



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Bismarck School District (3001000)

School Year 2021-2022

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

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.

A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:
LEA #: 3001000
Superintendent: Susan Kissire
Email: susan.kissire@bsd-lions.net
Phone: (501) 865-4888 Ext. 222
Duration Requested (not to exceed five years): 3 Years
 (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
3001001 - Bismarck Elementary School	1st through 12th grade	Asynchronous	Virtual (Online) / Remote (Distance)	CMS
3001003 - Bismarck High School 3001002 - Bismarck Middle School		Synchronous		



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver-</p> <p>A student in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning.</p> <p>Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.</p> <p>Extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.</p> <p>AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Class Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17-812(a)(2)</p>	<p>Request Waiver for K-6</p> <p>At no time will there be more than 22 Kindergarten students in a class. At no time will there be more than 27 students in a 1st-6th grade class.</p>
<p>Teaching Load Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Not Requesting Waiver-</p> <p>Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver-</p> <p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Request Waiver-</p> <p>Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.</p>
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver-</p> <p>Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting.</p> <p>The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.</p>

Digital Model

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

Interaction / Delivery

What are the ways teachers and students will



interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.

1st-6

Details for Elementary Instruction

<https://docs.google.com/document/d/1Q2zovUpJAivQUzSegFFJVLfN1bQ-rtYJnW829aPg0mE/edit?usp=sharing>

Dawson Education Service Cooperative (ESC) K-6 Virtual Program is a virtual/remote learning experience that combines some synchronous instruction with aligned asynchronous courses. Dawson ESC K-6 Arkansas certified and licensed virtual teachers will be employed by Dawson ESC. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students will have the opportunity to attend three Zoom sessions per week for core content courses and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All 1st-6 virtual students will be required to attend a minimum of two Zoom sessions per week. It is highly encouraged that students attend all Zoom sessions each week. Students may request additional one:one Zoom sessions as needed. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Edgenuity-Genius Learning Management System or through the Dawson ESC email system. Dawson ESC virtual teachers are expected to communicate with parents and students in the Dawson ESC K-6 Virtual program on a daily basis Monday - Friday.

The district will require daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. Lexia Core 5 will also be utilized by Dawson ESC Virtual Program teachers for students in grades K-5 to supplement reading instruction.

7-12

Virtual Arkansas is a virtual/remote learning experience that harnesses the benefit of synchronous or “live” instruction combined with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. Students are provided the opportunity to attend two Zoom sessions per week with one being required, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school



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and interact with messages in their courses on a daily basis during the school week.

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.

Bismarck School District will utilize virtual/remote learning through the Dawson ESC K-6 Virtual Program. The content will be delivered virtually/remotely utilizing some synchronous instruction with aligned asynchronous courses. Students will engage in digital coursework through the Edgenuity-Genius Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual/remote.

All virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar.

Grades 7-12 will utilize virtual/remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place virtual/remote.



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.

Grades 1st-6

Bismarck School District will use the Dawson ESC K-6 Virtual Program for delivery of instruction for students that are 100% virtual. The districts in the Dawson ESC K-6 Virtual Program consortium will provide Arkansas certified teachers of record. The K-6 teachers will be employed by Dawson ESC. Dawson ESC virtual teachers will be dedicated to only virtual/remote learners. Bismarck school district will also provide a District Point of Contact (designee), Kimberly Turner. The District Point of Contact (designee) will be the first point of contact for the Dawson ESC K-6 Virtual Program teachers or digital learning coordinator regarding attendance, grades, concerns or issues that may arise. The Dawson ESC K-6 Virtual Program will provide training and support for the District Point of Contact (designee). The ESC K-6 Virtual Program will have Arkansas certified teachers employed by Dawson ESC as the instructors for all course content from the Edgenuity-Genius LMS. The Dawson ESC K-6 Virtual Program is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. All Dawson ESC K-6 Virtual teachers will be required to participate in professional development and digital training with support from the Dawson ESC K-6 Digital Learning Coordinator.

Grades 7-12

Bismarck school district will use Virtual Arkansas for grades 7-12 for delivery of instruction for students that are 100% virtual. Virtual Arkansas will provide Arkansas certified teachers of record. Virtual Arkansas is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. Virtual Arkansas teachers will be dedicated to only virtual learners.

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



Grades 1st-6

Dawson ESC K-6 Virtual Program students will be required to attend a minimum of two Zoom sessions per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Virtual students will interact with Dawson ESC virtual teachers. Teachers and students will be able to communicate twenty-four hours a day using the Edgenuity-Genius Learning Management System or through the Dawson ESC email system. Virtual teachers are expected to communicate with parents and students in the Dawson ESC K-6 Virtual program on a daily basis Monday - Friday. Dawson ESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. Dawson ESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction. The district will require daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. Lexia Core 5 will also be utilized by Dawson ESC Virtual Program teachers for students in grades K-5 to supplement reading instruction. K-2 teachers are expected to deliver a minimum of 5 zoom sessions per week per grade level and 3-6 teachers are expected to deliver a minimum of 3 zoom sessions per week per grade level. In addition, teachers will zoom with small groups or individual students as needed based on student need indicated by formative assessments.

Grades 7-12

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

Students will utilize Virtual Arkansas courses virtually from home. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed.

Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



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?



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Bismarck School District will utilize waivers for class size K-6.

Grades 1st-6

The Dawson ESC K-6 Virtual Program will utilize district waivers for class size. The following student:teacher ratios will be followed:

Core Courses

There will be 1 teacher for all the Kindergarten and 1st grade students combined. That teacher will be assigned 47 students (22 Kinder + 25 1st grade) throughout the day, but at no time will there be more than 25 students scheduled in a class. This teacher for K-1 will teach 22 kindergarten and 25 first grade students in an asynchronous environment. Kindergarten and first grade students will have synchronous instruction from the teacher at different times throughout each day. Students in these grades have the same teacher for all of their core courses.

Two teachers will teach 27 second grade, 27 third grade, 24 fourth grade, 27 fifth grade, and 27 sixth grade students. One teacher will have grades 2,3, and half of 4 which is a total of 66 students throughout the day. The second teacher will have the other half of the 4th grade, 5th, and 6th for a total of 66 students throughout the day. At no time will there be more than 28 in a class. The students will have synchronous instruction from the teachers at different times. Students in these grades have the same teacher for all of their core courses. These virtual teachers will have only virtual students. They will not be teaching any students face to face.

Electives

Physical Education (PE) (K-6): Physical Education will be taught by the K-6 virtual teacher. Students will zoom once per week for physical education. Students track their activities, and their activity reports are reviewed and graded by the teacher. Therefore, the average student-to-teacher ratio for Physical Education is not relevant, but if it was calculated in a similar manner to other courses, it would be about 200:1.

Music and Art (grades K-6): Multiple cooperatives are creating a consortium where 1 licensed art teacher and 1 licensed music teacher will be hired. The art teacher will zoom once per week with students. The music teacher will zoom once per week with the students. Students track their activities, and their activity reports are reviewed and graded by the teacher. Therefore, the average student-to-teacher ratio for Art and Music is not relevant, but if it was calculated in a similar manner to other courses, it would be about 200:1.

All Dawson ESC K-6 Virtual program teachers will be trained on the Edgenuity-Genius LMS and provided support through professional development. The Dawson ESC K-6 Virtual program Digital Learning Coordinator will also provide support for students, teachers and parents as needed.

Dawson ESC K-6 virtual students will receive support through robust grading and feedback provided by virtual teachers. Teachers will pull students as needed into small groups and one on one sessions to provide extra support when needed. District Point of Contact (designee) will inform proper school staff of any supports needed. School district will provide the extra support as needed and that aligned with school policy. This could be a home visit parent



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needed and that aligned with school policy. This could be a home visit, parent conference, face-to-face tutoring in brick in mortar setting, etc.

Dawson Digital Learning Coordinator and District Point of Contact will monitor the effectiveness of class size through evaluations, student level of mastery, and student engagement through attendance.

7-12 Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Students will utilize Virtual Arkansas courses virtually from home. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed.

Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas.

Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



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?

NOT requesting waiver

Technology / Platforms

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

Grades 1st-6

The Edgenuity-Genius Learning Management System (LMS) will be utilized for the Dawson ESC K-6 Virtual Program.

At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

Because much of the learning and record keeping is done online through Edgenuity-Genius LMS, Dawson ESC K-6 Digital Learning Coordinator can monitor the effectiveness of instruction and ensure that students are making progress every day.

Grades 7-12

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 7-12).

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



Grades 1st-6

The Edgenuity Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Edgenuity-Genius LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. The Dawson ESC K-6 Virtual Program teachers can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School district administrators, District Point of Contact (designee), and the Dawson ESC K-6 Virtual Program Digital Learning Coordinator have full access to the Reporting feature of the LMS as well.

Lexia Core 5 will also be utilized by Dawson ESC Virtual Program teachers for students in grades K-5 to supplement reading instruction.

Parent and teacher videos are provided to support students. Teachers have professional development to learn about new platforms and content tools. Dawson ESC content specialists are available to provide one-on-one teacher support.

Grades 7-12

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



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 Dawson ESC K-6 Virtual program teachers and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student. The Dawson ESC K-6 Virtual program teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

7-12 Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their Virtual Arkansas teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

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. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas.

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.



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

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior. All students will be required to zoom at least once per week. The district will monitor the health and wellness of the students during those zoom sessions.

Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for.

When a situation arises where intervention is determined to be needed beyond what can be done virtually, Dawson ESC Virtual teachers and Virtual Arkansas teachers will contact the partnering school including the Point of Contact and counselor to step in to provide intervention.

Dawson ESC Virtual teachers and Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, professional development will be provided to virtual teachers to support SEL strategies.

Bismarck School District will continue to make available both lunch and breakfast for our virtual students. We will also provide access to either onsite or virtual sessions with the school counselors in addition to the school-based mental health providers. Also, students who have food insecurity may pick up food backpacks on campus each Friday.

https://www.bismarcklions.net/290818_2



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.



Bismarck School District has access to the Edgenuity-Genius LMS to monitor students in real time. Dawson ESC K-6 Virtual program teachers will initiate intervention when a teacher determines a student isn't actively engaging or performing at or above grade level standards. In cases where needed, Virtual teachers will involve the partnering school through the Point of Contact (designee), first. Dawson ESC Virtual Program Digital Learning Coordinator will contact district administrators if the initial intervention is not successful. The district's designee will reach out to the student's parent to determine what additional supports may be needed up to and including the student returning to onsite instruction.

Definition of Active Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan. Extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.

7-12 virtual students have access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or performing at or above grade level standards. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful. The district's designee will reach out to the student and/or student's parent to determine what additional supports may be needed up to and including the student returning to onsite instruction.

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



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

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

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

State assessment data such as MAP, ACT Aspire, and Reading Assessments, etc will be used to determine if a student needs an academic response to intervention. Virtual teachers will also pull small groups or work 1:1 via Zoom with students based on needs.

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

TIER II and Tier III Interventions

Bismarck School District will implement the Sounding II Tier II interventions for students who are identified as needing Tier II Services. Students will be placed in the appropriate Tier II intervention groups that will be serviced during virtual instruction. If students are deemed to not be progressing in Tier II interventions, the classroom onsite teacher will provide interventions with students via ZOOM, Google Meets, or parents will be given the opportunity for students to come on campus for the interventions.

Tier III Interventions

Bismarck School District will implement TIER III interventions. Students will be provided with Systematic Instruction, explicit instruction, provided immediate and corrective feedback, provide students with frequent review practices, and opportunities to practice what they have learned. Students will be placed in the appropriate Tier III intervention groups that will be serviced during virtual instruction. Students will be placed in TIER III based on data that has been collected from the virtual classroom teacher as well as data that has been collected by the onsite classroom teacher. There will be frequent progress monitoring and the instructional time will be based on individual student need.

Dawson ESC K-6 Virtual Program teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful



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intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions.

7-12 Virtual Arkansas teachers have been 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 and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

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



Dawson ESC K-6 Virtual Program has periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers will require weekly live Zoom to conduct informal formative checks to ensure clarity for students on asynchronous learning tasks and intervene to address student needs based on formal and informal assessment data.

7-12 Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers will require weekly live Zoom meetings to conduct informal formative checks to ensure clarity for students on asynchronous learning tasks.

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



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Dawson ESC K-6 Virtual Program provides accessibility tools to support students with dyslexia. Dyslexia screening is provided virtually by the dyslexia interventionist at the student's home school or by district staff. Digital learning students identified with characteristics that could be associated with dyslexia will receive synchronously streamed dyslexia interventions from the district's dyslexia interventionist.

7-12 Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

The Bismarck School District will ensure all requirements of the dyslexia law are met for onsite and virtual/remote learners.

Dyslexia Plan

The Bismarck School District will implement the following plan of action to meet the needs of all students who have been identified as having dyslexia tendencies. All students K-2 will have a Level I Dyslexia Screener. After data has been collected through the Response to Intervention (RTI) Process, then identified students will be provided intervention that meets the following tenants of the Dyslexia Law:

Phonological/Phonemic Awareness

Phonics and Word Recognition

Vocabulary

Comprehension (Both Listening and Reading)

Fluency and Automaticity

Students will be administered a Level II Screener and the District Dyslexia Coordinator along with a committee will review the results and have mandated meetings and follow up with the students' parents.

If students are deemed to not be progressing in Tier II interventions, the classroom onsite teacher will provide interventions with students via ZOOM, Google Meets, or parents will be given the opportunity for students to come on campus for the interventions.

The Bismarck School District will utilize Sonday to provide services to dyslexia students. Screening will be done onsite in a remote and secure location to help ensure student safety.

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



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



LEA INSIGHTS

The Bismarck School District will ensure Gifted and Talented Program Approval Standards are met for onsite and virtual/remote learners.

4.55—STUDENT PROMOTION AND RETENTION A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student’s possible retention or required retaking of a course shall be included with the student’s grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student’s academic success. At least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student’s independent grade-level-equivalency in reading. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities. Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals: a. The building principal or designee; b. The student’s teacher(s); c. School counselor; d. A 504/special education representative (if applicable); and e. The student’s parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student’s placement or receipt of course credit, the final decision shall rest with the principal or the principal’s designee. Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student’s parents and the student that is reviewed and updated annually. A student’s SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student’s SSP shall include, but are not limited to: Statewide student assessment results; Subject grades; Student work samples; and Local assessment scores. By the end of grade eight (8), the student’s SSP shall: o Guide the student along pathways to graduation; o Address accelerated learning opportunities; o Address academic deficits and interventions; and o Include college and career planning components. Based on a student’s score on the college and career assessment: The student’s SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and Provide a basis for counseling concerning postsecondary preparatory



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and provide a basis for counseling concerning postsecondary preparatory programs. An SSP shall be created: 1. By no later than the end of the school year for a student in grade eight (8) or below² who enrolls in the District during the school year; or 2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year. A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or / retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable. Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁴ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁵ Notes: DESE Standards for Accreditation requires promotion and retention requirements policy be included in the handbook. Cross References: 3.30—PARENT-TEACHER COMMUNICATION 4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS 4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY Legal References: A.C.A. § 6-15-2001 A.C.A. § 6-15-2005 A.C.A. § 6-15-2006 A.C.A. § 6-15-2907 A.C.A. § 6-15-2911 A.C.A. § 9-28-205 DESE Rules Governing the Arkansas Educational Support and Accountability Act DESE Rules Governing Grading and Course Credit Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988) Date Adopted: 6-17-14 Last Revised: 5-26-15; 6-5-17; 7-15-19; 6-22-20

All GT Standards will be followed when designing programming for identified gifted students. The policies of the partnering school district will be followed for virtual students. All 2nd grade virtual students will complete the district's universal screener remotely on the same timeline as on-site students. Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the district GT Coordinator. Students will have the option to participate in on-campus Gifted and Talented classes and/or enroll in accelerated G/T courses within the digital platform. Students will be able to use Zoom or Google Classroom for G/T services.

All current Virtual Arkansas teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain



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documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year. Students will be able to use Zoom or Google Classroom for G/T services.



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

The Bismarck School District will ensure all requirements of the LPAC plan are met for virtual/remote learners.

Licensed teachers—under the supervision of teachers—work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy.

Dawson ESC K-6 Virtual teachers will provide all accommodations and modifications as stated on IEPs and 504s.

7-12 Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

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



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If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. Dawson Digital Learning Coordinator will work with the District Point of Contact to schedule screening and communication with parents.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to IDEA guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all district protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized. If the assessment's validity requires in-person evaluation, it will be held onsite.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:

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

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges Virtual Teachers can enable Edgenivity's robust language-support



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challenges, virtual teachers can enable Legibility & robust language support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Speech and OT/PT will be conducted through video via Zoom or Google Meet, or in person, depending on the choice of the parent. The accommodations of every special education student will be uploaded into SIS so that the Virtual provider will have access and be able to meet the needs of every student.

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.

Bismarck School District has utilized various digital tools to provide general education teachers assistance in the digital learning classes. Bismarck School District has provided students in need with mobile hot spots. Teachers/Staff have been provided with digital learning tools such as tablets, Chromebooks, headsets, and microphones. They have also been provided with programs such as Google Classroom, KAMI, Newslea, No Red Ink, SeeSaw, Google Meets, Zoom, and Lincoln Learning as well as Virtual Arkansas.

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.



Teacher Supports

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

The Bismarck School District will utilize the Dawson ESC K-6 Virtual Program as the digital content and instructional solution. The Dawson ESC K-6 Virtual Program will incorporate training for the usage of the Edgenuity-Genius LMS and virtual instructional strategies. All Dawson ESC K-6 Virtual personnel will provide both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Dawson ESC K-6 Virtual Program will provide a team of instructional and digital content experts for in-time support for all teachers. Finally, Dawson ESC K-6 Virtual Program will have a team of technology support specialists to assist with any technological issues.

Grades 7-12 will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.



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 Bismarck School District will utilize the Dawson ESC K-6 Virtual Program and the district-provided teacher of record will provide instruction. The Dawson ESC K-6 Virtual Program will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Dawson ESC K-6 Virtual Program will provide instructional and digital content support for point-in-time support for all teachers.

The Dawson ESC K-6 Virtual Program will utilize curriculum developed by faculty members and subject matter experts within the Edgenuity-Genius LMS which are aligned to Arkansas state standards. Dawson ESC will provide professional development to aid personnel as they provide instruction to the students.

Grades 7-12 will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

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.

Bismarck School District will provide students with mobile hotspots as well as being a 1:1 District with Chromebooks. Bismarck School District will also use allocated funds to purchase materials and necessities for homeless students. Bismarck School District will also assess the Social-Emotional Health of students as well as making resources available to students and parents/guardians. Students will be welcome on campus at any time to meet with nurses, counselors, and other applicable staff. DESE provides a communication kit in order to assist with this process. Our Homeless Liaison and English as a Second Language Coordinator will also closely monitor the needs of these students for equitable services.



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.

Virtual Arkansas requires trained proctors for major assessments. Bismarck School District plan for students to take proctored assessments includes: Local school/district/program statement, posting testing information on social media outlets. Bismarck School District will also use enotes, email, and computerized phone service as well as the DESE communication kit in order to communicate with students and parents. Virtual Arkansas students will be required to do statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site.

All Dawson ESC Virtual Program students will be required to do 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 by Dawson ESC Virtual Program personnel.

Bismarck School District has a communication plan that will enable the use of all social media outlets, the district website, phone contact, and via mail, if needed. We will also utilize buses and home visits, if necessary. Those not cooperating with the district will be sent a certified letter.

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



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

Teacher Effectiveness: Dawson ESC K-6 Virtual program will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non-scheduled virtual classroom visits.

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

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

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

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

Bismarck School District will utilize monthly meetings through the District Leadership Team as well as each Building Leadership Team to evaluate the effectiveness and fidelity of the implementation of the Digital Learning Option. Bismarck School District will also utilize the Dawson Educational Cooperative liaison as well as each building's digital learning facilitator daily to monitor student progress and the effectiveness of the Digital Learning Option. Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.



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)

The Dawson ESC K-6 Virtual Program will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. The Dawson ESC Virtual Program will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. The Dawson ESC Virtual Program faculty will also conduct parent/teacher conferences as required by state standards.

7-12 Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (linked here).

Bismarck School District teachers will engage families through involvement through Google Meets, Zoom Meetings, emails, and enotes. Parents and students will have the opportunity to attend virtual parent nights, classroom meetings, and parent teacher conferences.

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

https://s3.amazonaws.com/scschoolfiles/734/feb_meeting_minutes.pdf

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

https://docs.google.com/document/d/19Hi_PuCWwbGRvsG8YtxN6ChaUYP90eVI

Policies

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

Bismarck School District <https://s3.amazonaws.com/scschoolfiles/734/2020-202>



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

Bismarck School District <https://s3.amazonaws.com/scschooldfiles/734/2020-202>

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

Bismarck School District will follow the Virtual Arkansas grading policy for digital

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