes the campus and district process for wrap-around support and intervention:

<https://docs.google.com/document/d/1po8xfJ0bnut10F0XQUAkJsMq1sgi9NDO9G8MdRVtgZQ/edit?usp=sharing>

Grading will be based on progress as well as mastery of concepts. Students will maintain course grade averages of 70% or higher per 9 weeks. Students struggling to keep a 70% during the quarter will be required to attend on-site or virtual tutoring sessions. Failure to attend scheduled face-to-face and/or remote tutoring sessions is not an option. If students fail to maintain the 70% or higher, the mediation team may request students to be removed from BVA.



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



If a student is not making the required daily academic progress or is not engaging consistently, the student's teacher will intervene. The interventions may include but are not limited to:

- *Specific completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student.
- *Mandatory in-person or virtual meetings with the teacher, student, and/or parent to monitor progress.
- *Increased time spent on coursework.
- *Remediation with a teacher to ensure success on assignments.

If intervention data does not show improvement or gains in student learning, the mediation team may refer the student to the campus RTI team. Interventions will be based on student needs according to multiple data sources. These interventions will be evidence-based practices. To further support students, additional steps may include but are not limited to weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction.

The District Protocols for Student Engagement explains the RTI process for interventions and tiers of support:

Tier 1 supports are goal setting, progress checks, and a review of parent's access to the platform, success calls/messages to parents, which will be performed by the student's homeroom and/or content teachers.

Tier 2 utilizes the campus RTI team and supports, including change in instructional options, student services support, home visits, and needs assessment.

Tier 3 utilizes the district program coordinator and supports include a Change in Instructional Option, Student Services Support, Home Visits, Needs Assessment, or a Referral for FINS.

Grading will be based on progress as well as mastery of concepts. Students will maintain course grade averages of 70% or higher per 9 weeks. Students struggling to keep a 70% during the quarter may be required to attend on-site or virtual tutoring sessions. Participation in face-to-face and/or remote tutoring sessions is required. If students fail to maintain the 70% or higher, the mediation team may request students to be removed from BVA.

Students are eligible for face-to-face instructional support during established hours of on-site learning. Those hours will be posted each school year based on the campus schedule. Students may continue or elect to enroll in school-based counseling services on campus or remotely.



All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet on-site for specific services and assessments.

Support Personnel Include (but not limited to):

- *Counseling/school-based mental health services
- *Gifted and Talented Coordinator
- *Virtual Learning Coordinator
- *RTI
- *Alternative Learning Environment
- *Dyslexia Coordinator
- *Special Education Coordinator
- *English Language Learner Coordinator
- *Bright Futures Coordinator
- *Ozarks Unlimited Cooperative Educational Service Center Specialists

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



To support student learning, the Berryville School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence-based instructional decisions in the best interest of the students we serve. Additional data points are analyzed, including attendance, discipline, mobility, etc. The BVA, depending on the data analysis, uses the School Intervention Team (SIT) at each building site to monitor and support students showing little improvement throughout the multiple data points.

Kindergarten - 2nd-grade students will complete a beginning (BOY), middle (MOY), and end (EOY) of the year i-Ready assessments in math and reading. This is a state-required assessment that will be administered onsite by BVA teachers. Additionally, state-required initial screenings are conducted on-site three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. Based on individual needs, in extreme circumstances, digital administration of the K-2 screeners could be employed. Students must come on-site for the state-mandated i-Ready assessments. However, based on individual needs, or extreme circumstances, virtual i-Ready assessments may be administered remotely.

Students in grades 3-8 will complete a beginning (BOY), middle (MOY), and end (EOY) of the year i-Ready assessments in math and reading. Additionally, as mentioned above for K-2, the initial screening assessment criteria will be used when needed to identify student deficit areas in grades 3-8. Based on individual needs, in extreme circumstances, digital administration of the assessments could be employed. Teachers and students will conference over the i-Ready assessment results to celebrate success areas and set growth goals. However, based on individual needs, or extreme circumstances, virtual i-Ready assessments may be administered remotely.

BVA staff will monitor student progress weekly to ensure students meet academic goals or targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls, or video communication methods if adequate progress is not achieved. In the rare instance a student is administered any district or state formative assessment through a digital format, the District Technology Department will be accessible by phone or email to provide technical assistance. Additionally, teachers will be able to give limited support to technical issues or concerns.



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



The Berryville School District will ensure all requirements of the Dyslexia law will be met for on-site and remote learners. Virtual teacher(s) will administer the state-required screeners to all K-2 virtual students, on-site or via Zoom if necessary. These screeners are used to identify students who may exhibit the characteristics of dyslexia.

Virtual teacher or Dyslexia Coordinator will administer Level 1 screeners to virtual students in grades 3-12 experiencing difficulty completing assignments. If initial or level 1 screeners reveal possible characteristics of dyslexia. Then the Dyslexia Coordinator will administer Level 2 assessments to establish patterns of strengths and weaknesses.

If assessment data reveals possible characteristics of dyslexia, then the identified student shall receive services from one of our trained paraprofessionals using the district-approved dyslexia program. Virtual students that are identified will be given all the necessary materials and manipulatives needed for intervention. The 95% Group interventions will be utilized as additional resources for students who may need intensified remediation based on progress monitoring data.

All virtual teachers have been through the Science of Reading training or awareness as required by DESE. Dyslexia awareness is provided to the district in August to aid in the identification of students with the characteristics of dyslexia.

The elementary (K-2) has one dyslexia paraprofessional, intermediate (3-5) has two dyslexia paraprofessionals, and middle/high school has two dyslexia paraprofessionals, including the Dyslexia Coordinator if needed. These interventionists will follow a schedule that designates individual or group meeting times for both onsite and virtual students. For interventionists, who are seeing onsite and virtual learners, the interventionists' time will be scheduled so as not to be overloaded.

Virtual teacher or Dyslexia Coordinator will complete screenings and level 1 or 2 testings on-site to reflect the students' performance best accurately. However, virtual screenings are available if absolutely necessary.

The Berryville School District will monitor to ensure students identified with characteristics of dyslexia receive intervention services with fidelity. A fidelity checklist will be utilized by coaches and the dyslexia coordinator to determine if components of the dyslexia program are being implemented according to program requirements. The BVA director and grade-level principals will also conduct observations.



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



All GT Program Approval standards requirements will be met for the K-12 gifted program for remote learners. GT services will be provided virtually to remote students utilizing GT staff and the content provider. Remote GT students' time will be scheduled according to program standards weekly, just as onsite students.

K-2 Whole Group Enrichment is delivered 30 minutes weekly:

- *30 minutes monthly with a Berryville employed licensed GT teacher
- *provided curriculum carried out and documented other weeks by virtual teachers.

The written plan of curriculum enrichment includes data collected for long-term identification for services. Documentation will be collected and reviewed along with anecdotal notes from each class.

3-5 Intermediate students meet virtually for 150 minutes every week with Berryville employed licensed GT teacher, along with content provider enrichment.

6-8 GT Seminar and honor classes offered, along with content provider enrichment.

9-12 GT Seminar and honor classes, along with AP classes and content provider enrichment.

Remote learning students may have the option to join onsite students in the classroom if determined to be the best possible scenario by the GT Coordinator and student caretaker.

The GT identification process includes the following:

- *GT identification testing will take place onsite and in small groups.
- *GT identification takes place at the end of 2nd grade, but students may be referred by any stakeholder-teacher, staff, parent, other students, community members at any time during their time in Berryville Schools.

Identification – Referrals from any stakeholder, parents included, may be found on the GT website under documents. Evidence may be collected from testing, anecdotal notes, and parent forms. Data will be reviewed as needed to find and serve students who need special programs to develop their exceptional abilities.



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



The district will ensure all District English Learner Plan requirements are met for on-site and remote learners. To ensure ESOL services are provided equitably, the district will provide a certified ESL teacher to service virtual learners and on-site.

ESL will purchase Off2Class, as an additional interactive resource that provides over 1000 teacher-led lessons, homework, placement tests, and games. The content providers will provide individual courses, support, and accommodations for students with limited English proficiency.

The ESL office will contact all parents of students required to take the ELPA 21 to schedule a time to come onsite to test. If no response from parents, then the staff calls, sends emails and/or letters. As a last resort, the ESL director and staff make home visits.

A Berryville ESL certified teacher will serve students that require direct ESL services. The ESL teacher will follow a schedule that designates individual or group meeting times for either onsite or virtual students during normal school hours. For ESL teachers serving onsite and virtual learners, the ESL teachers' time will be scheduled so as not to be overloaded. Indirect ESL students will be served through their virtual content teacher.

Any teacher servicing an ESL student who requires accommodations will follow federal, state, and district laws for ensuring the implementation of these modifications and accommodations. In conjunction with regular education teachers, ESL teachers must monitor the grades of an ESL student weekly. If a student is failing, then a parental meeting must be held by week 6 to determine why the student is failing, and then the student must be given support so they can improve before the end of the nine weeks. All teachers are required to document that all modifications and accommodations have been met. The BVA director will routinely check teachers' documentation to ensure compliance.

Teachers can modify content provider's lessons to address the required ELL standards. Teachers will implement student's accommodations based on LPAC data and will provide individual and small group support via zoom and face-to-face as needed. Additionally, teachers will be available via email, Google Hangout, or ZOOM video conferencing. Teachers may use the Talking Points App or Google translate for translation and communication with parents.

Additional support from building and district-level multilingual staff may be used if needed. Students will receive English Language Development as part of the language learning aligned with their daily schedules.

Furthermore, the district has blended/remote lessons to support students with English Language Development (ELD). These lessons were created by district teachers and district English as a Second Language Teachers on Special Assignment. These lessons are designed to be done by a whole group but have embedded technology tools to support them when working independently.



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



Services and Supports

The student's IEP Team will determine special Education services and accommodations. The IEP Team will develop a plan to address how each student will be best served as a digital learning student. The team will look at accommodations/modifications, frequency of the services, and service delivery methods such as Zoom, Google Classroom, and home packets. Students that receive related services such as OT, PT, and Speech will receive these services on-site.

Assessments and Evaluations

Students will be scheduled for on-site assessment for all districts/state assessments as well as Psychoeducational Evaluations.

Special Education Conferences

Conferences may be conducted virtually or on-site.

IEP Progress

At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals. If the student is not making progress as a digital learning student, the IEP team will meet in a formal conference to discuss if they should return to on-site instruction.

Special Education Staffing

A Berryville special education teacher will serve students that require special education services. The special education teacher will follow a schedule that designates the individual or group meeting times for either onsite or virtual students during normal school hours (or after school hours if agreed by the district and the parent) according to the student's IEP. For special education teachers who serve onsite and virtual learners, the SPED teachers' time will be scheduled so as not to be overloaded. Their virtual content teacher will serve indirect, special education students.

Any teacher servicing a student with an IEP will follow federal, state, and district laws for ensuring the implementation of accommodations/ modifications. Special education teachers, in conjunction with regular education teachers, must monitor a student's grades with an IEP weekly. If a student is failing, then a failing grades conference must be held at week 6 or 7 to determine why the student is failing, and then the student must be given support so they can improve before the end of the nine weeks. All teachers are required to document that all modifications and accommodations have been met. The BVA director will routinely check teachers' documentation to ensure compliance.



Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

Digital accommodations include, but are not limited to the following: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services committees may determine additional accommodations based on individual student needs.

Teacher Supports

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



Support for Teachers

The district has a site license for Edgenuity for grades K-5 and Edmentum for 6-12, including coursework for all core and elective courses offered in the virtual program.

Teachers in the virtual program will receive multiple trainings: initial preservice training, updated training one day in the fall, updated training in spring, and additional training as the need arises. Training will support using the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom.

Virtual teachers will receive additional instructional support through the PLC process led by the Virtual Program Coordinator. To help support the virtual program, the Program Coordinator will be a member of the curriculum team.

The district will provide time weekly for teachers to work collaboratively in the academy, building, grade level, and content area professional learning communities (PLC). PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions and enrichment based on each student's performance.

Virtual teachers will be provided a minimum of 200 minutes per week to plan differentiated instruction. Teachers will be allowed to modify the online content and develop personalized lessons to support the students they serve.

All teachers will provide Tier 2 and Tier 3 interventions based on individual student needs. Teachers may choose digital services offered by the content provider or face-to-face.

ESL, GT, Sped, and other related services will be available to virtual students as needed.

District instructional facilitators will support virtual teachers in the same way they support on-site teachers. Instructional facilitators will provide ongoing, job-embedded professional development facilitating student-centered coaching cycles and lesson study.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

All virtual teachers will be scheduled for a minimum of 200 minutes of planning per week, equivalent to district face-to-face staff. The district learning management system will include digital content to reduce the need for teacher-created materials; however, teachers do have the flexibility to create materials/lessons that meet their students' needs.

Teachers will be able to use planning time for reviewing course materials and monitoring student progress. Virtual teachers also have a weekly PLC to collaborate on student engagement, support, and student progress.

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.

Berryville School District does not discriminate based on race, color, sex, national origin, or disability in its policies, practices, or procedures. The district will use the following measures to ensure equitable access:

- *The budgeting and use of state and federal funds to provide equitable access to educational services
- *Equal access to technology devices and support in connectivity
- *Coordination with district support service programs include but are not limited to Special Education, 504, ESL, GT, dyslexia services
- *Utilization of the district RTI Process for student support and intervention

Non-Discrimination Policy (pg.15)
https://s3.amazonaws.com/scschoolfiles/598/2020-2021_-_high_school_and_middle_school_handbook_-_final.pdf



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.

Parents will be notified of the on-site testing requirement during initial enrollment, in the Rubric for Considering Virtual Learning, and in the Virtual Learning Contract. A reminder of this requirement will also be included in the Virtual Learning Handbook, the weekly Virtual Learning Updates, and district communications leading up to each test administration. If parents refuse to bring their child onsite for testing, then the child may be removed from the virtual academy and may not be considered for the virtual academy the next year. The testing coordinator will document the number of times she has attempted to contact parents who have refused to test.

The district will utilize DESE guidelines when testing virtual students, which includes: testing virtual students as a separate cohort from their grade-level group, organizing small group virtual testing rooms to accommodate the need for additional social distancing. Statewide testing accommodations will be made available for 504, IEP, and ESL 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 do the following to monitor and evaluate the effectiveness of the virtual learning program:

- *Conduct and analyze student and parent surveys twice a year on the effectiveness of the digital option.
- *Use surveys to determine student support needs and develop supportive responses.
- *Analyze student data of course progress, i-Ready Growth and/or TruScore to determine instructional effectiveness.
- *Analyze student engagement data, i-Ready instructional lessons, and/or Mastery Prep Study Hall to evaluate the effectiveness of the program supports for engagement.
- *Conduct and analyze a virtual teacher survey.
- *Utilize the Ready for Learning Committee and OUR Educational Service Center to analyze relevant data and program effectiveness.

Berryville Virtual Academy will do the following to ensure, monitor, and evaluate the fidelity of the implementation of the virtual learning plan:

Instruction and Delivery

- *BVA director will ensure initial and ongoing training and support for teachers in the virtual platform.
- *Teachers will keep a schedule/ log of instruction and interventions.
- *Teachers will keep a log of student and parent contacts.
- *The application committees will ensure student numbers don't exceed teacher's load.
- *BVA director will monitor lesson plans to ensure instruction is aligned with the science of reading.

Technology/ Platforms

Parental surveys will determine if families' technology needs have been met.

Student Supports

- *The BVA director will monitor all teacher documentations and logs to ensure the BVA and district policies are being followed (e.g., the district protocols for student engagement, grades, interventions, accommodations).
- *Testing schedules will ensure the maximum number of virtual students are tested



number of virtual students are tested.

Teacher Supports

- *Teachers will be trained in BVA’s policies and procedures
- *The BVA director will ensure time for training, planning, meetings, instruction, and professional learning
- *The BVA director will provide teachers with names and contacts of support staff
- *teachers will receive evaluations and feedback of their work performance along with support for continuous improvement

District policies

BVA’s compliance with district policies will be monitored in the same manner as other district schools.

See District Nondiscrimination Policy (pg 15)
https://s3.amazonaws.com/scschoolfiles/598/2020-2021_-_high_school_and_middle_school_handbook_-_final.pdf

The district superintendent will monitor the fidelity of Berryville Public School District’s virtual plan quarterly using data from all of the above components.

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)



Stakeholder feedback and input were crucial components in developing the Berryville School District Digital Learning Plan.

Parents will receive access to the learning management system's parent portal to monitor their student's progress, and parent orientation will address critical strategies for engagement.

Berryville Virtual Academy will host a mandatory virtual orientation and virtual boot camp for all students and their parents/guardians. During this event, parents/guardians and students will receive an overview of BVA expectations, training on navigating the digital providers' learning management system, reviewing and signing student and parent contracts, and learning strategies for successful online learning.

Teachers will have bi-weekly contacts with the parents of their homeroom students, and content teachers will hold monthly meetings with parents to address curriculum and instruction updates and concerns, utilize the learning management system, and any other necessary issues and/ or concerns.

To further support students and their parents/ guardians, Berryville Virtual Academy will offer technology helplines.

Parents are called Learning Coaches in the Virtual Program in order to identify the parents' role in their student's learning. Teachers will provide parents with strategies to support students through productive struggle during the learning process, and parents are encouraged to communicate with the teacher throughout this process.

Families will be asked to complete surveys and participate in forums to provide feedback on the program.

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

https://bobcat.k12.ar.us/514750_3

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/10-Ev-qyAb_rickdPQoWDBNmiHJU2ER7a

Policies



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

(Page 5 & 17) <https://docs.google.com/document/d/1Y9SsabEEt-2nRy-J4sGsPiZc>

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

Pages (9 & 23) <https://docs.google.com/document/d/1Y9SsabEEt-2nRy-J4sGsPiZc>

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

Pages (8 & 20-21) <https://docs.google.com/document/d/1Y9SsabEEt-2nRy-J4sGsPiZc>

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