Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Southside School District (Independence) (3209000)

School Year 2022-2023

⚠ New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.
NOTE: The approved application must then be posted on the district website - State Required Information.

District:

LEA #: 3209000

Superintendent: James Stevens

Email: dion.stevens@southsideschools.org

Phone: (870) 251-2341

Duration Requested (not to exceed three years): 3 Years 🖍
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
3209038 - Southside Elementary School 3209041 - Southside Middle School	K-6	Synchronous	Virtual (Online) / Remote (Distance)	CMS

LEA INSIGHTS

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)	K-6 Tri-Region Virtual Program (TRVP) All instruction will be synchronous, and students will be required to meet daily. However, a district 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.

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)	K-6 TRVP A waiver is being requested due to the anticipated student:teacher ratio in K-3 CLASSES--30:1; GRADES 3-6--CLASSES--50:1.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	This waiver does not apply to K-6. This application is for digital learning is only for K-6.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				K-6 TRVP 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			
				K-6 Tri-Region NA

LEA INSIGHTS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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)	K-6 Tri-Region 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 responses describing the school and district digital programming.

Interaction / Delivery

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

The K-6 TRVP will primarily be a synchronous model for K-6 core instruction. 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 the district.. 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 lessons.

Teachers 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 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.

What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

The K-6 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.

Southside's Campus Connection Coach will encourage families to join their school's Facebook Group, Class Dojo or Remind Groups. These avenues of communication are used by building principals to communicate/invite/encourage all students including virtual students to participate in all field trips, academic competitions, and other special enrichment functions that occur on campus.

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.

The K-6 TRVP delivery of instruction for K-6 students will be 100% virtual/remote. The K-6 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-6 TRVP teachers will be solely dedicated to remote instruction. The K-6 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.

The K-6 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.

Responsibilities of the CCCs may be to:
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

Southside School District will employ a certified teacher at a partial FTE to serve as the Campus Connection Coach for students in grades K-6.

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

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. Itt is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions 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.

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVPl 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.

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

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.

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?	The K-6 TRVP will not utilize district waivers for class size. The following student: teacher ratios will be followed: Core Courses Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1). Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (30:1). Non-Core subjects will be integrated into the elementary instructional day
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?	The K-6 TRVP will not utilize district waivers for teaching load. The following student-teacher ratios will be followed: Core Courses Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1). Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (30:1). Teaching load will not exceed 150 students

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	Students in the K-6 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.

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.

The K-6 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.

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. 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, Heggerty 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.

TRVP will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies.

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.

The K-6 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.

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.

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.

Each 100% virtual student will be assigned a district device. For students in grades K-6, devices will be locked down between the hours of 11:00 pm and 5:00 am.

Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus within the parking lot, lobby, and media center.

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.

The K-6 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.

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.

Southside School District 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. Southside School District 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.

The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the K-6 TRVP. The Campus Connection Coach is a certified teacher employed on a part-time basis to support the learning needs of virtual students.

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

K-6 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.

K-3
After the Tri-Region Virtual teacher identifies a student as needing additional Tier 2 or Tier 3 interventions, Alicia Ritchie, interventionist, and Kim Stalker, Instructional Facilitator, will schedule a meeting with the TRV teacher to discuss the student's areas of concern.
During this initial meeting, the team looks over all of the data and decides what two areas of concern the interventionist will address first.
After deciding on the two areas of concern, the interventionist will administer additional testing to find strengths and weaknesses.
The student will meet 30 mins daily with the interventionist for targeted instruction.
The interventionist will continue to communicate with the TRV teacher to ensure student success.
The interventionist will continue the Plan, Do, Act, Check cycle for as long as the student needs intervention.

4-6
After the Tri-Region Virtual teacher identifies a student as needing additional Tier 2 or Tier 3 interventions, Kayla Turner, Southside Middle School Principal, and Southside Middle School Leadership Team, consisting of lead teachers, will schedule a meeting with the TRV teacher to discuss the student's areas of concern.
During this initial meeting, the team looks over all of the data and decides what two areas of concern the interventionist will address first.
After deciding on the two areas of concern, the interventionist will administer additional testing to find strengths and weaknesses.
The student will meet bi-weekly in 45 mins sessions with the interventionist for targeted instruction. Sessions could be increased to daily sessions depending upon the severity of student needs.
The interventionist will continue to communicate with the TRV teacher to ensure student success.
The interventionist will continue the Plan, Do, Act, Check cycle for as long as the student needs intervention.

District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need. The Campus Connection Coach will also encourage students and families to utilize differentiated online resources and onsite intervention/enrichment sessions

differentiated online resources and onsite intervention/enrichment sessions provided to Southside students. These include but are not limited to grade appropriate programs such as:

Zearn

Renaissance Learning

Lalilo

Happy Numbers

Classworks (grades K-3)

i-Ready (grades 4-6)

Describe the district or school's formative assessment plan to support student learning.	In the K-6 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.

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

Initial Screening

(Grades K-2) All students (on-site learners and digital learners) in grades K-2 will participate in state-required screeners. If at all possible, all students will complete these screeners on campus. This process will allow the classroom teachers, the interventionists, and the instructional facilitator to identify students who may demonstrate multiple characteristics of dyslexia.

Southside School District administers universal screeners to initially assess the foundational reading skills of all students in grades K-2. These Screeners include the following:
Phonological Awareness (NWEA Skills Checklist)
Phoneme Identification (NWEA Skills Checklist)
Manipulation of Sounds (NWEA Skills Checklist)
Letter Identification (NWEA Skills Checklist)
Matching Letters to Sounds (NWEA Skills Checklist)
Consonant Blends and Digraphs (NWEA Skills Checklist)
DIBELS: Nonsense Word Fluency (NWF) & Whole Words Read (WWR)
Arkansas Rapid Naming Screener (Ar-Ran)
Phonics First: Phonetic Word Assessment - Layer 1

These initial screeners meet the state-required components: phonological and phonemic awareness, alphabet knowledge, sound symbol recognition, decoding, rapid naming, and encoding.

The results of the screening process are analyzed according based on the following data measures:
1. NWEA Map Skills Checklist Assessments (Screeners 1-6)
"Some Risk" - 60%-75%
"At Risk" - 59% and below
2. DIBELS Nonsense Word Fluency (Correct Letter Sound - CLS & Whole Words Read - WWR)
Kindergarten - End of Year (CLS)
"Some Risk" - 15-27 sounds
"At Risk" - 14 sounds & below
1st Grade - Middle of Year (CLS & WWR)
CLS: "Some Risk" - 33-42 sounds; "At Risk" - 32 sounds & below
WWR: "Some Risk" - 3-7 words; "At Risk" - 2 words & below
2nd Grade - Beginning of Year (CLS & WWR)
CLS: "Some Risk" - 35-53 sounds; "At Risk" - 34 sounds & below
WWR: "Some Risk" - 6-12 words; "At Risk" - 5 words & below
3. Arkansas Rapid Naming Screener (Ar-Ran)
A student falling in the bottom 20% of his/her grade level is flagged as being "at risk."
4. Phonics First Phonetic Word Assessment
"Some Risk" - 60%-75%
"At Risk" - 59% & below

"At Risk" - 35% & below

(Grades 3-6) The initial screening process for students in grades 3-12 include NWEA MAP Growth: Reading data, content writing samples, classroom work samples, and common formative assessments. Historical data - standardized assessment achievement, classroom achievement, past intervention experiences/data - will also be used to universally screen all students in these grade levels. Students who are reading below their expected grade/achievement level AND are not showing growth on common formative assessments or the NWEA MAP Growth: Reading assessment are considered for referral for more intense intervention supports and Level I dyslexia screening.

Level I Screening Process

Students who are flagged as demonstrating "some risk" or being "at risk" in multiple areas of the universal screeners (K-2) are referred for Level I Screening. Similarly, students in grades 3-6 who are reading below their expected grade/achievement level AND are not showing growth on common formative assessments or the NWEA MAP Growth: Reading assessment are considered for referral for more intense intervention supports and Level I dyslexia screening. Within ten school days of the referral, the instructional facilitator and/or interventionist will notify parents, request parents to complete a survey, and provide the student's teacher(s) with a questionnaire. Level I screening at all grade K-6 levels will consist of a teacher referral and a Level I Team Meeting, during which the referred student's teachers, and the instructional facilitator and/or interventionist will work together to analyze the students' initial screening results, classroom data/samples, parent survey, and teacher survey. If the team decides that Level II screening is necessary, then parents will be contacted for their consent of continuing with Level II assessments.

Level II Screening Process

Students who are recommended for Level II screening and whose parents have provided consent for continued testing will complete four additional state-approved assessments. These assessments will be administered by one of the on-site, trained and certified Level II assessors. The assessments will be administered within ten days of the Level I decision and the parent's consent.

The Level II assessments are as follows:
Woodcock Reading Mastery Test - 3rd Edition (WRMT III)
Comprehensive Test of Phonological Processing - 2nd Edition (CTOPP 2)
Gray Oral Reading Tests 5th Edition - (GORT 5)
Test of Written Spelling 5th Edition - (TWS 5)

Within ten school days of completion of the Level II assessments, the intervention team (referring teacher, interventionists, and instructional facilitator) will schedule a meeting with the students' parents to review and

facilitator) will schedule a meeting with the students' parents to review and discuss the results of these assessments. The assessment data, as well as the information included in the parent survey and the teacher survey, will be considered in the overall analysis of the student's strengths and weaknesses.

Within 10 days of completion of Level II screeners, the instructional facilitator and/or interventionist will schedule a meeting with the student's parents to share the results, plan of service/intervention programming, and share parent resources.

Dyslexia Services

If a student demonstrates multiple characteristics of dyslexia, as indicated by Level I and Level II screening, then that student will participate in explicit, systematic dyslexia intervention. The programming used for dyslexia remediation at Southside School District is Phonics First and Structures by Brainspring. The program implementation options and standards are as follows:

Intervention services are delivered by teachers, interventionists, specialists, etc. who have participated in 30 hours of training and certification for the program.

Small group services are provided to students exhibiting significant decoding and encoding deficits and/or multiple characteristics of dyslexia.

K-5: Students receive a minimum of 30 minutes of remediation, three times a week. This is also completed as 45 minute sessions, twice a week. Students who are receiving these services must participate in at least 90 minutes of remedial services each week.

6-12: Students receive a minimum of 30 minutes of remediation, three times a week. This is also completed as 45 minute sessions, twice a week. Students who are receiving these services must participate in at least 90 minutes of remedial services each week.

Up to six students can be served in one group. Smaller group sizes can be arranged for more intense remedial services.

Students who are enrolled as digital learners at Southside School District will have the option of participating in these sessions in person or via remote learning experiences. Digital learning students who choose to participate remotely will be able to participate in virtual sessions with one of the certified interventionists. These virtual sessions will be completed using Google Classroom and Good Meet technologies. Utilizing Google Classroom and Google Meet will allow interventionists to set up classes, create classwork, and monitor and assess each student's progress throughout the remedial program. Any additional support and/or resources that the students/parents will need for effective engagement in the remedial sessions will be provided by the school. These supports may include student technology devices (Chromebooks, iPads, etc.), multisensory manipulatives, whiteboards/markers/erasers, and "red word" screens/crayons/strip blanks. Students who are enrolled as digital learners at Southside School District will also have the option of participating in onsite remedial sessions. The times will occur during or after the school day. The students will be included

times will occur during or after the school day. The students will be included in existing, on-site remedial groups and will participate in all aspects of the program.

Interventionists are available to meet with parents/guardians via Zoom, Google Meet, or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians with all necessary information. Phone calls and messages (Remind, ClassDojo, etc.) provide a quick and easy form of communication between parents and interventionists.

In addition to these supports, K-6 students will receive support from the professionals at the Tri-Regional Virtual Consortium (K-6 TRVP). The K-6 TRVP will provide 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.

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

Southside School District Gifted and Talented programming options will be provided to virtual students across all grade levels, K-6. GT Standards and the policies of the Southside School District will be followed while serving students through our GT program. GT services will be provided remotely by a GT licensed teacher and our learning management system (LMS) at each level. Time will be scheduled in the day for providing virtual services.

WEEKLY GT LESSONS WILL BE PROVIDED SYNCHRONOUSLY FOR K-3 GRADERS. ONE METHOD OF REFERRAL FROM TRI-REGION WILL BE BASED ON TEACHER OBSERVATION DURING THESE SYNCHRONOUS LESSONS.

Whole Group Enrichment will be provided digitally to all virtual K-3 students. The licensed Gifted and Talented facilitator will provide one lesson per month (as provided to onsite students) by uploading it to the LMS and being pushed out to virtual students and families. The classroom teachers share the remainder of the lessons per month (which have been provided to them by the licensed GT facilitator) ensuring that students receive one enrichment lesson per week as spelled out in our program approval application.

Virtual students identified to receive services from the Gifted and Talented program in grades 4-6 will receive asynchronous and synchronous instruction and learning opportunities from a licensed GT facilitator. These students will participate in the same critical thinking, creative thinking, affective and research activities as their face to face peers as indicated in our program approval application. Educational material will be delivered to these virtual students digitally through our LMS.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite.   THE DISTRICT WILL ENSURE ALL REQUIREMENTS FROM GT PROGRAM APPROVAL STANDARDS WILL BE MET FOR VIRTUAL LEARNERS.

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

ESOL Services are provided for identified English Learners (ELs) in grades K-6.

ESL students will participate in direct English Language Development instruction through Google Meets in small groups or individually if needed. These groups will meet 3-5 days a week depending on the student's need for support to become fully proficient in English.

Curriculum, grouping, and pacing will follow that of the Southside School District ESOL Program Handbook.

Meaningful access to core curriculum standards will be provided in all content areas using grade appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. ESL teachers will collaborate with classroom teachers to determine appropriate scaffolds and differentiation methods to provide the correct amount of support for the appropriate time and to accommodate assessments.

Students' language progression will be monitored through annual state testing using ELPA21.

ESL teachers will frequently communicate with families through the Google Meet format, phone calls and emails. An interpreter will be provided for administration, counselors, and teachers to communicate with families and students.

K-6 TRVP TEACHERS WILL PROVIDE ALL ACCOMMODATIONS AND MODIFICATIONS AS STATED ON LPACS. THE DISTRICT WILL ENSURE ALL REQUIREMENTS OF THE DISTRICT ENGLISH LEARNER PLAN WILL BE MET FOR ON-SITE AND VIRTUAL LEARNERS.

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

K-6 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.

When the family chooses digital learning, the student's IEP committee will determine Special Education services and supports. The IEP committee will determine the method of delivery of services. Accommodations for K-6 virtual students will be provided through the Co-op consortium.

When it has been determined that an evaluation is necessary by the IEP committee the students will be scheduled for on-site special education evaluation(s). Conferences for special education students will be conducted virtually if possible.
 Virtual teachers will provide information to the IEP committee for conferences and evaluations when requested. The School District will provide modifications / accommodations and functional levels to the virtual provider, soon after the start of school or when the student enrolls in our district. If the IEP committee has a conference throughout the school year, the virtual provider will be provided with updated information.

THE DISTRICT WILL ENSURE SPECIAL EDUCATION SERVICES WILL FOLLOW ALL RULES AND REGULATIONS FOR VIRTUAL STUDENTS.

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.

Assisted technology will be utilized as necessary for student achievement.

In addition, Southside's Campus Connection Coach will work with Virtual Teachers and students to provide access to grade level digital resources and supports such as:
Zearn
Renaissance Learning
Lalilo
Happy Numbers
Classworks (grades K-3)
i-Ready (grades 4-6)

Teacher Supports

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

The K-6 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 DIGITAL LEARNING UNIT specialists at each co-op, continuous professional development will be available to all TRVP teachers.

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 K-6 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).

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.

Southside School District (SSD) will work to ensure all digital learners have equitable access to virtual instruction. SSD will provide every grade K-6 student with a Chromebook. If needed, a mobile hotspot may be checked out to access the Internet.

Southside School District partners with the local 4-H Chapter to meet basic needs through a food bank and clothes closet. Both sites are located on the campus of the SSD. In addition, community partners provide school supplies to supplement any materials not provided by the district.

The assistant superintendent 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 district will also leverage the following to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc., along with utilizing the School Intervention Team (SIT) for student support and intervention.

SSD 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.

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.

LEA INSIGHTS

All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, i-Ready,, 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.

Parents will be notified of onsite testing requirements during student enrollment and registration. Testing requirements are also outlined in the Program Guide. Student/family refusal to test on site may result in denied enrollment in the virtual academy.

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 . 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. Schedules for assessment will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments.

Device updates for virtual students are pushed out via Chrome management and devices will update when powered off and on again, as long as they are connected to the internet (whether at home or at school). This ensures that student devices are ready for onsite testing.

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.	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.

Southside School District will evaluate the program's effectiveness for K-6 students by:
Analyzing student data on NWEA MAP Growth at mid-year and the end of year
Surveying students and families during the second week to determine any additional supports needed. Follow-up surveys will be used at the midpoint of each academic quarter to adjust services as needed.
Course engagement and course progress will be used to determine effectiveness |
| 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) | 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.
Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates. |
| Provide the URL to evidence of the local school board's approval of the waiver request(s). | April Board Meeting (Item # 15) can be found at https://core-docs.s3.amazon |
| Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). | https://docs.google.com/spreadsheets/d/1bpGPFZdJcKchEhMXu7nFJOjAeWg |

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1wW1gd_qjsaHBjPbGcbrC74uRlqIe-yF
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1wW1gd_qjsaHBjPbGcbrC74uRlqIe-yF

Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1wW1gd_qjsaHBjPbGcbrC74uRlqIe-yF

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