



Act 1240 Digital Learning Waiver Request

Status: Reviewed

Midland School District (3211000)

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 #: 3211000
Superintendent: Bruce Bryant
Email: bbryant@midlandschools.org
Phone: (501) 345-8844
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
3211022 - Midland Elementary School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
3211035 - Midland High School		Synchronous		CMS



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>Virtual students do not attend on campus classes. For a student to be counted present in a virtual setting they are expected to log in daily to the content management system (CMS) and submit assignments according to specific due dates. Attendance for students with IEPs and 504's may be adjusted based on a student's individualized education plans.</p> <p>Northcentral, Northeast, and Crowley's Ridge ES Cooperatives are establishing a virtual learning experience for K-6 learners. This will be referred to as the Tri-Region Virtual Program (TRVP).</p> <p>K-12 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>



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>The program offered through TRVP for K-6 will require a waiver with a ratio of 30:1 (K-2) and 50:1 (3-6). If TRVP provides P.E., a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1). The program offered through Virtual Arkansas may require a waiver for 7-12.</p>
<p>Teaching Load Number of students: 190</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>The offered programs will be 100% virtual. No waiver is requested. Teaching load limits will not be exceeded.</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>The District is seeking a waiver for the 6 hour instructional day or thirty (30) hours per week when virtual approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction virtually. Students can work at a pace that will allow them to master the course standards.</p>
				<p>K-12 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>



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			Students can work at a pace that will allow them to master the course standards. In the virtual setting where learning is asynchronous with possible periodic synchronous meetings the 120 hours of seat time or clock hours may not be needed.
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 district is seeking a waiver to the required forty (40) minutes of recess on days, or portions of days, when students are learning virtually. The district is also seeking waivers for the BMI and the Nutrition and Physical Activity Standards. The district will still encourage families to establish healthy habits.</p> <p>K-6 TRVP 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.



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The K-6 TRVP will primarily be a synchronous model for K-6 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.

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.

Teachers will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

Students:

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

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

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

7-12 Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional 1:1 Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are



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Highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. 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.

Virtual attendance will be monitored by the Mustang Virtual Academy (MVA) Facilitator. The MVA Facilitator will contact parents and arrange for parent conferences as needed to guarantee appropriate attendance.

Student success is of utmost importance. If a student is unable to keep up with the required course work then the student may be asked to come back to face-to-face learning.

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



LEA INSIGHTS

The Midland District is partnering with TRVP and plans to include K-6 students in this virtual learning option. The option will be similar to Virtual Arkansas (described below) and will include synchronous and asynchronous opportunities. Additionally, this platform will record lessons and make them available to students who lack connectivity to the Internet. Students and teachers will be able to communicate through a dedicated LMS. The MVA Facilitator will work closely with students and parents at this level to ensure success.

The K-6 TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

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

The district wants to ensure student success and make sure that students have access to the learning model that is best for them. Some students may thrive in a virtual learning model and some may need extra support. In some cases virtual learning is not the best learning platform. To make sure students can succeed in a virtual setting the following eligibility requirements have been established.

Students receiving special services may need to access support virtually or have parents bring their child in. These services can range from speech therapy to occupational therapy. If a student has an educational plan services will be outlined.

Eligibility Requirements

Requirements - Students will meet the following established guidelines to participate in the virtual learning model. They will submit a request to participate form to a building administrator or counselor. If the student meets the guidelines, he or she will be accepted into the virtual learning model. The request will be for one semester and as long as the student is in good standing, the request will continue through the remainder of the school year.

Guidelines

The student must have previously shown good attendance either in the face to



LEA INSIGHTS

The student must have previously shown good attendance either in the face-to-face model or in the virtual setting. Missing over 10% of the school year or not logging into the CMS weekly indicates the student does not have good attendance.

The student must have participated in the required state assessments.

In grades P - 8 students must have passed or shown growth in all classes.

In grades 9-12 students must be on target to graduate according to ESSA. 10th (5.5 credits), 11th (11 credits), and 12th (16.5 credits). The student must also have a C or better in his or her core classes.

Continuing in a virtual learning model

Students must submit assignments by the due dates to determine attendance. Students must maintain passing grades or show meeting growth. Student's progress will be monitored by the MVA Facilitator. Failure to maintain passing grades may result in the student being required to return to in person learning.

Additional Requirements

Students must abide by state guidelines for participation. Unless testing guidelines changes, students will be required to come onsite to test.

If an unusual situation occurs, the administration can work one-on-one with the family to ensure equity of services. Students and parents/guardians can discuss the situation with the building principal. Solutions may include allowing a student in a virtual setting for an established amount of time (e.g. two weeks) to determine if the student can be successful in the virtual environment before determining a final placement.



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.



LEA INSIGHTS

Midland School District teachers will not be directly involved in virtual learning. The District will employ Virtual Arkansas and the TRVP.

The K-6 TRVP delivery of instruction for K-6 students will be 100% virtual/remote. The K-6 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-6 TRVP teachers will be solely dedicated to remote instruction. The K-6 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-6 TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the TRVP teachers and district CCCs throughout the year.

Responsibilities of the CCCs may be to:

- Monitor progress in real-time,
- Serve as an ambassador for the district,
- Advocate for their students and families,
- Serve as a support seeker,
- Serve as the first line of communication and contact for parents and students for the district,
- Provide information technology support, and overall help,
- Partner with the virtual staff to provide support for the students,
- Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families,
- Address issues that tend to be "high touch"
- Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district

Grades 7-12 will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

The District will employ a certified teacher to function as the Midland Virtual Academy (MVA) Facilitator who will serve as the Campus Connection Coach (CCC) with TRVP. This facilitator will work directly with virtual students and their families throughout the year. Additionally, the MVA Facilitator will communicate and correspond with teachers in the virtual models to ensure student success.



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



Since the District will use Virtual Arkansas and the TRVP, expectations for teacher instruction, interaction, and frequency will be established by these providers.

The District does expect for these providers to interact with students on a daily basis and to provide instruction that meets the standards outlined by the state of Arkansas. The MVA Facilitator will work with the providers to ensure that instruction is provided in such as fashion. The MVA Facilitator will interact with students at least weekly to monitor progress and assess student interaction with the learning providers.

The district encourages parents/guardians to support the learning of their child. In virtual cases, families must act as the academic support system. The District expects parents/guardians, virtual teachers, and the MVA Facilitator to work together to ensure student success. Parents are expected to reach out to the school if they feel their child is struggling. By working together, every student will have the support and materials they need to be academically prepared and socially prepared.

Specifically in K-2, the Science of Reading will be emphasized by TRVP teachers and closely monitored by the MVA Facilitator. The MVA Facilitator will work with the TRVP teachers to ensure that explicit Tier I instruction is provided for all five components of reading. Both whole and small group will be provided in the synchronous environment. The TRVP will use an Arkansas approved curriculum program and will use teachers who have received an appropriate level of Science of Reading training.

TRVP teachers will provide daily, synchronous instruction for ALL virtual students, including K-2. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. It is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

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



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the district CEOs and provide access to their students' progress so that the CEOs can fulfill their responsibilities in helping to ensure student success.

Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.

Teachers will complete the grading of assessments within 2-3 business days

Teachers will complete the grading of portfolio items within 4-5 business days

Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.

It is highly encouraged that students attend all LiveLesson sessions each week. Research shows that students who attend LiveLesson sessions are more successful than students who do not attend LiveLesson sessions. LiveLesson sessions 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 sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Teachers and students will be able to communicate using the Learning Management System or via email. Additionally, virtual teachers are expected to communicate with parents and students in the Virtual program. Virtual teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parent/guardians, and District Point of Contact to monitor.

- Teacher grading of assessments: 2-3 business days
- Teacher grading of portfolio items: 4-5 business days
- Teachers send Welcome messages within 2-5 business days after the course start date.

Standard communication between virtual teachers and students will be through Gmail. All student and teacher communication is captured and logged. Virtual teachers will also make phone calls and share their phone numbers with students. Students can request meeting times through the LMS, pop in LiveLessons, or meet during teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in 7-12 will receive an advisor in addition to subject-specific teachers. Advisors are not state-certified teachers, but collaborate with teachers, students, and caretakers to ensure student success. The Advisor's role is to:

- Increase student success in courses through an emphasis on quality communications, effective use of data, and accurate documentation of efforts



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communications, effective use of data, and accurate documentation of errors.

- Improve the student and family's overall online education experience and success through collaboration and coordination with Program Managers and content area teachers.

Advisor responsibilities include:

- Monitoring student participation and performance;
- Helping students navigate the Connexus platform and other Pearson technology; and
- Facilitating communication between the student, and the subject matter teacher(s) as needed.

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.



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

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

Technology / Platforms

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

CMS will include any and all platforms used by Virtual Arkansas and the TRVP.

Students in the K-6 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

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.



LEA INSIGHTS

Digital content will include any and all content used by Virtual Arkansas (7-12) and the newly created virtual environment by the three coops (K-6). This content aligns to the Arkansas standards.

The K-6 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-6 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.

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

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 K-6 TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date.

Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

7-12 Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their 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.

Video communication software is required for any remote student. Students are given a device that has video communication software that they can use for their live conferences.

Teachers use Google Meet or ZOOM to hold synchronous meetings. Teachers use these platforms to allow students to virtually participate in one-on-one meetings or small group settings. These platforms may also be used to provide services to students who receive speech therapy, physical therapy, occupational therapy, etc.



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.

The District will provide Chromebooks to students in the virtual setting. Chromebooks are available to all students in grades K-12. Some families may choose to use their own device. Hotspots will be available to students/families who need help connecting to the internet.

All parents/guardians and students will acknowledge the technology expectations and device care. Students will sign a virtual contract/AUP and follow all district policies pertaining to technology use and conduct.

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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The District will monitor the wellness and safety of students in a total remote setting by ensuring that nutritional needs, mental stability, and physical wellbeing are addressed.

Lunches are available to students. Families can pick up their meals from the established sites.

A school counselor is an advocate for students. They are available to meet with students/families when needed either virtually or face to face.

A school nurse is available to address any health care issues with the student/family. The nurse will also maintain healthcare information. In instances of mandatory screenings, the nurse will reach out to the student/family to schedule appointments.

The MVA Facilitator may assist in the areas of food safety and physical and mental health by assessing the physical and mental health of the student. Parents may be asked to meet face-to-face in a situation pertaining to health and wellbeing of a student.

The K-6 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

7-12 Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.



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.



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Midland 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. Midland School District will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc. to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students.

The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the K-6 TRVP. The Campus Connection Coach is also referred to as the MVA Facilitator within this document.

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 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.

The MVA Facilitator will review progress within the LMS to ensure that students are engaged and that students are progressing at grade-level standards. Such monitoring will occur on at least a weekly basis for all students. The MVA Facilitator will increase monitoring if warranted.

Tutoring, after school program, and dyslexia interventions are possible supports that can be provided to students. The MVA Facilitator can also provide direct instruction or can arrange for direct instruction should it be needed. The District will offer tutorials for the LMS and for conference software (ZOOM/Google Meets) for both parents and students.



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

K-6 TRVP 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.

Additionally, 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 PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

Universal screeners, progress monitoring, MAP, and ACT Aspire, as well as classroom monitoring will all be used to determine if a student has been successful with Tier 1 instruction or if they need a response to intervention.

The MVA Facilitator will identify the need and will work with the building principal and the building's RTI team to determine the appropriate supports and personnel that are needed for Tier II or Tier III interventions. Supports may include dyslexia interventions, additional time, one-on-one direct instruction, tutoring, differentiated instructional methods, etc.



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

In the K-6 TRVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice). Assignments will be aligned to SoR, QuEST, and GPS, and will include recognized assessments such as DIBELS, PAST, etc.

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 also use weekly live Zoom meetings to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

The MVA Facilitator will monitor student progress within the LMS and the instruction provided by Virtual Arkansas and the new platform by the three coops. The MVA Facilitator will review the data to determine the need for further assessments and supports.

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



LEA INSIGHTS

The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

The K-6 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.

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.

K-2 students will be assessed using universal screeners. Students in grades 3-12 will be referred for additional dyslexia screening based on a need identified by the MVA Facilitator and/or the virtual teacher.

During virtual learning, students who have been identified as having characteristics of dyslexia will be served by the District's dyslexia interventionists through scheduled Google Meet or Zoom meetings. These meetings will be based on the needs of the student and will be conducted individually or in small group sessions. The length and number of the sessions will be based on Phonics First/Structures dyslexia guidelines and additional support the student needs to meet their dyslexia plan.

If services and/or accommodations need to be adjusted, the dyslexia interventionists will meet with the parents/guardians to discuss the changes. Parents will be made aware that these sessions are required and parents must comply with the district protocols.



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

All requirements from GT Program Approval Standards are met for the K-12 gifted program for remote learners.

The K-6 TRVP teachers will embed enrichment activities into core content. Education Cooperative GT Specialists will have input in the development of curriculum in order to ensure rigorous activities are embedded in core content courses.

The MVA Facilitator will assist the GT Coordinator in offering enrichment activities and opportunities to GT students. 4-12 GT students will be offered the opportunity to join regular GT sessions via ZOOM or Google Meet in order to receive the required 150 minutes per week of instruction. Testing will be scheduled by the MVA Facilitator in cooperation with the GT Coordinator.

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

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners.

K-6 TRVP teachers will provide all accommodations and modifications as stated on LPACS.

In 7-12, 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 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.

The Virtual Arkansas (7-12) and TRVP teachers will ensure accommodations are being followed for all ESOL learners based on the student's LPAC.

The MVA Facilitator will monitor student progress to ensure the accommodations are being followed.

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



K-6 TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.

The District's special education teachers will work with the Virtual Arkansas (7-12) and the TRVP (K-6) teachers to ensure the student's IEP is followed. The LEA Supervisor will be made aware of students with IEP who are being served virtually.

Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method of delivery of services. Accommodations for K-8 virtual students will be provided through the LMS. Students will be scheduled on-site for special education evaluations. Conferences will be held in person with a virtual option if necessary. Evaluations will require a face-to-face meeting.

The IEP with the contingency plan is specific to a virtual student's individual needs and takes into consideration how their disability impacts their ability to successfully interact during virtual learning. These plans address deficit areas and the support needed specific to a student while the student is digital. The IEP committee develops a plan that will address how to best serve the virtual learner. The plan addresses accommodations, modification, services to be provided, frequency of services and methods for services (virtual or face-to-face).

For students in a resource environment, the District's special education teachers will meet the minutes established in the students IEP. The virtual student will join synchronously with the special education resource class. At this time students will be able to ask any specific classwork questions or to get help with content, technology issues, or other supports.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. School district will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.



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.

The TRVP will use assisted technology as necessary for student achievement.

Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

Teacher Supports

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

The K-6 TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all TRVP teachers.

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. f



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 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

The K-6 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

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.

For the TRVP and Virtual Arkansas, the local school/district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

The MVA Facilitator will monitor student needs and work with the school counselor and homeless, migrant, and foster care liaisons to identify and ensure equitable access to opportunities for virtual students.

The District provides every student with a Chromebook to be used for virtual learning. Hot spots can be provided to students who need internet access to complete virtual assignments.



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.

For TRVP, all virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.

For Virtual Arkansas, all virtual students will be required to do statewide summative and school/district required testing (NWEA MAP, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis.

Virtual Arkansas requires trained proctors for major assessments. The District 's plan for students to take proctored assessments includes providing a secure, safe, and sanitized location and a proctor for the assessment.

The District will inform students and parents who are interested in virtual learning that onsite testing will be required throughout the academic year. Application materials will include an acknowledgement statement that parents are aware of this requirement. Specific testing times and dates will be communicated and coordinated with families through the MVA Facilitator.

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.



LEA INSIGHTS

The District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The District will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

TRVP and Virtual Arkansas 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.

K-6 TRVP provides the partnering school with access to the Google Classroom CMS. Virtual teachers send grades to CCC at districts within 48 hours of submission. The CCC puts grades in ESchool. Additionally, parents can access student grades through the Home Access Center in ESchool. Additionally, teachers will communicate regularly with parents through email.

Grades 7-12 Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

The K-6 TRVP and Virtual Arkansas will be closely monitored for effectiveness by the District Superintendent and Principal in partnership with the virtual providers, and their Directors. Components that affect student achievement are addressed below:

Teacher Effectiveness: 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 content management system will be reviewed on a continual basis by the Arkansas certified virtual teachers along with the Directors.

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 Teachers and Administration.

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



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

Through the Parent/Observer role, caretakers can view any and all student/teacher interaction in a read-only capacity. Parents have access to the student's gradebook, coursework, and any announcements and communication from the district or teachers.

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.

The District will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

Grade 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 (https://www.virtualarkansas.org/293342_2).

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

https://www.midlandschools.org/379527_4



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

<https://forms.gle/9eUktsigB5jFfpiH8> https://www.midlandschools.org/312175_

Policies

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

https://www.virtualarkansas.org/275964_2 <https://www.midlandschools.org/>

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

https://www.midlandschools.org/522945_3 (Same as for onsite students.)

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

https://www.midlandschools.org/522945_3 (Same as for onsite students.)

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