Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

🏛 Heber Springs School District (1202000)

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 #:	1202000
Superintendent:	Andy Ashley
Email:	andy.ashley@hssd.k12.ar.us
Phone:	(501) 362-6712
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1202005 - Heber Springs Elem. School 1202006 - Heber Springs High School 1202007 - Heber Springs Middle School	K - 12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
1202005 - Heber Springs Elem. School 1202006 - Heber Springs High School 1202007 - Heber Springs Middle School	K -12	Asynchronous Synchronous	Blended (Hybrid)	CMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	The district is applying for this waiver. For a student to be counted present in a virtual class/setting they must log in weekly to the content management system and submit assignments according to specific due dates. In extenuating circumstances where more time is required to complete assignments, the building administrator or counselor will work with the student and family to create an individual plan that ensures learning success. Adjustments will be made based on IEPs, 504's plans, etc.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	In elementary the class size will be limited to 40 students or less for a fully virtual setting. The intended class sizes for each grade K-5: Kindergarten - 20:1 1st - 25:1 2nd - 25:1 3rd - 25:1 4th - 28:1 5th - 28:1
Teaching Load Number of students:	1-A.5	DESE Rules	6-17-812	

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.
180

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. | | Governing Class Size and Teaching Load | | Fully Virtual
Secondary - 180 students

For example: A full-time virtual secondary teacher may have 6 periods of 30 students per period. Another example would be 3 periods of 40 and 2 periods of 30.

Student academic success is a top priority for the Heber Springs School District. An ongoing review of the teaching load will occur and the teaching load will be adjusted lower if the data reveals the need.

This waiver is needed for onsite and virtual students and the teaching load could be exceeded, if necessary. Some teachers may be needed as the program grows to offer teacher-led instruction through both on-site and virtual teaching that could exceed the teaching load. The waiver will only be used at the discretion of the superintendent when both student numbers increase and the demand for courses makes this necessary in extenuating circumstances.

The district is not applying for this elementary waiver. |

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	The district is applying for this waiver. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days or portions of days when virtual approaches are the primary instructional delivery. Students in a virtual setting where they are learning asynchronously may not need six hours to complete assignments or to show content mastery.

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			The district is applying for this waiver. Students will learn in their own time in a virtual setting. The teacher will set the pace for students to complete all learning in an appropriate amount of time. Learning will be asynchronous with possible periodic synchronous meetings. This means that the 120 hours of seat time or clock hours per credit may not be needed. However, the district will ensure all course standards are met.
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.
				The district is waiving the requirement to provide forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.
				The district is also waiving BMI and the Nutrition and Physical Activity Standards, and the BMI Index and will encourage parents to support their child's healthy habits.

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.

Based on student, parent, teacher, and community feedback the district seeks to offer flexible options for families to select the best option for their child. These conversations have assisted in developing the following options:

Virtual

Virtual learning will be delivered asynchronously. Synchronous components to support students may be included to provide students with additional support. Asynchronous lessons are designed where content and instruction are provided in lessons. Teachers' lessons allow students to work at a pace that is conducive to their learning needs.

Flex (Blended)

Blended learning involves students having a blend of virtual classes and onsite classes. In some cases, a class may be both. During the classes where the students are learning virtually, virtual learning will be delivered asynchronously. Asynchronous lessons are designed where content and instruction are provided in lessons. Additionally, students will have classes where they are learning onsite synchronously.

There will be a few situations where a virtual student is Zooming into a class to engage with other students and the teacher. In some situations where labs are being conducted students may come to campus to participate. In other situations, teachers may work in small groups or individually with students while Zooming or in the classroom at specific times. The goal is to keep the students connected to the school and engaged in learning.

Expectations

Students in a virtual setting will learn asynchronously. Teachers who have a class where all students are learning virtually may have components of synchronous instruction. Students may reach out to the teacher if additional learning supports are needed.

Student lessons will be loaded into a student's grade-level CMS. Students will work through the content at a pace that will allow them to meet the course standards. Students are expected to keep a minimum of class pace where weekly progress will be assessed and quarterly monitoring will be used to determine if pacing will allow students to finish by the end of the school year. If a student falls behind, support will be provided to ensure students are able to complete all coursework by the end of each semester.

The district will ensure a guaranteed and viable curriculum that is standards-based. The students are then expected to turn in assignments on time, ask questions if they arise, and seek help from the teacher, counselor, or administrator. Each student will receive a comprehensive, equitable, and rigorous education, across all grade-levels, in all subject areas.

During the time when a student may need additional support, the student can come to campus or can meet with the teacher in a digital meeting. Video

come to campus or can meet with the teacher in a digital meeting. Video conferencing can include Google Meet, ZOOM, emails, phone calls, etc.

The Science of Reading (SoR)
At the beginning of the school year, past reading assessments and individual reading assessments given at the beginning of each school year will be used to determine student needs, gaps, and extended opportunities. This will allow teachers to support students where there are and continue to grow them. A heavy focus in grades K-2 on Phonological awareness, Decoding, and Sight recognition will be given.

Word Recognition
Teachers will inform parents of the components of Word Recognition. 1) Awareness of sounds in words 2) How these sounds are encoded and decoded by the alphabet 3) Automaticity with frequently occurring words and especially with irregular spelling patterns.

Teachers will determine where students are in their reading and use this information to establish weekly meetings with students and families to address the SoR. The length and number of these sessions will be determined based on student need.

Additionally, asynchronous lessons will be provided to students. In some cases parents will be asked to participate in a lesson where they are given a mini activity they do with their child and then record and submit this to the teacher to assess the student.

Language Comprehension
Parents will be provided information on the SoR and be given tools to assist their child. Parents can: 1) Read to their child from a variety of sources (books, newspapers, recipes, poems). 2). Take them to places such as museums and tours to extend discussions and peak student interests 3) Play vocabulary games, 4) discuss new words and learn about synonyms.

Participation
* Students will meet daily for a synchronous reading session. To meet the SoR requirements a standing schedule will be established where every student receives the required daily instructional reading time.
* Students will be initially assessed in the first week of school in the components of phonological and phonemic awareness, sound and symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.
* Teachers will use Phonics First to support the SoR. Students will meet synchronously in small groups or one-on-one daily. Word recognition will include assessing and students phonological awareness, decoding and sight recognition, and supporting students' increase in automaticity leading to a skilled reader and engaging lessons.
* Teachers will also provide virtual lessons that will add address components of reading if students need more information. If more time is needed for reading, teachers will establish additional time/resources.

teachers will establish additional time/resources.
* Parent resources will be provided to ensure parents have a reading focus to support their child.
* Students are expected to turn in assignments by designated dates.
* If a student misses more than two assignments in a row, the teacher will reach out to the parent/guardian.
* If a student misses multiple assignments in a row and is not keeping at least class pace then a parent conference will be held.
* If class attendance (as determined by turning in assignments on the designated dates) does not improve then the student may be placed in a more supportive learning model.

Struggling Students
Teachers will support students by providing time to meet digitally or onsite if needed. Parents/guardians will be made aware of the supports the student needs and then a plan to support the student will be created. Parents/guardians will be provided information about the importance of school and the requirements to remain in a virtual/blended setting. Student success will be the focus of the conversation and future plans.
Counselors or other support personnel will be a second level of support if the need involves other things. Food insecurities, health issues, SEL challenges are a few things that may be a barrier and can be addressed to support student learning. Administrators will be an additional support if needed. A support contract to remain virtual or blended will be signed. If a second meeting is needed to engage students with the learning, students may be required to return to onsite instruction

Parent and Student Communication
Feedback is important. Teachers will monitor assignment, assessment, and task completion along with mastery of the standards for all students including virtual or blended/flex students. Teachers will provide feedback through the content management system. Teachers will also be available for parents and students via face-to-face or virtual meetings as needed.

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.

Delivery approach:

1. Virtual - Teachers will be fully dedicated as virtual teachers or have time/periods with assigned virtual students.

2. Flex (Blended) - Blended learning involves students having a blend of virtual classes and onsite classes. In some cases a class may be both. During the classes where the students are learning virtually, virtual learning will be delivered asynchronously. Asynchronous lessons are designed where content and instruction are provided in lessons. Additionally, students will have classes where they are learning onsite synchronously.

There will be a few situations where a virtual student is Zooming into a class to engage with other students and the teacher. In some situations where labs are being conducted students may come to campus to participate. In other situations, teachers may work in small groups or individually with students while Zooming or in the classroom at specific times. The goal is to keep the students connected to the school and engaged in learning. Teachers may have students who are learning synchronously and will have dedicated days where students are learning remotely using teacher-created district curriculum. The teacher will support the student as needed.

Training

Teachers will be offered training on the district CMS (Google Classroom or Seesaw). Support will be ongoing throughout the year.

Heber Springs School District believes every student should be given the support to best meet their unique needs. A virtual learning model may not be the best learning platform for all students. To make sure students can succeed in a virtual setting they must meet the following eligibility requirements:

Virtual Model - Eligibility Requirements

Students must meet the requirements of the virtual learning model and be in good academic standing.

Requirements - Students will meet a set of requirements to participate in the virtual learning model. They will submit a form requesting to participate in the virtual learning model to a building administrator or counselor. The duration of the request will be for one semester and will automatically be renewed for a second semester if the student is in good standing. To ensure equity for all students, a student/family may have unusual circumstances where these requirements may need to be adjusted.

Good academic standing - Students must be in good academic standing.
* Good attendance is identified as missing less than 10% of the school year or if in a virtual setting had weekly contact with the teacher (turned in assignments, emailed, called, etc).
    * K-5
      * Passed or showed growth in all classes

* Passed or showed growth in all classes
* 8 Absences per semester
* Participated in state assessments
    * MAP and ACT Aspire Summative Assessment
* 6-8
    * Passed or showed growth in all classes
    * Good attendance
    * Participated in state assessments
        * ACT Aspire Summative Assessment
* 9-12
    * Good attendance
    * Good academic as determined by entering these grades with the following
        * 9th - Passed all classes
        * 10th - a minimum of 4 credits,
        * 11th - a minimum of 9 credits,
        * 12th - a minimum of 15 credits
    * Students made a C or better in core classes (Math, ELA, Social Studies, and Science).
        * Participated in:
            * 8th-10th Grade- ACT Aspire Summative Assessment
            * 11th Grade- ACT

Extenuating circumstances may occur where these expectations may need to be adjusted. The building principals will address each situation individually to ensure equity and determine student participation.
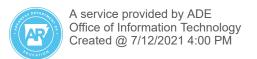
To continue in a virtual learning model
The district leaders want to ensure that students can be successful and master grade-level academic standards. To make sure students can continue in a virtual setting they must adhere to the following:
   * Students must attend class virtually at least two times a week as determined by submitting assignments within two days of the due date.
   * Students must maintain passing grades or show meeting growth based on building determined assessments such as Common Formative Assessments, NWEA MAP, ACT Aspire etc). Teachers will continually monitor a student's progress and provide academic checks each quarter.

Additional Requirements
   * State Assessments - Students must abide by state guidelines for participation.
        * Onsite testing is mandatory
        * State on-site assessment requirements will continue through the duration of this DLP.
        * Parents must agree in writing to testing expectations prior to a student starting virtual classes.
   * Students/families must participate in other services/requirements that may arise.
   * Special Services - Students receiving special services such as speech therapy, physical therapy, occupational therapy, etc., will access their services in

therapy, physical therapy, occupational therapy, etc., will access their services in a virtual format or parent/guardian will need to bring them onsite to receive services. This will be outlined in a student's IEP.

Unique Situations
Each student will receive a personalized education. Situations or circumstances may arise that are not outlined in this plan. If this occurs, the student and parent/guardians will first discuss with the classroom teacher, then discuss with the building principal, and lastly discuss with the Superintendent. Learning will be equitable for all Heber Spring students including students in a virtual setting.

Virtual Lessons
Virtual lessons will be delivered asynchronously with synchronous components to support students as needed. Lessons are designed where content and instruction are provided in the lessons and delivered through Google Classroom or Seesaw. When students are onsite they can seek additional support from teachers.
     * Elementary will use Google Classroom with Seesaw used in a few courses to deliver lessons.
     * Secondary will use Google Classroom to deliver lessons.

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.

Virtual learning and Flex (Blended) learning will be delivered asynchronously with synchronous learning components to support students as needed.
Delivery approach
  1. Virtual
A teacher will be fully dedicated as a virtual teacher or have class period(s) where virtual students are assigned.

Teachers who have a class where all students are learning virtually will have asynchronous instruction with possible synchronous components as needed to support learning. The asynchronous lessons are designed where content and instruction are provided in the lessons and will be delivered through a CMS (Google Classroom or Seesaw). Synchronous meetings may be needed involving the whole class, small group, or RTI groups as needed to support student learning. Teachers who have class periods with virtual students will provide instruction asynchronously with synchronously components as needed.

  2. Flex (Blended)
Blended learning involves students having a blend of virtual classes and onsite classes. In some cases a class may be both. During the classes where the students are learning virtually, virtual learning will be delivered asynchronously. Asynchronous lessons are designed where content and instruction are provided in lessons. Additionally, students will have classes where they are learning onsite synchronously.

There will be a few situations where a virtual student is Zooming into a class to engage with other students and the teacher. In some situations where labs are being conducted students may come to campus to participate. In other situations, teachers may work in small groups or individually with students while Zooming or in the classroom at specific times. The goal is to keep the students connected to the school and engaged in learning.

Teachers may have students who are learning synchronously and will have dedicated days where students are learning asynchronously using teacher-created district curriculum. The teachers will support the student as needed.

The asynchronous lessons are designed where content and instruction are provided in the lessons and will be delivered through a CMS (Google Classroom or Seesaw).

Students may also request individual synchronous meetings with teachers during scheduled hours. The meeting can be held using a digital platform such as video conferencing, emails, phone calls, etc. In some cases, it might be necessary for the student to come onsite.

Students receiving content asynchronously will be required to engage in class by completing assignments on time. If a student misses more than three consecutive assignment due dates without letting the teacher know, then a parent conference will be held.

If a student does not attend class by means of turning in assignments by due dates or not reaching out to the teacher, then the student may be placed in a more supportive learning model.

Training will be provided to the teachers on the different CMSs based on grade level. If additional support is needed, district administrators will find the means to help the teacher.

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

District leaders expect parents/guardians to support the learning of their child. Family support is critical for student success in a virtual setting. In many cases, these individuals will act as the academic mentor for the student. They may need to reach out to the teacher for assistance and academic support.

Teacher Expectation
Virtual - Teachers will ensure students have daily lessons. Teachers may upload lessons ahead of class pace to ensure student pacing. Regular formative assessments will be given to students. When appropriate, assessments will be given using these assessment technology tools: Kami, EdPuzzle, Padlet, Jamboard, Seesaw, Google, etc.

Flex (Blended) - The teacher will assign students lessons that are delivered through Google Classroom and they will monitor a student's progress through the class. The teacher will work synchronously with the students and asynchronously on specific days. This will be a fully blended experience while allowing the teacher to get additional assessment data to support students. The synchronous days will allow individualized student support to occur where teachers may work with student(s) if they need academic support. These supports can be in the form of interventions or enrichment.

Interaction
Virtual - Students in a virtual learning model need the opportunity to interact with their peers and the teacher. Parents need to reinforce interaction. However, interaction is not limited to synchronous interaction. Teachers will provide regular feedback to students and parents/guardians on weekly assignments.

Flex (Blended) - Students will be required to finish assignments in a timely manner according to due dates. Teachers will make sure students have access to lessons and assignments. The teacher will follow up with the student if they see the student is struggling or falling behind.

Teachers will monitor work weekly. To assess students, they may be asked to upload videos discussing their learning, etc. In some cases, other forms may be used such as emails, Google Docs, Google Draw, etc.

Frequency with virtual students
A student in a virtual learning setting who is not physically present on campus will be marked present if the student can demonstrate they are engaged in learning as determined by submitting assignments by due dates. However, the expectation is that teachers will also make contact. The number of days will be determined by the lesson design. In some cases, students may need more synchronous access.

Heber Springs Schools expects parents/guardians and teachers to work together to ensure student success. By working together, every student will have the materials, support, and materials they need to be academically prepared and socially prepared.

prepared and socially prepared.

Families will be encouraged to act as academic mentors and partners for success. Parents are expected to reach out to the school if they feel their child is struggling.

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?	Only teachers with a completely virtual class period or teachers who are fully virtually may have over the grade band class size. Quarterly district virtual meetings will be held to determine the needs of virtual teachers. If additional support is needed to create lessons, use the CMS, meet synchronously with students/families, provide contact parents, implement RTI then additional personnel will be utilized or substitutes may be utilized to provide additional student support. This will be based on individual teacher needs.
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?	Only teachers with a completely virtual class period, or teachers who are fully virtual may have over the state-required teaching load. This will allow teachers when they are not synchronously teaching, time to create lessons and develop content. Quarterly district virtual meetings will be held to determine the needs of virtual students and teachers. If additional time is needed to create lessons, meet synchronously with students/families, provide RTI, contact parents, additional personnel will be utilized, substitutes may be utilized to provide additional student support. This will be based on individual teacher needs.

Technology / Platforms

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

CMS may include and are not limited to:

Google Classroom or Seesaw (K-2) - Students will utilize Seesaw as the CMS. Content will be loaded regularly and students can access the materials daily.

Google Classroom (3-12) - All classrooms (K-12) will utilize Google Classroom as their CMS. Content will be loaded regularly and students can access the materials daily.

CMS will include
   * Google Classroom Add Ons
   * Google Slides
   * Google Draw
   * District virtual curriculum

Families are familiar with Google Classroom and allow for instructional materials to be streamlined.

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

Virtual content is provided to students by teachers and uploaded into the district CMS. This will include students in grades K-12 and in all content areas.

Parents, students, and teachers will have access to videos providing support about the CMS platform Teachers will have PD to learn about new platforms and content tools.

Technology tools that are used to engage students with the lessons include:
   * Kami
   * Seesaw
   * Screencastify
   * Google Classroom
   * Google Slides
   * Padlet
   * Jamboard
   * iXL
   * Edgenuity
   * Others

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 students are given a device that has video communication software. Teachers have the option of Google Meet or ZOOM to hold synchronous meetings. Teachers will use these platforms to allow students to virtually participate in a regular class setting, participate in one-on-one meetings, or work in small group settings as supported with an academic goal. These platforms will also be used to provide services to students who receive speech therapy, physical therapy, occupational therapy, etc., Teachers and students can also use Seesaw and Screencastify to capture teaching, learning, and video sharing. These tools can also be used as an assessment tool. In some cases phone conferencing may work best. Students and families can work with the school to determine if additional supports are needed.
Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.	The distinct will provide Chromebooks to all students K - 12 in the virtual setting. Hotspots and/ wifi connection will be available to students/families who need a device to connect to the internet. Technology expectations and device care are expected of all students. Students will be required to agree and sign a virtual contract, sign an AUP, and follow all district policies pertaining to the use and etiquette of technology.

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.	

Food security leads to healthy students and students who are ready to learn. The district requests the flexibility to provide meals to be taken and consumed offsite. Lunches may be delivered off-site and students and families can pick up their meals from the established sites. Multiple meals may be picked up in lieu of coming every day to pick up meals.

School nurses are available and will maintain healthcare information. For mandatory screenings, appointments will be made for students in a virtual setting.

School counselors are available to meet with students/families when needed. Virtual or face-to-face appointments will be scheduled as needed. The district also has local partners that will help address therapy or crisis management.

Students will be required to make onsite or virtual contact at least bi-monthly (virtually, email, phone, etc). During these meetings, if food insecurity, physical or mental health issues are detected, the student or family will be paired with a support person to provide assistance. District partners have food pantries and if needed school personnel will deliver food to the house. Additionally, the District will provide a list of community supporters who can help support the whole child. Teachers can refer a student at any time.

A school nurse is available and will facilitate mandatory screenings, appointments will be made for students in a virtual setting and the nurse will provide ongoing health care support.

If a student does not make contact, school personnel such as but not limited to an administrator or counselor will be brought in to make communication with the student/family. This contact can be made virtually, face-to-face, or in extreme cases additionally school staff may be brought in to assist with family contact.

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.

A virtual learning model is not the best learning model for all students. The district wants to ensure equity for all students and ensure that students can be successful and master grade level academic standards.

Grades and attendance records will be updated weekly to allow reports to be run.

A student must be in good academic standing to participate in a virtual setting.
1. If not previously in a virtual model
   a. K-5
     i. Passed or showed growth in all classes
     ii. Attended class at least two times a week as determined by submitted assignments.
      iii. Participated in state assessments
        1. MAP and ACT Aspire Summative Assessment
   b. 6-8
     i. Passed or showed growth in all classes
     ii. Attended class at least two times a week as determined by submitted assignments.
      iii. Participated in state assessments
        1. NWEA MAP
   c. 9-12
     i. Students entering the following grades must have:
       1. 9th - passed all classes
       2. 10th - a minimum of 4 credits,
       3. 11th - a minimum of 9 credits,
       4. 12th - a minimum of 15 credits
       5. Students made a C or better in core classes (Math, ELA, Social Studies, and Science).
       6. 8th -10th Grade- ACT Aspire Summative Assessment
       7. 11th Grade- ACT

Extenuating circumstances may occur where these expectations may need to be adjusted. The building principals will address each situation individually to ensure equity and determine student participation.

To continue in a virtual learning model
* Students must attend class virtually at least three times a week or turn assignments in within two days of the due date.
* Students must maintain passing grades or show meeting growth. This will be checked each quarter.

Struggling Student
The District will provide extra support to students and families struggling with engagement.

Teacher support: Teachers will monitor students. Teachers will make contact with parents or may need to set up a time to meet virtually or onsite with parents. Parents will be provided information about the importance of school

parents. Parents will be provided information about the importance of school and the requirements to remain virtual. Student academic success should be the focus. Expectations will be given to the parents/guardians about timelines and class expectations. If teachers need support regarding the welfare of students, counselors will provide support and resources as needed.

Counselor support: If a second level of support is needed a counselor will see if there is a family need. The whole child may need to be addressed. Support regarding health and food may be the reason.

Administrator support: Administrators will be the next level of support. A last chance agreement to remain in a virtual setting will be signed. If a second meeting is needed to ensure student engagement, students may be required to return to onsite instruction.

If parents will not support the engagement of the student, then the court system may need to be contacted. This will be only in extreme cases when a student's academic progress is being negatively impacted.

Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	State assessment data such as MAP, ACT Aspire, and Reading Assessments along with classroom assessments and assignments will be used to determine if a student needs an academic response to intervention. Additionally, class work can also help support the skills that students are missing. Additionally, each student will have a teacher advisor and academic plans to guide them. The schools will determine academic content strands where a student needs additional support. The students can access RTI lessons or in some cases seek additional support from school staff to provide individualized academic support. The support will be based on areas where students are close or in need of support and are not showing growth. It might be necessary for students to receive support through a virtual platform, phone, or by way of CLM assessment tools.

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

Formative assessment, formative feedback, or assessment for learning, take on a range of formal and informal assessment procedures conducted by teachers during the learning process. This helps the teacher modify teaching and learning activities to improve student attainment. Formative assessments can be done in the synchronous and asynchronous environment. Such asynchronous examples include Virtual Exit Slips, Google Draw assessments, students submitting themself reading, class collaboration assignments, online quizzes, assessments, and projects. Synchronous examples include class discussions, student reading to the teacher, teacher assessing individual student understanding.

Students will be assigned weekly assignments or assessments. These will be used to assess if students need academic support.

Schools will determine academic content strands where students need support and then they will provide small group or one-on-one individualized student support. Students may then receive additional support while onsite, through a virtual platform, phone, or by way of CLM assessment tools

Additionally, MAP, ACT Aspire, Reading Assessments, etc will be used to determine if students need deeper learning support in specific academic standards/strands.

The district also has formative assessment programs that support student learning. These include but are not limited to IXL, Moby Max, Edgenuity, Lexia, EduTyping, EdPuzzle.

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

The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

Most children with dyslexia can succeed in school with tutoring or a specialized education program. The district is committed to ensuring that all students who have been identified as having characteristics of dyslexia will continue to receive intervention services that meet their needs.

During virtual learning, students who have been identified as having characteristics of dyslexia will be served through scheduled Google Meet or Zoom meetings. These will be done in one-on-one or group sessions. Session lengths and frequency of sessions will be scheduled based on students' support needed to meet their dyslexia needs. These align with the Phonics First guidelines and additional individuals support.

Teachers in Grades K-2 will administer state-required screeners to virtual or blended students onsite to identify students who may demonstrate characteristics of dyslexia. Teachers or reading interventionists will administer Level I screeners to virtual or blended learning students in Grades 3-7 onsite.

The school identified dyslexia support person is responsible for screening for dyslexia markers and providing Tier 2 and 3 interventions. These interventions are for students who have dyslexia marker flags. The dyslexia support person will also support the teacher with Tier 1 reading instruction when needed.

K-12 virtual students and students who are blended will follow the same Level 1 screening assessments as onsite learners. Additionally, the school support person will administer the Level II dyslexia screeners to all virtual and blended students.

The school identified dyslexia support person will use ZOOM or Google Meet to deliver live sessions to those who receive services in a virtual or blended setting. To ensure program guidelines for engagement, group size, and length and frequency of sessions are consistently implemented, these sessions may be conducted in conjunction with onsite sessions. The goal is to provide the students with options that allow for smooth transitions in the virtual and blended/ flex learning experience.

The expectation is that students will be fully engaged in the dyslexia process. Meeting with parents will occur if dyslexia services to students are hindered by attendance.

Families and school staff should collaborate as needed to determine adjustments to services and/or accommodations.   Family communication is critical to ensuring that the needs of students who have been identified as having characteristics of dyslexia are met during any learning model.

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

All requirements from GT Program Approval Standards will be met for the K-12 Gifted program for remote learners.

GT teachers will assist regular education teachers in providing learning activities that will support the content of the regular education teachers. Gifted & Talented teachers invite students to participate in Google Meet or ZOOM meetings, come on campus, and are available via email. The GT teacher will be available to respond and assist any student, faculty, or parents who may need help.

GT teachers may also address social-emotional needs through small groups, one-on-one, or a large group in a virtual setting, or an individual phone call with the GT teacher.

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 for the district English Learner Plan are met for on-site and remote learners.

Teachers will provide accommodation as needed based on a student's LPAC. Additionally, student support will be provided through the lessons designed and uploaded in the CMS.

Teachers will allow for accommodation as needed based on a student's LPAC. Additionally, student support will be provided through the lessons designed and uploaded in the CMS.

Teachers will be available via email, Google Hangout, ZOOM, or a video conferencing platform. Teachers may need to use a translation app to communicate with parents.

Vocabulary digital support
Videos rewatching
Visuals
Academic support links

The district lessons will include support for English learners. These will include embedding technology tools to support students and instructional strategies that allow for the reading, writing, listening, and speaking to occur.

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

Virtual students will have an Individualized Education Plan (IEP) that addresses their unique needs. The IEP is developed for each student who needs special education support. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.

Evaluations and conferences will be held in person or virtually and will be based on a student's IEP. In some cases evaluation may require a face-to-face meeting and the student will be required to come to the school.

The IEP plan is specific to individual student needs and takes into consideration how their disability impacts their ability to successfully interact during virtual learning.

These plans address deficit areas and the support needed specific to a student while the student is digital. The IEP team will develop a plan that will address how each student will be best served during virtual learning through specific
* learning goals
* transition needs
* accommodations
* modifications,
* service frequency
* service delivery methods (Google Meet, ZOOM, Google Classroom, home packets, etc.)

The committee will determine the least restrictive environment and provide the accommodation and modification needed for each student's success. In some cases a paper packet may be needed and will be provided by the school.

Teachers will have office hours for student/parent communication. Teachers will meet the minutes established in the students IEP. At this time students will be able to use this time to ask any specific classwork questions or to get help with content or technology issues.

The student's IEP can be used for any situation that might arise which would make in-person learning difficult or impossible.

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.

Virtual classes lend themself to any-pace learning. The expectation is the students will pace at a minimum of class pacing. To support this learning students have access to technology tools to support learning virtually.

* The district's CMS is Google Classroom or Seesaw.

* Seesaw is also used by students in K-1 grade, allowing teachers to assess student learning. This also provided parents with immediate feedback so they can help with their child's learning.

* Screencastify is used by teachers to provide instruction and it is used by students to record their learning.

* Newsela is used by teachers to allow reading lives to be adjusted for students without the loss of content.

* Jamboard and Padlet are used to assess student learning and for students to self-assess their learning.

These tools and others also allow accommodation options such as text to speech, audio recordings, and videos. They also give parents the tools to help their child.

Teacher Supports

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

Teacher Support
Teachers have content-created virtual lessons that can be uploaded into the district-provided CMS. Many of these lessons can be used onsite and in a virtual setting. This allows for ease of transitioning in the blended option.
* Teachers may use these materials
* Teacher collaboration and resources will also provide more resources to the virtual/blended teacher if needed.
* Google Classroom and Seesaw are the CMSs that are used for virtual students.
* Reading lessons that align with the science of reading are created and aligned with grade-level standards.
* Teachers will have set hours that they meet with students. The remaining time will be used to create lessons, grade assignments, communicate with parents, etc. The district expectation is that approximately one-third of the school day will be dedicated to these tasks.
* Teachers will be provided a daily planning period of at least 40 minutes per day each instructional day. At the secondary level, this will be 50 minutes. In addition, time can be provided with the use of substitutes, para-professionals, and time when on-site students are working independently. In addition to support through ongoing professional development and support for student virtual learning and teaching practices.

Instructional Support
   * GT lessons were designed to enhance the learning options.

District Support
Teachers and staff will receive resources and training as needed. At any time a teacher can reach out to their administrator to seek additional support. If PD or time to create lessons is needed the district will provide the teacher the necessary tools and resources to be successful.

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

Teachers will create lessons that can be loaded into a CMS for a virtual or blended/flex setting. These lessons can be created during teacher plan times. Teachers with a full virtual teaching load, will be able to work on lessons unless they are supporting students or meeting synchronously with students or families.

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.

Heber Springs is a one-to-one technology district. Every student is issued a Chromebook to be used for all virtual learning. Hot spots will be provided to students who need internet access to complete virtual assignments.

The district will ensure equitable access. These opportunities for success for virtual and blended/flex learner's include students classified as homelessness, migrant, foster care, military-connected or students in poverty. While these are specifically identified, all students are served and have equitable access to the opportunities.

Student devices contain applications and materials that are pertinent to their grade level and content areas. Students regularly communicate with one another and their teacher(s) through their school-assigned email addresses.

Teachers use highly engaging lessons in the CMS and use the lessons that are delivered to master content standards.

Students will be assigned a district Content Management System (CMS) and shown how to use it at the beginning of the school year. Students will access their schoolwork through the CMS.

For students in grades K-12, work will be provided asynchronously using Google Classroom or Seesaw. Teachers will provide additional support in asynchronous virtual class meetings, response to intervention (RTI), and enrichment when needed.

Food security is important and students will have the opportunity to pick up meals at district-designated locations.

Counselors will be available to support social-emotional needs and to provide academic support.

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

All virtual students will be required to participate in state-mandated assessments.

Testing dates and requirements will be posted on the district website and shared through the district and school social media.

Students will come on-site to test based on identified grade bands established by the district testing calendar.
   * Students will bring their district-assigned devices to use for testing.
   * Students will be distanced based on testing guidelines.
   * If a student takes the DLM assessment the building test coordinator will work out with the parent, times for the student to complete the assessment based on state testing guidelines.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The district will monitor and evaluate the effectiveness of the district's digital learning programs.

Growth - Schools will monitor student growth using mid-year formative assessments
  * Parents/Guardians will be given grade-level expectations and expected growth and student growth will be documented and shared with parents.
  * If learning is negatively impacted students may be required to return to onsite instruction.

Attendance - Schools will monitor students attendance
  * Teachers will keep ongoing attendance records
  * The school will review quarterly
  * Any issue that arises will be addressed immediately with the student and family
  * In severe cases, if learning is negatively impacted students may be required to change learning models

Grades - The school will monitor students grades
  * Teachers will keep ongoing records
  * The school will review quarterly
  * Any issue that arises will be addressed immediately with the student and family
  * In severe cases, if learning is negatively impacted students may be required to change learning models

Parents/family members will agree to be their student's academic support system prior to the students participating in the program and will agree to bring their child to the school for all assessments.
  * Prior to each assessment, parents will be provided grade-level expectations and assessment expectations.
  * Parents will be communicated by email, phone, and social media about the assessment dates and time.
  * The week prior to the assessment parent will be reminded.
  * Students will be given the option to ride the bus on test days.
  * If a student is not able to meet the expectation of the virtual or blended expectations, after a meeting with a school lead, a student may need to return to onsite instruction.

Surveys will be given to teachers and families each semester to determine what is working well and what should be evaluated for improvement. Program success will be determined by passing grades, student growth, and positive survey feedback. Ongoing program changes to support teaching and learning will occur based on this data.

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)	Parents/Guardians and families are instrumental in the academic success of their child participating in a virtual learning environment. District * Teachers create videos with step-by-step instructions about CMS. * Videos about the district CMS will be available to parents to review key tools of the platform. * The links will be provided to the parent as needed after the child meets the guidelines to be in the virtual setting. * Districts will provide students with devices and provide connectivity if needed. * Districts will support students and families with any issues that arise with connectivity, technology, or devices. Teachers * Learning activities that involve parent participation will be included in lessons. * Ongoing support will be available via email or virtual meetings as needed to support student learning. Families * Families will be asked to help with assignments/assessments. * Students may need help understanding concepts and loading items into the CMS. * In situations where a student makes a video or takes a picture, parents can assist. * Families may need to assist students in the uploading of the assignment/assessments. * Parents/Guardians may be asked to participate in virtual meetings. This may include student 504, IEP or LPAC conferences. * Families may need to help their child with any virtual therapy such as physical or occupational therapy if so identified in the student's IEP or student's contingency plan. * Parents will need to bring their child in for any required assessments.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1303116/

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://drive.google.com/file/d/1vJLfylxHsnr7nGNzPP8N6lFgoqhwW54K/view?u:

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/709294/
Please provide a link (URL) to the discipline policy for digital learning students.	Students learning in a virtual learning model will be required to follow all school
Please provide a link (URL) to the grading policy for digital learning students.	Students will adhere to the grading policy as outlined in the student handbook:

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