



January 26, 2022

Members of the Charter Authorizing Panel:

Cross County Elementary Technology Academy is seeking an amendment to have the school's Digital Learning Plan approved for the duration of the charter cycle. Enclosed in the packet is the Amendment Request form and demographic information. There are no budget requirements to implement this amendment. We appreciate your time and consideration.

Best Regards,

Jessica Stacy, Principal

Cross County School District
21 CR 215 | Cherry Valley, AR 72324
P 870-588-3337 | F 870-588-3565
Superintendent Nathan Morris

The mission of Cross County School District is to educate the whole child by preparing them to be life-long learners and responsible citizens in a global society. In order to succeed in a rapidly changing world, all students will be able to: think analytically, solve problems creatively, utilize technology appropriately, collaborate effectively, and communicate articulately.





Charter Amendment Request Instructions

The Charter Amendment Request Form, with any additional documentation pertaining to the amendment request, must be received, via email at ade.charterschools@arkansas.gov, at the Arkansas Department of Education at least 35 days prior to the meeting of the Charter Authoring Panel.

Documentation to be Included with ALL Amendment Requests

- Budget projections that include the costs associated with the amendment request and demonstrate that the approval of the request will not place an undue financial burden on the charter
- Current year to date enrollment by race and grade
- Current year to date free and reduced lunch

Additional documentation for requests to add a campus or relocate an existing campus

- Map of present location
- Map of proposed location
- Signed Facilities Utilization Agreement
- Desegregation Analysis

Additional documentation

- Budget projections that include the costs associated with the amendment request and demonstrate that the approval of the request will not place an undue financial burden on the charter
- Current year to date enrollment by race and grade
- Current year to date free and reduced lunch

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- Current year to date enrollment by race and grade
- Current year to date free and reduced lunch



Charter Amendment Request From

The Charter Amendment Request Form and all required documentation must be received via email (ade.charterschools@arkansas.gov) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

Charter Name: Cross County Elementary Technology Academy **LEA:** 1901701

Superintendent or Director: Nathan Morris

Email: Nathan.morris@crosscountyschools.com **Phone:** 870-588-3337

Type of Amendment(s) Requested

Add a New Campus (Must also submit the Facilities Utilization Agreement)

Address: _____
School District: _____

Relocate Existing Campus (Must also submit the Facilities Utilization Agreement)

Campus Name: _____
Current Address: _____
Proposed Address: _____
School District: _____

Increase Enrollment Cap

Current Cap: _____
Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____
Proposed Grade Levels Served: _____

Waiver(s)

Statute/Standard/Rule to be Waived: _____

Rationale for Waiver:

Statute/Standard/Rule to be Waived: _____

Rationale for Waiver:

Statute/Standard/Rule to be Waived: _____

Rationale for Waiver:

Statute/Standard/Rule to be Waived: _____

Rationale for Waiver:

Facilities Utilization Agreement

To be completed and submitted with an amendment request to add a new campus or relocate an existing campus

Lessor (Owner): _____

Lessee (Tenant): _____

Information regarding affiliation, family ties or other relationships between the Lessor and Lessee:

Address of Premises: _____

Describe the present use of the facility: _____

Square Footage: _____ Rental Amount: _____

Terms of Lease: _____

Contingency: The terms of this agreement are contingent upon _____
Charter School receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit or taxing power for the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADE/IDEA accessibility regulations and will remain so while the charter occupies the location.

Lessee: _____

By: _____ Date: _____
Signature

Lessor: _____

By: _____ Date: _____
Signature



Charter Amendment Request Form

ADE USE ONLY: Submission
Date: _____

The Charter Amendment Request Form and all required documentation must be received via email (ade.charterschools@arkansas.gov) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

Charter Name: _____ Cross County Elementary Technology Academy

LEA Number: _____ 1901701

Superintendent or Director: _____ Nathan Morris

Email: _____ nathan.morris@crosscountyschools.com

Phone: _____ 870-588-3337

**All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

Type of Amendment(s) Requested

Add a New Campus (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: _____
School District: _____

Relocate Existing Campus (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Campus Name: _____

Current Address: _____

Proposed Address: _____

School District: _____

Increase Enrollment Cap

Current Cap: _____

Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____

Proposed Grade Levels Served: _____

Name Change

New Name of Charter: _____

Add a Digital Learning Program

Schools	Grades/Courses	Interaction	Delivery	Platforms
Cross County Elementary Technology Academy	3-6	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input checked="" type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
Attendance			6-18-213(a)(2)	3-6 TRVP (TRVP) All instruction will be synchronous, and students will be required to meet daily. However, CCSD may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	Students will be 100% virtual, therefore a waiver for class size will not be necessary. Virtual learning is regarded as "Large Group" (Distance and Digital Learning Rule 6.07). The student:teacher ratio will be 50:1 (3-6).
Teaching Load	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.

Clock Hours	1-A.2			All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. The standard for clock hours will not apply.
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	6-16-102(a)(5)	Tri-Region Virtual Program is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.

Digital Model

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

Interaction / Delivery

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

The Tri Region Virtual Program (TRVP) through the Crowley's Ridge Educational Cooperative will primarily be a synchronous model for 3-6 core instruction that Cross County Elementary will use for its virtual students. The synchronous model will allow for daily structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

An asynchronous option will be made available to students with extenuating circumstances and at the discretion of participating districts. The virtual lessons will be made available to asynchronous students on a weekly basis.

Teachers:

Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. Virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real time.

Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will routinely monitor asynchronous students' engagement and academic progress throughout the week and regularly interact with those students via videos, electronic communications, and other means available. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

Students:

Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours

Asynchronous students are expected to follow the policy set by their districts regarding the standards for completion of work in a timely manner.

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.

<p>What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.</p>	<p>The TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.</p>
<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners. *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.</p>	<p>The TRVP delivery of instruction for Cross County Technology Academy's 3-6 students will be 100% virtual/remote. The TRVP will provide Arkansas certified teachers of record for virtual learners. The TRVP teachers will be solely dedicated to remote instruction. The TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.</p> <p>The TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the TRVP teachers and district CCCs throughout the year.</p> <p>Responsibilities of the CCCs may be to:</p> <ul style="list-style-type: none"> • Monitor progress in real-time, • Serve as an ambassador for the district, • Advocate for their students and families, • Serve as a support seeker, • Serve as the first line of communication and contact for parents and students for the district, • Provide information technology support, and overall help, • Partner with the virtual staff to provide support for the students, • Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families, • Address issues that tend to be "high touch" • Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district <p>Cross County Elementary Technology Academy will appoint a classified employee as the CCC.</p>

<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p>TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. It is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.</p> <p>Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.</p> <ul style="list-style-type: none"> Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date. Teachers will complete the grading of assessments within 2-3 business days Teachers will complete the grading of portfolio items within 4-5 business days <p>Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.</p>
<p>If utilizing waivers for class size, what supports will the school put in place to support the teacher and students? How will the charter monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.</p>	<p>The TRVP will not utilize district waivers for class size. The following student: teacher ratios will be followed:</p> <p>Core Courses</p> <ul style="list-style-type: none"> Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1).
<p>If utilizing waivers for teaching load, what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.</p>	<p>The TRVP will not utilize district waivers for teaching load. The following student-teacher ratios will be followed:</p> <p>Core Courses</p> <ul style="list-style-type: none"> Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1). Teaching load will not exceed 150 students

Technology / Platforms

<p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>Students in the TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.</p>
<p>Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the school is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.</p>	<p>The TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QUEST, and GPS. Google Classroom will be utilized to deliver K-6 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.</p> <p>Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program with the recommended considerations for supplemental resources. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Hegerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters. The content and resources will effectively address phonological awareness, phonics, vocabulary, comprehension, and fluency.</p> <p>TRVP will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies.</p>
<p>What video communication software is required for any digital learning student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.</p>	<p>The TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date.</p> <p>Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.</p>
<p>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.</p>	<p>Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot.</p>

Student Supports

<p>Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students.</p>	<p>The TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom 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 the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.</p> <p>Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time).</p> <p>Cross County Students participating in virtual learning through TRVP will be provided breakfast and lunch. All virtual students will have access to Cross County's School-Based Health Center as needed to provide physical and mental health care. The school district will also ensure students are provided speech, OT, and PT services as determined necessary.</p>
<p>Describe the manner and frequency the school will use to monitor the academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.</p>	<p>Cross County Elementary Technology Academy has access to the Google Classroom in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the CCC. Cross County Elementary Technology Academy will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students.</p> <p>The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the TRVP. The Campus Connection Coach is Kara Lee, paraprofessional. The CCC will provide weekly calls to check in with virtual students. This person will assist students with any questions relating to assignments, technology, or other digital learning needs the student or family communicates.</p>

<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>Tri-Region Virtual teachers will be trained 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. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.</p> <p>Cross County Elementary Technology Academy will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>In the TRVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice). Assignments will be aligned to SOR, QUEST, and GPS, and will include recognized assessments such as DIBELS, PAST, etc.</p> <p>Formative assessments will occur in real time for all synchronous students. Asynchronous students will be given the same formative assessments and will be monitored on a regular basis to ensure that students' understanding and needs are being met. Based on the results of routine formative assessments, the teachers will determine students' needs and how to best meet those needs through practices such as additional small group work, re-teaching core content, and modifications of tasks to promote mastery.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>The TRVP provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow-up with appropriate school district procedures.</p> <p>Cross County Elementary Technology Academy will ensure all requirements of the dyslexia law are met for on-site and virtual learners and will adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format which may include but not limited to after school tutoring.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>Cross County School District has been granted a waiver for Gifted and Talented.</p>
<p>Describe how English for Speakers of Other Languages (ESOL/ESL) supports and services will be provided to digital learning students.</p>	<p>TRVP teachers will provide all accommodations and modifications as stated on LPACS. Cross County School District will ensure all requirements of the District English Learner Plan will be met for on-site and virtual learners.</p>

<p>Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.</p> <p>Special Education evaluations will be completed through the examiner utilized by the school district and conferences will be held by Cross County School District personnel. The district will ensure special education services will follow all rules and regulations for virtual students.</p>
<p>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.</p>	<p>Assisted technology will be utilized as necessary for student achievement. Teachers will be provided with professional development to strengthen their digital learning teaching strategies.</p>
<p>Teacher Supports</p>	
<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>The TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all TRVP teachers.</p>
<p>Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?</p>	<p>The TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).</p>
<p>School Supports</p>	
<p>Describe how the school 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 school equity plan may be acceptable if it meets this criteria.</p>	<p>Cross County Elementary Technology Academy will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.</p> <p>All students will be provided devices, internet access, meals, access to SBHC services, and any other services appropriate. Other services will be provided, such as identified migrant services from the school's migrant coordinator.</p>

<p>All students are expected to test (statewide summative assessments) onsite as per DESSE guidance. Provide an overview of how the school may communicate to parents and test digital learning students at a school site.</p>	<p>All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.</p> <p>The district testing coordinator will create a plan and schedule for all virtual students to complete testing on campus, including contacting the parents with appointment times to take exams. In extenuating circumstances, the school district has transportation methods available to provide transportation of students to the school for on-site assessment. Along with the testing coordinator, the CCC, other school personnel, and the building principal will be in contact as necessary to ensure that students come to campus to complete testing requirements.</p>
<p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>TRVP will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.</p> <p>Additionally, the CCC will monitor the student by accessing the students' progress in Google Classroom and engaging in, at least, weekly communication with the family. Additionally, the CCC will log grades, missing assignments, and attendance on a spreadsheet. This will be turned in and reviewed monthly by the district team, or sooner if the CCC alerts the building principal of a problem.</p>
<p>Describe how the teacher(s) will engage families into the digital learning process. (School may link the District Engagement Plan if digital learning is included. The plan must address how the school will support parents/students with digital tools and resources)</p>	<p>All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. (Handbook: https://bit.ly/3e5KNeb)</p> <p>Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.</p>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</p>	<p>Approved April 19, 2021, minutes will be approved in May's school board meeting and posted to the school website. See Cross County School District April 19, 2021 Board Minutes at https://www.crosscountyschools.com/browse/162673.</p>

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

The District submitted a survey to stakeholders regarding virtual learning for the 2021-2022 school year on March 5, 2021. This survey was also linked through the district's Facebook account. The survey listed contact emails at the bottom of the survey for administrators in the event a parent had a question, as shown in the PDF below. (Survey link: <https://forms.gle/u2FD8oHdYwTiaqjaA>) As of June 14, 2021, there were no comments on the Facebook post, and administrators had not received emails regarding any questions. The elementary principal fielded calls from three parents asking about the virtual option being synchronous vs. asynchronous and was able to answer those questions according to TRVP's expectations. The news feed on www.crosscountyschools.com includes the survey. As of June 14, 2021, no comments had been made on the post. Prior to the end of the school year, all parents of current virtual learners were called to be informed of the program expectations for next year and to ask about plans for the 2021-2022 school year.

2021-2022 Virtual Learning Interest Survey

Please fill out and submit this form by Thursday, March 11 if your student is interested in virtual learning for the 2021-22 school year. Description and entrance criteria are listed below. Please note that this is NOT a final application. This is only an interest survey to help the district determine how to best meet virtual students' needs next year. If you have multiple students in your household, please fill out one form per student.

*** Required**

1. Email *

Virtual Learning Description

Cross County School District will offer a virtual learning option to students in Grades 3rd through 12th Grade whose preferred learning environment is a flexible yet effective, tuition-free online learning approach. Virtual learners will have a face-to-face instructor on a virtual platform. A learning management system will be utilized to allow for parental involvement and student accountability. Course selections will be released at a later date. We anticipate that students will have the option to enroll in both core and elective courses.

Criteria for Entrance

Virtual learning will be available for students in grades 3-12. All students who apply for admission for virtual learning will be required to meet the following criteria in the 2021-22 school year:

- 3rd-8th grade students who have been recommended to be retained at the end of the 2020-2021 school year or 9-12 students who lost credit in required courses during the 2020-2021 will not be eligible to enroll in virtual learning.
- Any student who exceeds the number of absences per the handbook policy will be required to transition to on site learning for remainder of the semester and school year.
- Any 3rd-8th grade student receiving a failing grade in one or more core subjects at the end of a quarter will be required to transition to on site for the remainder of the school year.
- Any 9th-12th grade student with a failing grade in any credit/core course (required courses) will be returned to on site instruction at the end of each quarter and remain there for the remainder of the school year.
- Principal and/or Superintendent will have final discretion on a student's ability to remain in virtual learning

2. Student First Name *

3. Student Last Name *

4. Student Grade 2021-2022 (Next Year) *

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Does this student fall in any of the following categories? (Leave blank if No)

- IEP/504
- Speech Services
- OT or PT Services

6. Parent/Guardian First Name *

7. Parent/Guardian Last Name *

	<p>8. Parent/Guardian Phone Number *</p> <hr/> <p>9. Email Address *</p> <hr/> <p>Questions?</p> <p>Please email your building principal or a district leader:</p> <p>Elementary School Principal Jessica Stacy at Jessica.stacy@crosscountyschools.com High School Principal Stephen Prince at Stephen.prince@inl.crosscountyschools.com District Executive Master Teacher Mindy Searcy at mundy.searcy@crosscountyschools.com Superintendent Dr. Nathan Morris at Nathan.morris@crosscountyschools.com</p>
<p>Policies</p> <p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p>Cross County Elementary will align digital attendance policies with the digital provider's attendance policies upon approval of the digital provider by DESE. TRVP will monitor student participation of required daily meetings. The same attendance policy will apply to virtual students as in-person students of Cross County Elementary. Approval of the updated 2021-2022 student handbook by the Cross County School Board will occur at the July 2021 school board meeting. Cross County School District's State Required Information can be found at https://www.crosscountyschools.com/browse/29894.</p> <p>TRVP students are expected to follow the local district discipline policies. Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions. Each teacher will establish individual virtual procedures that will not conflict with the school districts' policies. These classroom procedures will be communicated with parents/guardians/students during the orientation/overview meeting as well as at parent/teacher conferences and other communication points. Cross County School District's State Required Information can be found at https://www.crosscountyschools.com/browse/29894. When the handbook for the 2021-2022 school year is approved by the school board, it will be linked here.</p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	

<p>Please provide a link (URL) to the grading policy for digital learning students.</p>	<p>TRVP students will be provided grades based on the individual school district's grading policy and shall be consistent with that of onsite students in the individual districts. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course(s). Final grades are provided to the schools who are expected to keep those records and will enter the students' grades in eSchool accordingly. Cross County School District's State Required Information can be found at https://www.crosscountyschools.com/browse/29894. When the handbook for the 2021-2022 school year is approved by the school board, it will be linked here.</p>
<p>Charter</p> <p>Describe how the addition of a virtual program is in line with the mission or model of the school.</p>	<p>The mission of Cross County School District is to educate the whole child by preparing them to be lifelong learners and responsible citizens in a global society. In order to succeed in a rapidly changing world, all students will be able to:</p> <ul style="list-style-type: none"> ● Think analytically; ● Solve problems creatively; ● Utilize technology appropriately; ● Collaborate effectively; ● Communicate articulately. <p>Through TRVP, students will engage with teachers and students regularly both face-to-face via Zoom or Google Meet and through Google Classroom for the use of digital, typed discussion to allow students the opportunity to gain experience in the appropriate use of technology when communicating using various software, an essential skill in today's world. Through the high quality curriculum used by TRVP that is in line with current state initiatives, students will be presented with opportunities to analyze and solve problems both individually and collaboratively with peers and teachers. As stated in the Cross County School District mission above, the goal is for our students to succeed in a rapidly changing world. Students who participate in virtual learning through TRVP will meet the rapid changes of our world and learn to thrive in a society where the necessity and use of remote collaboration, communication, and problem solving have become an integral part of business across sectors of our economy.</p>

Additional Waiver(s)

Waiver Topic #1	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #2	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #3	
Arkansas Code Annotated	
Standard for Accreditation	

ADE Rules	
Rationale for Waiver	

Waiver Topic #4	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #5	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

**Cross County School District
Cross County Elementary Technology Academy
ENROLLMENT REPORT
Enrollment Date: Jan 28, 2022**

Enrollment Count		01	02	03	04	05	06	KF	Race Totals
Black	Females	1		1		2	1	3	8
	Males	1	3		1	1	2	1	9
	Gender Totals	2	3	1	1	3	3	4	17
Hispanic	Females					1			1
	Males		2			2	1		5
	Gender Totals		2			3	1		6
Native American	Males	1							1
	Gender Totals	1							1
Two or More	Females					1	2	1	4
	Males			1				1	2
	Gender Totals			1		1	2	2	6
White	Females	23	24	14	20	19	20	26	146
	Males	13	21	22	22	23	19	19	139
	Gender Totals	36	45	36	42	42	39	45	285
Grade Totals		39	51	37	43	49	45	51	315