



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Mountain View School District (6901000)

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 #: 6901000

Superintendent: Charles Howard

Email: brenth@mvschools.net

Phone: (870) 269-3443

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
6901005 - Mountain View Elem. School 6901015 - Timbo Elementary School	K-8 All Courses	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
6901011 - Rural Special Elem. School 6901006 - Mountain View Middle School		Synchronous		
6901007 - Mountain View High School 6901016 - Timbo High School	9-12 All Courses	Asynchronous	Blended (Hybrid)	LMS
6901012 - Rural Special High School		Synchronous		

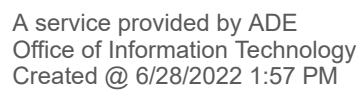


Waivers

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>The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning. Special attendance consideration is given to students working at an accelerated pace. District policies and practices regarding student absences apply to digital learning students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.</p> <p>*Attendance will be taken daily when students log onto their digital learning platform, Red Comet. Excused and unexcused absences will be determined the same as on-site learners. The Mountain View Public Schools Building Principals office's will run a weekly student activity report through the Learning Management System, 5-12 Red Comet. For each day that a student did not engage in the daily lessons, an absence will be documented in the Arkansas online reporting system.</p> <p>K-8 TRVP (TRVP)</p> <p>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.</p>



LEA# 6901000

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.



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-8 TRVP A waiver is being requested due to the anticipated student: teacher ratio in K-6 classes--30:1 (K-2) and 50:1 (3-6).
Teaching Load Number of students: 0 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	The MVSD is not applying for this waiver.
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.
				<p>Request Waiver 6-16-126</p> <p>The Mountain View School District is applying for this waiver. The District's digital learning program, Red Comet, will not require a six-hour instructional day. Instructional days will be based on assigned work and student progress.</p> <p>K-8 TRVP</p> <p>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.</p>
Clock Hours	1-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>The Mountain View School District is applying for this waiver. The District will award a unit of credit for high school students enrolled in the MVSD Red Comet Virtual Learning program BASED ON SUCCESSFUL COMPLETION OF COURSE WORK INSTEAD OF REQUIRED CLOCK HOURS.</p> <p>K-8 TRI-REGION</p> <p>The standard for clock hours does not apply to K-6, therefore we are not requesting a waiver for clock hours.</p> <p>7-8 Tri-Region</p> <p>A WAIVER IS BEING REQUESTED FOR CLOCK HOURS FOR 7th AND 8th GRADE COURSES EARNING CREDIT. STUDENTS WILL RECEIVE CREDIT FOR THE COURSE BASED ON SUCCESSFUL COMPLETION OF COURSE WORK INSTEAD OF REQUIRED CLOCK HOURS.</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.
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)	<p>The Mountain View School District is applying for this waiver. The The Mountain View digital learning program will not require 40 minutes of instructional time to be used for recess daily for virtual learning.</p> <p>K-8 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.</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.



9-12 Students would use synchronous platform with asynchronous sessions as needed.

The district definition of Engagement- Students will be expected to log in daily to the learning platform and submits assignments according to specified due dates. An adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.

For students to continue in a distance learning model

- Students must engage in the class as per the district definition of Engagement..
- Students must maintain passing grades
- Students must take all state-required assessments

A remote student - a student learning from home based on a leadership approved situation.

Students who are working with Red Comet will remain in this platform through the semester. At the end of the first semester, students may continue if he/she is meeting the required criteria e.g. grades are at or above a C average and they are logging into the system daily.

District expectations for any asynchronous learning will be the same as synchronous. Those are to be completed and turned in according to the class timeline.

All subject areas in our current curriculum will be offered through Red Comet, obviously including our Core subjects. ATHLETICS, BAND, CHOIR AND SOME CTE CLASSES (E.G. WELDING) WILL BE PROVIDED FOR THOSE STUDENTS ON CAMPUS UNDER THE DIRECT SUPERVISION OF CERTIFIED PERSONEL.

THE K-8 TRVP will primarily be a synchronous model for K-8 core instruction. The synchronous model will allow for structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

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

THROUGH SYNCHRONOUS INSTRUCTION, K-2 VIRTUAL STUDENTS WILL RECEIVE ALL COMPONENTS OF THE SCIENCE OF READING.

Teachers:

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

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary,



and effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

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

Students:

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

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

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



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.



9-12 Red Comet will deliver as the LMS and will use Arkansas Certified teachers.

Blended Eligibility

Red Comet will deliver as the LMS with A BLENDED, ONSITE OPTION FOR ATHLETICS AND CTE PROGRAMS.

The students will meet eligibility to participate in a blended learning model and be in good academic standing. Note attendance below does not include COVID related absences. The student will submit a completed application form for the blended learning model to their building administrator or counselor for approval.

a. The student will be in good academic standing

i. If previously in a blended or virtual model

- Passed all classes
- Attended class in person or virtually at least weekly
- Participated in all state-required assessments

ii. If entering the following grades

- 11th - must-have previously earned at least 12 credits,
- 12th - must-have previously earned at least 18 credits

c. Continue in a blended learning model

i. Students must attend at least weekly

ii. Students must maintain a passing grade.

d. Unique situations may arise and will go through the building principal or building committee. A district committee will hear appeals from families who have been approved for blended/remote learning..

Remote-Remote learning will be delivered asynchronously and may have synchronous components to support students on the days students are not attending onsite. Lessons are designed where content and instruction are provided in the lessons. When students are onsite, they can seek additional support from teachers. District curriculum is available in most subjects for teachers to deliver through the LMS.

THE BLENDED OPTION IS FOR THSOE STUDENTS THAT CHOOSE TO PARTICIPATE ON ATHLETICS AND NEED TO BE ON CAMPUS FOR THOSE ACTIVITIES OR FOR THOSE STUDENTS THAT WISH TO ENROLL IN CTE/VOCATIONAL CLASSES, SUCH AS WELDING. STUDENTS WILL LEARN IN PART VIRTUALLY OR ONLINE WHILE AT LEAST PART OF THE LEARNING WILL BE AT SCHOOL IN A SUPERVISED SETTING WITH A FULLY CERTIFIED STAFF MEMBER.

Expectations for the blended students are the same as those that are on campus as far as absenteeism and class expectations for passing.

THE K-8 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



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.

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.



Blended -a student IN 9-12 grade who takes onsite classes and at least one class online. The students will be eligible based on a set of criteria, program of study, and class availability.

1: Digital- Classes in this environment will be asynchronous and may have synchronous support. A. The teacher teaches all classes digitally (online). Red Comet LMS will provide all teachers, fully certified in Arkansas, for our online learning.

THE K-8 TRVP delivery of instruction for K-8 students will be 100% virtual/remote. The K-8 TRVP will provide Arkansas certified teachers of record for virtual learners. THE K-8 TRVP teachers will be solely dedicated to remote instruction. THE K-8 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-8 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



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



9-12 FAMILIES are critical for student success in a Blended/Remote setting. In many cases, family members will act as the academic coach for the student.

Teacher Instruction

Red Comet Teachers will facilitate students working in the Red Comet Curriculum or teachers will upload teacher-designed lessons. Mountain View staff will not be a part of our online platform, so there will be no simultaneous teaching in person/online. Weekly formative assessments will be given to students according to Red Comet lessons.

Students collaboration is strongly encouraged using Red Comet.

Additionally, Red Comet teachers will provide regular feedback to students and parents/guardians on weekly assignments. Furthermore, every nine weeks teachers will provide an overall report to parents/guardians. Weekly, students may upload videos discussing their learning. In some cases, other forms may be used such as emails, Google Docs, Google Draw, etc.

The frequency with Blended/Remote students.

A student in a Blended/Remote environment who is not physically present on campus will be marked present if the student can demonstrate they are engaged in learning. However, the expectation is that teachers will also make contact. The number of days will be determined by the lesson design. The minimum expectation is weekly; but, in many cases, students may need access synchronously more frequently. Parent/guardian support and coaching will be encouraged.

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. Synchronous students will be required to attend daily sessions each week, and asynchronous students are expected to 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. Parents will also have access to these lessons in order to support their child with any additional activities or tasks.

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension and fluency. The K-2 courses set the foundation for the



comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

THE 3-8 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures, and verbal reasoning. Instruction will occur synchronously five days a week and in real time.

This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition ("bottom of the rope") are developed and supported on a regular basis, as well as the skills of language recognition ("top of the rope")

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.

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



Teachers will complete the grading of portfolio items within 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?

N/A 9-12

TRVP K-8 THE DISTRICT WILL PROVIDE NECESSARY INSTRUCTIONAL SUPPLIES AND MATERIALS TO ALL STUDENTS. THIS INCLUDES STUDENT- ISSUED CHROMEBOOKS, CHARGERS AND ANY ADDITIONAL INSTRUCTIONAL SUPPLIES NECESSARY FOR EFFECTIVE INSTITUTION AND STUDENT SUCCESS. THE DISTRICT WILL PROVIDE A MOBILE HOTSPOT IF NECESSARY, TO ELIMINATE BARRIERS FOR FAMILIES WITHOUT ACCESS TO WI-FI OR WHO ARE EXPERIENCING UNSTABLE WI-FI CONNECTIVITY, ALTHOUGH IT IS NOTED THAT HIGH SPEED INTERNET WORKS THE BEST.

DISTRICT ESOL, SPECIAL EDUCATION, GIFTED EDUCATION, AND STUDENT SERVICES WILL PROVIDE ASSISTANCE TO VIRTUAL SCHOOL COORDINATOR WHEN NEEDED TO ENSURE ALL THE STUDENT NEEDS ARE BEING MET.

THE DISTRICT WILL DETERMINE THE EFFECTIVENESS OF STUDENT SUPPORTS BY ANALYZING VARIOUS DATA SETS INCLUDING BUT NOT LIMITED TO STUDENTS' ATTENDANCE, LEVELS OF ENGAGEMENT, AND MASTERY OF ESSENTIAL STANDARDS, AS WELL AS RESULTS FROM TEACHER'S STUDENT AND FAMILY SURVEYS.



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?

N/A 9-12

THE K-8 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 (50:1).

Middle School (7-8): The average student to teacher ration for middle 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.)

Red Comet is a LMS virtual learning environment that we will use for OUR 9-12 SCHOOLS that allows users to create, manage, and share academic content. This cloud-based platform provides the tools needed to manage an online classroom. School and Family Support Information for Schoology and other LMS.

LMS extensions and supports will include:

Google Classroom

Students in THE K-8 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.



Digital Content-

Red Comet (9-12)

- ☐ Parent and teacher videos are provided to support students.
- ☐ Instructional Facilitators (IFs) and Instructional Specialists (ISs) are available to provide one-on-one teacher support.

THE K-8 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-8 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 with the recommended considerations for supplemental resources. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, 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. The content and resources will effectively address phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other common assessments such as DIBELS.

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.

9-12 Red Comet Teachers have will ZOOM to hold synchronous student support meetings. These communication software are available to students through their school issued device.

Red Comet Teachers will use these platforms to allow students to virtually participate in one-on-one meetings or to work in small group settings. These platforms will also be used to provide additional services to students who receive services such as speech therapy, physical therapy, occupational therapy, etc.,

THE K-8 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.

9-12 The district will provide a device (Chromebook) for students in a blended/remote setting.

The district will provide Hotspots to students who need internet access. This process starts at the building level and the technology staff will monitor and support the devices.

The district also has a list of locations students and families can access the locations. Students can also contact their school if on site access is needed for learning. THE DISTRICT ALSO PROVIDES DRIVE UP ACCESS, AS WELL AS ACCESS AT THE LOCAL PUBLIC LIBRARY. INFORMATION FOR THE EMERGENCY BROADBAND BENEFIT WILL BE DISTRIBUTED TO STUDENTS WITHOUT CONNECTIVITY. FAMILIES IN NEED ARE ENCOURAGED TO APPLY AT: [HTTPS://WWW.FCC.GOV/BROADBANDBENEFIT](https://www.fcc.gov/broadbandbenefit)

Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot.

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.



9-12 For students in a blended environment meals will be provided onsite and students can access meals daily on campus. Furthermore, the District requests the flexibility to provide meals to be taken and consumed offsite. This will support remote learning days and if needed will allow for social distancing.

In remote cases, students will pick up meals at the zoned school. However, personalizing each student's unique needs may mean they pick up their meals at a different location.

Students will be required to make onsite or digital contact at least once a week. If food insecurity or physical or mental health issues are detected, the student or family will be paired with a social worker to provide support. Mountain View Schools has a list of community supporters who can help support the whole child.

If the student does not make contact based on these expectations, an administrator, counselor, or social worker will be brought in to make communication with the student/family. This contact can be made digitally, face-to-face, or in extreme cases a school resources officer may be brought in to assist with family contact.

For those students who are not on campus daily, they will have access to food at the zoned school.

THE K-8 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.

Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time).



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.



The district wants to ensure each student's success in a learning model that best suits their academic needs. Requirements to access blended learning and ongoing checkpoints will help ensure student success.

A student must be in good academic standing to participate in an online blended class.

RED COMET TEACHERS WILL INITIATE INTERVENTION WHEN A TEACHER DETERMINES A STUDENT ISN'T ACTIVELY ENGAGING OR SUCCESSFULLY MASTERING THE CONTENT. IF NEEDED, RED COMET WILL INVOLVE THE PARTNERING SCHOOL THROUGH THE MVSD ADMINISTRATION. RED COMET WILL CONTACT THE ADMINISTRATOR OR REQUEST THE ADMINISTRATOR TO BE CONTACTED IF THE INITIAL INTERVENTION ISN'T SUCCESSFUL.

Blended Eligibility

The students will meet eligibility to participate in a blended learning model and be in good academic standing. Note attendance below does not include COVID related absences.

The student will submit a completed application form for the blended learning model to their building administrator or counselor for approval.

- The student will be in good academic standing
- If previously in a blended or virtual model
- Passed all classes
- Attended class in person or virtually at least weekly
- Participated in all state-required assessments
- If entering the following grades
- 11th - must-have previously earned at least 12 credits,
- 12th - must-have previously earned at least 18 credits
- Continue in a blended learning model
- Students must attend at least weekly
- Students must maintain a passing grade.
- Unique situations may arise and will go through the building principal for review.

Struggling Student

IF A STUDENT IS STRUGGLING TO MEET EXPECTATIONS IN VIRTUAL LEARNING, WE WILL MEET WITH HIS/HER PARENTS/GUARDIANS TO DISCUSS A PLAN OF ACTION. ADDITIONALLY, WE WILL WORK WITH THE STUDENT ON DEVELOPING A STUDENT CONTRACT. IF THE STUDENT CONTINUES TO STRUGGLE TO MEET EXPECTATIONS IN VIRTUAL LEARNING, HE/SHE WILL BE ENCOURAGED TO RETURN TO ONSITE LEARNING AT THE EARLIEST POSSIBLE AVAILABILITY. IF ONSITE LEARNING IS NOT AN OPTION, STAFF MAY CONTACT THE DEPARTMENT OF CHILD AND FAMILY SERVICES OR THE JUVINILE COURT FOR ADDITIONAL SERVICES AND SUPPORT, OR FAMILIES MAY ELECT TO HOMESCHOOL.

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

Teacher support



Teacher support:

Teachers will set up a time to meet digitally or onsite with parents/guardians.

Parents/guardians will be provided information about the importance of school and the requirements to remain blended/remote. Student academic success should be the focus.

Counselor and/or support designee support: If a second level of support is needed a counselor or designee will see if there is a family need. This could be security, food insecurities, or health support.

Administrator support: As a last level, principals will set up a meeting with parents/guardians. A last chance agreement to remain blended/remote will be signed. If a second meeting is needed to engage students with the learning, students may be required to return onsite instruction.

Mountain View 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. MVSD 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-8 TRVP. The Campus Connection Coach FOR GRADES K-4 is Carrie Futrell, Elementary Assistant Principal. THE CAMPUS CONNECTION COACH FOR 5-8 IS DUSTY MITCHELL, MVMS ASSISTANT PRINCIPAL.



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



State assessment data such as MAP, ACT Aspire, and Reading Assessments, etc... will be used to determine if a student needs an academic response to intervention.

Schools will use instructional assistants, tutors, support teachers, etc., to determine academic content strands and then provide small group or one-on-one individualized student support based on areas where students are close or in need of support. Students may then receive services while onsite, through Zoom meetings, or by way of Learning Management System (LMS) assessment tools.

Additionally, Red Comet 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. The Mountain View School District has access to the Red Comet platform and can be in constant communications with them concerning all students.

THE MVSD WILL PROVIDE SUPPORT WITH THE APPROPRIATE EXPERT AND DELIVER IN THE BRICK AND MORTAR LOCATION OR VIRTUALLY, BASED ON NEED.

K-8 TTI-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.

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



Students will be assigned weekly assignments and/or assessments. These will be used to assess if students need support. Additionally, MAP, ACT Aspire, Reading Assessments, etc... will be used to determine if students need learning supports.

Schools will use instructional assistants, tutors, etc..., to determine academic content strands students need help with. Students will then receive additional support while onsite, through Zoom meetings, or by way of CLM assessment tools. Many schools are using , IXL for content support, and other individualized academic tools that are designed to support students where they are in their learning.

IN THE K-8 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.

Formative assessments will occur in real time for all synchronous students. Asynchronous students will be given the same formative assessments and will be monitored on a regular basis to ensure that students' understanding and needs are being met. Based on the results of routine formative assessments, the teachers will determine students' needs and how to best meet those needs through practices such as additional small group work, re-teaching core content, and modifications of tasks to promote mastery. THESE STRATEGIES OF FORMATIVE ASSESSMENT, BOTH FORMAL AND INFORMAL, ARE UTILIZED IN ORDER TO GUIDE THE RTI PROCESS AND METHODS OF INTERVENTION.



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

The district is committed to ensuring that all students who have been identified as having characteristics of dyslexia will continue to receive intervention services that meet their needs.

During on-site learning, students who have been identified as having characteristics of dyslexia will be served in each building by building level Dyslexia interventionists one-on-one or in group settings. Session lengths and frequency of sessions will be scheduled based on dyslexia need guidelines.

During Blended/Remote students who have been identified as having characteristics of dyslexia will be served through scheduled Google Meet, Zoom, or other communication platforms in one-on-one or group sessions. Session lengths and frequency of sessions will be scheduled based on Phonics First guidelines with additional supports as needed to meet the student's dyslexia plan.

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

Mountain View School District will ensure requirements of dyslexia law will be followed for onsite and remote learners. Our Dyslexia Interventionist will oversee this to ensure equity for all students receiving dyslexia services. The MVSD district dyslexia specialist will arrange for any online 7-12 student to be properly screened according to state law. This may be done remotely or in person. For other online students, the dyslexia specialist will also arrange any screenings or assessments that may be needed.

THE K-8 TRVP provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow-up with appropriate school district procedures.

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



Gifted & Talented teachers will assist regular education teachers in providing learning activities that will support the content of the regular education teachers. Gifted & Talented teachers will be available via email, Google Meet, or ZOOM video conferencing, or may keep virtual office hours to respond and assist any student, faculty, or parents/guardian who may need assistance.

The Gifted & Talented teachers will also give enrichment opportunities to all students at the 7-12 level. This will be in the form of virtual extension opportunities where students can find items of interest that they would have received in a traditional setting.

Gifted & Talented students may also have their social-emotional needs met in a small group, 1 on 1, or a large group in a virtual setting or an individual phone call with the Gifted & Talented teacher.

For students in GRADES 9-12, GT services will be rendered through advanced courses such as AP and accelerated classes. The GT teacher will schedule virtual meetings every week that students can attend for additional support and information. All requirements from GT Program Approval Standards will be met for THE 9-12 gifted program for remote learners.

*From Krystal Nail, DESE: Each local district will be responsible for providing and documenting K-12 GT Services in accordance with requirements from GT Program Approval Standards.

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.

Each district will provide details about GT Services they will provide in their district digital learning plan. Individual districts will solicit referrals for GT from the virtual teachers and follow their local district's procedures for determining the most appropriate placement for students. Referrals could come from other sources such as other students, parents, or self-referrals, etc. and will be processed in accordance with the district's GT identification and placement procedures.



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



9-12, TEACHERS will allow for accommodation as needed based on a student's LPAC. Additionally, student support will be provided through teacher help, virtually designed lessons with instructional supports, Red Comet , and instructional videos.

Additionally, teachers will be available via email, Google Hangout, or ZOOM video conferencing, Teachers may use the Talking Points App or Google translate for translation and communication with parents.

Additional support from building and district-level multilingual staff may be used if needed.

English Language Learners

Furthermore, the district has blended/remote lessons to support students with English Language Development (ELD). These lessons were created by district teachers and district English as a Second Language Teachers on Special Assignment. These lessons are designed to be done by a whole group but have embedded technology tools to support the students when working independently.

The MVSD currently has less than five (5) students who are in need of ESOL/ESL supports.

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. Google Classroom, and Zoom will be used to provide services for students who are online learners. ELPA21 screeners will be scheduled by the counselors of each building at the beginning of the school year. These can be done on-site or virtually based on the need and availability of the student and parents. The district ELL coordinator will check to see that LPAC requirements are being met both in Red Comet as well as through MVSD course offerings and supports. Our district ESL coordinator will also consult with CREC and DESE specialists on how to best serve these students and to review our current practices. Additional training and professional development will be provided for staff members serving this subgroup.

K-8 TRVP teachers will provide all accommodations and modifications as stated on LPACS.



special education evaluations and conferences.

Any accommodations/modifications determined to be needed for access will be considered by the IEP committee and provided by the district. For online students with IEPs with special education services, MVSD/Red Comet will provide the teachers and the content for courses that have service minutes. MVSD/Red Comet teachers will offer synchronous learning to meet the required service minutes. Occasionally asynchronous learning opportunities may be used to extend the students' learning such as independent work and assignments are targeted skills and goals. Utilizing Red Comet, MVSD teachers will post appropriate content for these students. Students will be expected to access the LMS platform on a regular basis each week and complete and submit work in a timely manner.

The teacher will offer communication avenues through Zoom, email, and other means to meet the needs of the student. Teachers will meet and communicate with students on a weekly, if not a daily basis, to cover course content, work on assignments and activities, and address other services specified in their IEPs. Teachers will set up specific times and methods to be available for synchronous instruction and support as well as post other information for students and parents.

Special education students who are in general education courses will be provided with appropriate accommodations through the Red Comet course. These students will be monitored by an on-campus special education teacher to ensure their needs are properly met as well as offer additional support. These students may also participate in a "study skills" course with a BPS teacher to provide further support and oversight.

Evaluations and conferences can be done in-person or virtually as needed following all applicable rules, processes, and laws. Some evaluations may need to be conducted in-person and will be addressed on a case-by-case scenario. Red Comet teachers will provide student reports and feedback for IEP students as requested. MVSD teachers and staff will continue their involvement in the evaluation process and conferences as well by attending the meetings and providing any needed documentation and feedback.

Related services, such as speech, PT, and OT, will be offered on-site in a designated space for online learners. This designated space allows online learners to receive their services without intermingling with other on-campus students. Parents also have the choice to take their child to the contracted clinics' home office to receive their services there.

K-8 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.



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.

Families are critical in this process. The district educators have videos that address a variety of student needs in the educational settings as well as social and emotional needs. Common available accommodations for students who are online learners include extra time, reduced answer choices, and shortened assignments. Students who may need specialized equipment, enlarged texts, or other items or accommodations that cannot be digitally delivered, can make arrangements to have these items “loaned” to them by the district. STUDENTS NEEDING TECHNICAL ASSISTANCE, SHOULD REACH OUT TO THE BUILDING PRINCIPAL WHO WILL PROVIDE ASSISTANCE OR PUT THEM IN TOUCH WITH THE MVSD TECH OFFICE.

Assisted technology will be utilized as necessary for student achievement.

Teacher Supports

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



- Red Comet has a digital platform supported with instructional videos.
- Lessons are also designed with audible options for students to hear lessons.
- Sentence frames and sentence starters are used to help students with writing or discussion prompts.
- Extended time can be used by any student as blended/remote.

District Supports

- The district purchased Red Comet for blended courses and will provide PD to use the platform.

School Supports

- During the school year, administrators will follow up on any needed professional development and/or work days that may be needed to support and sustain digital teachers.
- IXL is used to personalize the learning needs of students.
- GT lessons were designed to enhance the learning options.
- Instructional Facilitator/Instructional Specialists Support
- The district curriculum director and LEA of special education will also be available to provide additional training and supports for online teachers.
- During the school year, administrators will follow up on any needed professional development and/or work days that may be needed to support and sustain digital teachers.

The K-8 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?

Remote/Distance learners will use Red Comet and will be assigned to a Red Comet teacher of record. These student(s) will work synchronously through the materials.

Remote/Distance learning will involve Red Comet teachers facilitating student access to assignments and quizzes.

For those teachers who will have online and in-class students, at no time will they be expected to teach both groups during the same time period in a school day. As needed, additional time can be granted for teachers to plan and develop instructional plans and units.

THE K-8 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.



The district is a 1:1 technology district. Funds have been invested in building the infrastructure necessary to accommodate the district devices. In addition, the community has worked together to map out spots of free internet access for the community in addition to providing individual hotspots for students who need it.

Each student in the district is assigned a device for their use during the school year. Devices contain various applications and materials that are pertinent to their grade level and content areas. Every student is assigned a student identification number and an email address. Students regularly communicate with one another and their teacher(s) through their school-assigned email address.

The district purchased Red Comet LMS.

All MVSD students, regardless of their status, will have the opportunity to apply for the MVSD online school. While an application and review process will be used to determine if online learning is a good fit for a student, uncontrollable factors such as poverty, homelessness, migrant, foster care, and military connected families will not be used to make a determination. Students with medical conditions will be prioritized in the process and the remaining spots will be based on a first come, first served basis. For any accepted student who has mitigating circumstances, proper arrangements will be made to meet or overcome any needs or obstacles created by their status. Information for the Emergency Broadband Benefit will be distributed to students without connectivity. Families in need are encouraged to apply at <https://www.fcc.gov/broadbandbenefit>

Students enrolled in the Mountain View digital learning program will complete all of the District's enrollment forms. Utilizing this information, the district will identify digital learners categorized as poverty, homeless, migrant, in foster care, or military connected. The District will closely monitor these students for any needs to ensure equitable access to opportunities for success.

The Mountain View School District Clothes Closet provides basic needs such as clothing, food, and school supplies to remove barriers to student learning.

The Federal Programs coordinator 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.

Additionally, the district will use the following measures 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.

K-8 THE LOCAL school/district will provide all appropriate testing and



...; THE LEA OR SCHOOL/DISTRICT WILL PROVIDE AN 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.



ALL VIRTUAL STUDENTS WILL BE REQUIRED TO PARTICIPATE IN STATEWIDE SUMMATIVE AND SCHOOL/DISTRICT REQUIRED TESTING 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.

The District's Testing Coordinator/Counselor will communicate with parents of students enrolled in the regarding statewide summative assessments. The counselor will establish a schedule within the testing window for digital learning students to attend on-campus testing sessions. The assessment dates will be communicated through a personal phone call to each virtual student's parent as well as published on the District's website and social media. Every effort will be made to provide an on-campus testing site to meet the needs of the student and their family. MVSD WILL UTILIZE THE ALERT CALL SYSTEM, THE WEBSITE, AND SOCIAL MEDIA PAGES TO RELAY TO PARENTS/GUARDIANS EXPECTATIONS FOR DIGITAL LEARNERS DURING THE REQUIRED TESTIN PERIOD. However, if a parent refuses to bring a student to campus for testing, that student will be calculated in the district's allowable 5% of students not tested.

FOR STUDENTS IN GRADES 9-12, work for individual content areas will be available through Red Comet LMS.

Students will have the opportunity to pick up meals.

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

All distance students will be required to participate in state-mandated assessments. In 2021, assessments are required on site and the expectation is that all students will test on site (see above). If state testing requirements change the district will determine if other options will be available to families.

Testing dates and requirements will be posted on the district testing website and shared through the district and school social media and sent to individuals through email. Parents/guardians will also receive automated phone calls from individual schools.

Students will come on-site to test based on identified grade bands established by the district testing calendar.

- Students will be distanced based on testing guidelines.
- Students will bring their own devices to test.
- If a student takes the DLM assessment the teacher will work out with the parent times for the student to complete the assessment based on state testing guidelines.

K-8 ALL virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel All testing data will be shared by the



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.

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



The MVSD School Handbook outlines the expectations that students will participate in district and building screeners and formative assessments throughout the school year. This data, along with monitoring online grades and coursework submissions, Administration will be able to monitor student progress and achievement throughout the school year. As part of the MVSD partnership with Red Comet, the administration for each building will be provided with the scope and sequence of students learning so that it is ensured that proper progress and instruction is taking place. Online student grades and formative assessment data will be used to determine if adequate growth is taking place throughout the school year. The district leadership team will review this data along with our current practices and supports and make any necessary adjustments and modifications. Also, as part of the evaluation process, family surveys will be conducted to get feedback from the students and parents. This data will be used to determine which supports and communication strategies are most effective and in what areas we can work to improve.

The effectiveness of the MVSD Digital Learning Program will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as ELPA 21 and ACT Aspire.

Administrators, teachers and counselors will identify students receiving grades lower than a 70% to determine instructional next steps, and to monitor students' progress toward meeting graduation requirements. Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within the academy, what needs improvement, etc. Focus groups and/or advisory committees will be formed and will contribute additional data to evaluate effectiveness.

Administrators will also use data and feedback collected from teacher meetings and PLCs to monitor program implementation levels.

The Building and District administrators will conduct formal and informal observations, noting Red Comet teachers' instructional practice based on TESS, and Science of Reading monitoring requirements.

Building administrators will meet at least once each month to work collaboratively to improve student outcomes across the district.

The district will utilize various criteria to monitor and evaluate the effectiveness of the district's digital program.

1. Schools will monitor students attendance
 - a. Teachers will keep ongoing attendance records
 - b. The teacher will monitor weekly and the school will review quarterly
 - c. Any issue that arises will be addressed immediately with the student and families
 - d. In severe cases, if learning is negatively impacted students may be required to change learning models

- 2 The school will monitor students grades



2. The school will monitor students grades

- a. Teachers will keep ongoing records
- b. The teacher will monitor weekly and the school will review quarterly
 - i. Any issue that arises will be addressed immediately with the student and family
 - ii. In severe cases, if learning is negatively impacted students may be required to change learning models
3. Schools will monitor student growth using mid-year formative assessments. Student growth will be documented and shared with parents/guardians. Parents/Guardians will be given grade-level expectations and expected growth.
 - a. Grades 5-8 -the ACT Aspire Interim results will be shared with students and their families by being sent home to parents/guardians or via phone call or ZOOM.
 - b. These results will be used by the teacher and building administrator to determine the effectiveness of the learning model for each student.
 - d. In severe cases, if learning is negatively impacted students may be required to change learning models
4. Monthly principals' meetings will be used to discuss the success of the program.
5. Surveys will be given to teachers and families throughout the year seeking to know what is working well and what should be evaluated for improvement.
6. Performance of onsite students will be compared with that of virtual students on assessments that both groups are taking.

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Red Comet. Components that affect student achievement are addressed below.

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

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis to ensure Arkansas standards and International standards for quality 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 Red Comet Teachers and Administration.

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



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.

Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)



Parents/Guardians are instrumental in the academic success of their child participating in a blended/remote learning environment. Family and community feedback was a key component in the development of the Mountain View School District Digital Learning Program. Throughout the 2020-2021 school year teachers and parents have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process.
<https://www.mountainviewschooldistrict.k12.ar.us/o/mvsd/browse/230343>

The Building Principals will facilitate an orientation for MVSD digital students and families to provide the following:

- * An overview of MVSD digital expectations
- * Training on how to navigate the learning management systems
- * Strategies on how to be successful with online learning
- * Attendance requirements
- * Criteria for remaining in the program or returning to seated classes
- * Use of technology
- * Digital contract agreements

Parents have access to programs to monitor their student's progress. Teachers provide parents with progress reports and parents are encouraged to attend parent/teacher conferences conducted each semester.

At any point during the school year, parents may contact the Building Principals or a Red Comet teacher for individual assistance with digital learning tools, academics, or student support services.

Red Comet will provide parent/guardian informational webinars throughout the school year for families of students in it's courses. Red Comet teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent portal 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 updates, emails from teachers, just in time meetings at the local level.

District Liaison for Homeless students is Mark Rush, 870-269-3443, Policy 4.40 Student Handbook

K-8, ALL STUDENTS and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades.
(Handbook: <https://bit.ly/3e5KNeb>)

Districts will provide classroom support in the form of technology



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). <https://docs.google.com/document/d/1lqw-N9US5bfCYMSG2f7yjCBGeINAc7>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). <https://www.mountainviewschooldistrict.k12.ar.us/article/255731?org=mvsc>

Policies

Please provide a link (URL) to the attendance policy for digital learning students. <https://docs.google.com/document/d/1KYxtq5lC76HtXxj2StCj5LxAbvHo3fSl8>

Please provide a link (URL) to the discipline policy for digital learning students. <https://docs.google.com/document/d/14CqA1tPzDnMJXVC3nK3s0PobbNJ31>

Please provide a link (URL) to the grading policy for digital learning students. <https://docs.google.com/document/d/17UR5Jp8QRmHMx1GqcVCuNb10-r2h>