



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Stuttgart School District (0104000)

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 #: 0104000
Superintendent: Rick Gales
Email: rgales@stuttgartschools.org
Phone: (870) 674-1300
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
0104023 - Meekins Middle School	5-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
0104025 - Stuttgart High School		Synchronous		CMS
0104026 - Stuttgart Junior High 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.
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>Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the Stuttgart Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach Facilitator for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software. The Stuttgart School District policies and practices regarding student absences apply to virtual students. 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. A student in a digital or remote environment who is not physically present on campus will be marked present if the student can demonstrate they are engaged in learning. Engagement is defined as a student who logs in weekly to the district learning platform and submits assignments according to the specified due dates. Adjustments may be made to meet an individual student's needs based on their IEP, 504, or other programmatic plans. A student with extenuating circumstances who may require longer periods of time to submit assignments due to an emergency will need to coordinate attendance options with the building administrator for approval to ensure their attendance is not negatively impacted. If the student is not passing one or more virtual</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized
				<p>courses and not logging at least 45 minutes per day/per course, they will be marked absent from school. Grades and attendance will be monitored on a weekly basis.</p> <p>Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.</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)	<p>We are not requesting additional waivers for class size. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Teaching Load Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>We are not requesting additional waivers for the teaching load.</p> <p>Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>We are requesting the waiver. Research shows students in grades K-6 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.</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			We are requesting the waiver. Virtual students have more control over the pace of their instruction and learning, mastery of grade level standards and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary.
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)	We are not requesting a recess waiver. Recess will be a part of every virtual student's daily schedule.

Digital Model

Please complete the following application with responses describing the school and district digital programming.

Interaction / Delivery



What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.



LEA INSIGHTS

The Stuttgart School District will participate in the Arkansas River Education Service Cooperative (ARESC) 5-6 Virtual Academy Consortium to provide digital learning opportunities for our fifth and sixth grade students.. The Stuttgart School District will partner with Virtual Arkansas (VA) for students in grades 7-12.

ARESC and Virtual Arkansas will hire the virtual staff and the district will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The district will identify a staff member to work as the Connection Coach (the name ARES uses)/Facilitator (the name Virtual Arkansas uses) that will serve as the liaison for virtual families, ARES,VA, and the district. The District will work hand-in-hand with ARES and Virtual Arkansas to serve the needs of every virtual student.

The Campus Coach and the Facilitator are the same person.

Grades 5-6

A blend of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Virtual Paraprofessionals will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support parents and students with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) 5-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are

assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement) Virtual Staff (Teacher



LEA INSIGHTS

attendance, progress, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach Facilitator will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the Virtual Campus Coordinator and the District Connection Coach. On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.

Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of reading
- Point-in-time intervention
- Enrichment opportunities
- Math quest
- Grasping phenomenal science
- Virtual office hours for support
- Educational games
- Interactive online quizzes

The Stuttgart School District will partner with Virtual Arkansas for students in grades 7-12 who want to attend school virtually



LEA INSIGHTS

grades 7-12 who want to attend school virtually.

Grades 7-12

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the Secondary level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one-to-one Zoom sessions as needed. The Stuttgart School District requires virtual students to participate in two Zoom sessions weekly. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

The District Connection Coach Facilitator will be the liaison from school to the virtual campuses. Each campus will have a Campus Connection Coach Facilitator to communicate with our students and families. They will be the first line of communication and contact for parents and students for district information, technology support, and overall help. The campus coach will accept applications, enroll students, coordinate orientation activities, on-site sessions, and build relationships with families. The campus coach will act as the advisory and conduct weekly zoom meetings to check in with the students both for academic and social emotional purposes.

Virtual Students are expected to:

Engage appropriately in learning

Demonstrate satisfactory progress in meeting learning goals

Access digital content and assignments through Edgenuity Learning Management System

Complete all assignments and assessments by due date

Complete all mandated state assessments as required

While virtual students will have some flexibility to work at their own pace within specific parameters, they must ensure they stay on track to complete all assignments by the end of the semester

Follow school dress policy

Are subject to all handbook policies.



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.



LEA INSIGHTS

As a member of the ARESK K-6 Virtual Academy Consortium, the Stuttgart School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach for students in grades 5-6. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned.

For students in grades 7-12, the Stuttgart School District will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes both synchronous and asynchronous approaches, or true blended models to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

All students, digital or onsite, have equitable access to participate in the following onsite and/or face-to-face events. This is not an exhaustive list.

Extra-curricular activities

ALL Sports (Football, Baseball, Basketball, Cheerleading, etc.)

ALL Student Competitions (i.e., Quiz Bowl, Spelling Bees, etc.)

Gifted & Talented

Special Education Services (i.e., Physical Therapy, Speech Therapy, Occupational Therapy, etc.)

Dyslexia Services

ESOL Support

Targeted and responsive tier 2 or tier 3 interventions after Student Intervention

Team collaboration

Social/emotional counseling sessions, as needed

State required testing

Band

Choir

Library media services

Zoom informational sessions

Tutoring



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.

As a member of the ARESC K-6 Virtual Academy Consortium, 5-6 Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners.

The Stuttgart School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students in grades 7-12. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. The school counselor will serve as the school connection coach/facilitator. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

Gifted and Talented, Dyslexia therapist, and Special Education Service teachers and related service providers will be serving a dual role. They will have a designated class period built into their schedules for both virtual students and onsite students. They will not be teaching virtual students and onsite students at the same time.

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



LEA INSIGHTS

During the school day Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily.

Virtual Teachers, employed by ARES, will be under a 200 day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely.

Virtual Teachers will also have office hours where students may receive additional support or ask questions.

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content.

ARES Virtual Teachers are expected to interact with the digital content and students on a daily basis to ensure essential learning.

7-12 students are required to attend two Zoom sessions weekly. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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

We are not requesting additional waivers for class size.

The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

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

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

We are not requesting additional waivers for teaching load.

Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load. Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Technology / Platforms



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

The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th grade courses.

The learning management systems will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach Facilitator will have access to these reports and use them to provide praise, encouragement, support, and resources.

For 7th -12th grade courses, Virtual Arkansas provides the Canvas learning management system. This LMS is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level.

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



LEA INSIGHTS

Digital content available to 5-6 students will be English language arts, mathematics, science, and social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.

Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.

5-12 The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support.

Digital Content for 7-12

Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River Education Service Cooperative Content Specialists and the Virtual Campus Coordinator.

Virtual teachers and virtual facilitators for Virtual Arkansas will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists and Virtual Campus Coordinator



cooperative content specialists, and virtual campus coordinator.

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.

Virtual Teachers and students for grades 5-12 will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM provides a suite of teaching and learning features which include recording, polling, break out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the users computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators.

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

All virtual students are provided with a ChromeBook for use during off-site instruction. Hotspots are provided to families who need assistance with connectivity. Students who qualify to receive free or reduced meals, under ADHS guidelines, will have first priority for the hotspots. Technology support will be provided onsite.

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.

Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.

Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

The campus coordinator/facilitator will zoom with the students weekly to continue providing SEL support from the home campus.

Virtual students/parents may pick up breakfast and lunch from the school cafeterias of their home base.

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.



LEA INSIGHTS

Grades 5-6

Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the administrator will be notified and she/he will contact the parent and notify the District Connection Coach Facilitator for the student to be placed on an awareness list. If during communication with the family, it is determined there is a specific barrier to engagement, the district staff and virtual campus staff will partner to provide solutions and support.

Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.

The Stuttgart School District has access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the District Connection Coach Facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

The campus coach/facilitator will check student progress weekly. If a student is falling behind the campus coach/facilitator will make contact with the parent/guardian to find out what the problem might be. Support will be given to the student through intervention or tutoring if needed. If the student continues to struggle a meeting will be held with the digital learning committee to examine the data and decide an appropriate action to improve student learning.



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

Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Virtual Campus Coordinator and District Connection Coach Facilitator will partner to provide and monitor Tier II interventions and provide any special services needed.

Students who fail to demonstrate success (academic or engagement) after the above mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT Team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.

Virtual Arkansas teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

Virtual Teachers will have additional support and resources through the SIT Team, the Virtual Campus Coordinator, Cooperative staff, and resources provided by the State. If the School Intervention Team determines a student needs additional services and supports, Virtual staff and District staff will work together to coordinate these services and supports.

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



Virtual teachers will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as, one-to-one, peer groups, additional tiered support as needed. Each student will be closely monitored on the RTI tiers to see if progress is being made. Teachers and students will meet virtually or face-to-face to determine a weekly goal. In addition to the 4 ½ week progress reports required by law, we will provide a weekly progress report to parents.

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

The Stuttgart School District will also conduct diagnostic and progress monitoring assessments three times a year for grade 5-8.

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



LEA INSIGHTS

The district will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

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

The Stuttgart School District Administers the following assessments for Level I screeners for 5-12:

Phonological Awareness Screening Test- PASI

Phonics Screener Inventory-PSI

DIBELS ORF

DSA

RAN

For older students in Grades 7 and above, using standardized assessments, such as ACT and ACT Aspire, allows a comparison of the student's performance on the individual components to other students of the same age and grade.

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. The Stuttgart School District uses the following Level II screeners for this purpose:

CTOPP-2

Woodcock Johnson IV- Tests of Achievement

Letter-Word Identification

Spelling

Passage Comprehension

Writing Samples

Word Attack

Oral Reading

Sentence Reading Fluency

The District Dyslexia Coordinator will administer Level I dyslexia screeners to the digital learning students who are identified by the virtual staff as having a reading difficulty. Level II dyslexia screeners will be given to those students whose data on the Level I screeners show at-risk characteristics. If at all



whose data on the Level I screeners show at-risk characteristics. If at all possible this will be conducted on-site. However, virtual screenings, conducted via Zoom are available if necessary. If the Level II dyslexia screeners indicate that the student displays characteristics of dyslexia, the Dyslexia Coordinator will contact the student's virtual teacher and the parents. The parents of the student will receive a copy of the data collected through the screening process and information about dyslexia.

Trained and qualified dyslexia interventionists will provide an approved dyslexia intervention for both onsite and virtual students who demonstrate characteristics of dyslexia on either a Level I or Level II screening or who have been diagnosed with dyslexia by a qualified examiner. The Stuttgart School District employs three dyslexia interventionists that are trained in the following programs: Take Flight, Connections, and Barton. Digital learning students will be able to choose either virtual or onsite intervention sessions using an approved dyslexia program. The Dyslexia Coordinator will contact parents on a monthly basis to share progress monitoring data. If a virtual student is not making adequate progress in a dyslexia intervention, a meeting (either virtual or on-site) will be scheduled to discuss the steps that will need to be taken in order for the student to experience success in the program (change in intensity, program change, etc.)

Interventionists will use Google Classroom to create their own digital resources such as word lists, sentences, etc. for students to access or resource materials will be made available to students in paper form by mail. Interventionists are available to meet with parents/guardians via Zoom or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians information regarding screening and progress monitoring results. Phone calls and text messages provide a quick and easy form of communication between parents and interventionists.

If the interventionist, virtual teacher, or parent is concerned about the student's ability to access grade level curriculum because of the deficits associated with dyslexia, a 504 referral can be made to the District Dyslexia Coordinator. The Dyslexia Coordinator will hold a 504 eligibility conference either virtually or on-site. If it is determined by the committee that a 504 is required the committee will decide on the necessary accommodations needed for student success. The 504 plan will be communicated to the virtual teacher for implementation. An annual review conference will be conducted once a year in May in order to revise or update the plan if needed.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists. All district protocols specified in District Dyslexia Plans will be followed by the ARESC K-6 Virtual Academy Consortium. If a teacher or parent identifies a reading barrier, the Virtual Campus Coordinator will work with the



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identifies a reading barrier, the virtual campus coordinator will work with the District Connection Coach Facilitator to schedule screening and communication with parents.

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

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



For 5-6 identified students, Virtual Staff will collaborate with District Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule. All district components specified in the GT Program Approval will be followed by the ARESC K-6 Virtual Academy Consortium.

All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to 10th-12th grade students through Virtual Arkansas: 10th-12th AP Statistics, 10th-12th AP Biology, 10th-11th Computer Science Principles, 11th English Language and Composition, 12th English Literature and Composition, 11th-12th CalAB, 11th-12th AP Chemistry, 11th-12th Environmental Science, and 11th-12th U.S. History. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students



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



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

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services will be implemented to ensure services are received. Students identified as ESOL/ESL are testing during the ELPA 21 window. They practice before taking the actual test. Each school is given a date for testing ESL Students. Students are screened using the ELPA 21 screener. It is all done virtually. A date is set to get all students screened for all on-site students. Virtual students will have a date for them to come in to get screened. Imagine Learning and Rosetta Stone are available for all ESL students. Struggling ESL or Emerging students will get intervention with the ESL para at least twice a week for 30mins each session either in person or through Zoom. Both ESL Para and virtual instructors are responsible for providing ELD instruction.

The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

During virtual learning, students who have been identified as needing ESOL/ESL supports will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these



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includes translation options to help newcomers access content in English, these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

The Virtual Campus Coordinator will work with the ESL Coordinator and Translator to schedule screenings and communication with parents to ensure that the student's modifications are being met.

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



If a student has already been identified as needing an Individual Education Plan (IEP) or Section 504 plan support and services, the plan of services will be implemented to ensure services are received. Every digital learning student with an IEP is assigned a special education teacher and every digital learning student with a 504 plan is assigned a 504 designee. Stuttgart School District will upload the modifications/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. The special education teacher will be available to collaborate when needed with Virtual Arkansas teachers, ARESC 5-6 Virtual teachers, and the Virtual Campus Coordinator on modifications/accommodations and instructional strategies for digital learners to access the learning environment.

Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file.

The special education teacher will provide direct instruction to digital learning students, according to the student's IEP. TeachTown may serve as the primary curriculum resource in self-contained learning environments, or provide interventions for students with specific IEP goals in need of additional support. Related services providers (speech, physical, and occupational therapists) will provide therapy to students according to the IEP on-site. Students with IEPs receiving indirect services, the special education teacher and the virtual teacher will collaborate twice a semester (4 ½ weeks in each quarter) to review the student's progress.

Virtual Arkansas teachers and ARFSC Virtual teachers will provide



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Virtual/In-person teachers and ADESS virtual teachers will provide information/data for special education referrals, evaluations, and parent conferences when requested. The special education teacher, virtual teacher (general education teacher), and parent or guardian will meet by phone, online (Zoom), or in-person for the annual IEP meeting. Referral and Initial Placement conferences will be held on-site. Student evaluations will be conducted on-site due to validity requirements. At the end of each quarter, the special education teacher will provide students and parents/guardians a report of each student's progress toward meeting IEP goals.

Special education students are required to meet the same attendance policies as their peers unless stated differently on the IEP.

District special education teachers will follow the federal laws, state regulations, and district expectations set for all special educators.



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.

All Virtual Teachers and Virtual Paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online sensory tools and assistive technology. Online sensory tools and assistive technology available to Special Education teachers will also be available to general education teachers. Tools will include interactive whiteboard, annotation tools, mirror image setting, text-to speech translators, speech-to-text transcribers.

Virtual Arkansas courses meet the guidelines of IDEA and Section 504. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Teacher Supports

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



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Digital content specific professional development will be required for all teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.

As part of the PLC process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need identified, the Virtual Campus Coordinator will facilitate the support. On-going and job embedded support will occur throughout the school year based on student achievement data, and classroom observations. The Virtual Campus Coordinator will support teachers through daily and weekly monitoring of teacher practices and student needs.

The Stuttgart School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.

The Stuttgart School District will provide a robust online teacher training for any district employee providing dual role instruction.

The district has a technology team to support with any technology issues.



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

The Stuttgart School District will be utilizing ARESC K-6 Virtual Academy and Virtual Arkansas for our digital content and digital instruction solution. The Virtual Teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation.

Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

Prior to the start of school, the ARESC K-6 Virtual Academy Consortium and Virtual Arkansas will support teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district, district, and cooperative staff.

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.

In order to ensure that all digital learners have equitable access to virtual instruction, the Stuttgart School District provides each student with a chromebook and charger. Hot spots are also available for students that need access to the internet.

The Director of Student Services serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies.

The same opportunities, academically, social and emotional, extra-curricular, special education, related services, and any others, will be provided for our digital learners in the same manner as the onsite. All students' needs will be met.

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.



Summative ACT/ACT Aspire, ELPA, and iReady assessments as well as screeners are administered onsite for digital learning students. Parents will be notified of onsite testing requirements during student enrollment and registration. Students will test onsite per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the building test coordinator with input from the Campus Connection Coach Facilitator and Virtual Academy teachers. Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions.

The district contact will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement.

Virtual Arkansas requires trained proctors for major assessments. The Stuttgart School District's plan for students to take proctored assessments includes reporting to the grade level building and checking in through the office. The Campus Coach/Facilitator or his designee will be responsible for proctoring the assessments.

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.

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.



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The 5-6 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with the Virtual Campus Coordinator, Cooperative Teacher Center Coordinator, and the Cooperative Director of the Arkansas River Education Service Cooperative. Components that affect student achievement are addressed below.

Teacher Effectiveness: ARESC Virtual Academy will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed annually by district staff and virtual staff to ensure Arkansas standards are being met.

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Staff and District Staff.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent and staff (virtual and district) surveys will be conducted once each semester to monitor the effectiveness of the services.

Timeline: ARESC will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

Teacher Effectiveness: Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met.



Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Arkansas Teachers and Administration.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.

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)



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Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the LMS. In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.

The Stuttgart School District will provide a dedicated staff member (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support. In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.)

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the sending school. Staff will partner with the Connection Coach Facilitator to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Families will be provided the office hour schedules of teachers, connection coach, and coordinator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support. Families will receive a schedule for assignments and class meetings to engage students in both the local school community and the virtual school community. In partnership with the connection coach, staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e. morning announcements, bulletins from the school.)

One of our goals is to keep students connected to their local school campus. In addition to the strategies listed above, the virtual campus will hold district specific Zoom sessions where the teacher will utilize the district logo/colors as his/her background for that session. On set days, the teacher will wear district spirit shirts while meeting with students from a specific district. Students will be asked to explore their communities in assignments and projects.

Based on individual needs and requests, students/families will be connected to school, district, community, regional, and state resources (counseling services, additional training, food pantries, clothes closets, and assistance programs.

Teachers will encourage and expect parent and student voice, choice, and agency. We will build capacity in students and families to effectively engage in



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agency. We will build capacity in students and families to effectively engage in digital learning.

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

<https://5il.co/ivme>

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

<https://5il.co/s1lf>



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

<https://5il.co/tkms> -- <https://docs.google.com/forms/d/1-D0SQ0cR3wnvtVxxw>

Policies

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

<https://5il.co/s1m8>

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

<https://5il.co/s1m8>

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

<https://5il.co/s1m8>

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