



Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

McCrory School District (7403000)

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 #: 7403000

Superintendent: Nathan White

Email: nathan.white@mccroryschools.org

Phone: (870) 731-2535 Ext. 1001

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
7403012 - McCrory Elementary School	All	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
7403013 - McCrory 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.
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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)	<p>The district will need an attendance waiver because:</p> <p>The McCrory School District will take attendance for Virtual Student in the following manner:</p> <p>K-6 Students will have attendance taken twice a day.</p> <p>Attendance in grades K-6 is taken two times per day - AM and PM attendance. Students will be counted present based on Literacy/Social Studies online coursework in the AM and for Math/Science online course work in the PM. Attendance will be recorded by the attendance secretary at each building.</p> <p>Attendance for grades 7-12 is taken every class period. Students will be counted present based on online course access and/or course assignment completion for each day whichever is appropriate. Attendance will be recorded by the attendance secretary at each building.</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 district will need this waiver for K-4 students. 100% virtual teachers have a student teacher ratio of 50:1 in grades K-4.</p>
<p>Teaching Load Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>The district will not need this waiver because the digital learning classes are 100% virtual with strictly virtual teachers.</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>	<p>The district will need a Six Hour Instructional Day Waiver because school days or portions of days pertaining to virtual learners will have an instructional day less than 6 hours per day or 30 hours per week.</p> <p>The McCrory School District's virtual students will have flexibility to complete assignments at their own pace in order to demonstrate mastery of the content and not be required to attend six hours of instruction per day.</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			The district will need the Clock Hour Waiver because credit will be awarded on subject matter competency.
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)	The district will need a recess waiver because K-8 remote students will not be required to have 40 minutes of recess. The instructional day will be less than 6 hours

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.



Districts in the WDMESC K8 consortium will be provided virtual teachers and content through a partnership with Pearson. All teachers in this consortium are employed and managed by Pearson. Each district will appoint a district point of contact to oversee the virtual program. Pearson will work with the point of contact to ensure school policies, procedures, and expectations are being met with the virtual students. The point of contact will communicate with each building leader to collaborate on supports needed or successes to celebrate. Pearson is a dual learning virtual experience with both synchronous and asynchronous instruction through Pearson Connexus. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. LiveLessons for core instruction occur at least once weekly. LiveLessons are recorded so students can revisit for refresher or if the student missed the LiveLesson. Students are expected to attend all LiveLessons. Additionally, students have a variety of other options for connecting with Pearson teachers (email, office hours, etc). Students can contact assigned teachers in Pearson Connexus using Webmail. Students also have their teachers' phone numbers. Turnaround time for responses from Teachers and Advisor Teachers is 1 business day per Pearson regulations, but generally occurs within a shorter timeframe. All teachers have 3 hours of weekly office time for support. Teachers request students to attend LiveLessons, pull small groups, and/or work 1:1. These requests are based on student needs identified by robust grading practices.

Students in grades K-2 will be provided daily virtual Science of Reading (SOR) instructional lessons for a maximum of 45 minutes. Attendance to these virtual SOR sessions is mandatory.

9-12 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 expected to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. Zoom sessions are required, 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. 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.



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

The McCrory School District will utilize online virtual (remote) learning through the WDMESC K-8 option, which is Pearson Connexus. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Pearson Connexus Learning Management System (LMS). All students will have the opportunity to participate in live LiveLesson sessions for synchronous learning with the Pearson teacher. All learning and instruction will be virtual.

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

Grades 9-12 will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.



Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

The McCrory School District will use Arkansas certified teachers as instructors for all course content from the Pearson Connexus LMS for students in grades K-8. Pearson will provide certified teachers of record for virtual learners. Delivery of instruction will be 100% virtual. Pearson teachers will be dedicated to remote instruction only. All virtual teachers will be employed and managed by Pearson. This model with synchronous targeted instruction partnered with asynchronous course content and enrichment.

Grades 9-12 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. The McCrory School District Facilitator Paraprofessional has many years of previous experience with Virtual Arkansas and will serve as the Facilitator for our Brick and Mortar students as well. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model includes synchronous targeted instruction partnered with asynchronous course content and activities.

The McCrory School District Facilitator Paraprofessional will be responsible for monitoring student progress, facilitating contact with students and Virtual Arkansas Teachers, and communicating with the campus Point of Contact for improved Parent Engagement

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



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The expectation is for all K-8 students to 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, all live instructional sessions are 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 Pearson Connexus Learning Management System or via email. Additionally, virtual teachers are expected to communicate with parents and students. Pearson teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/guardians, and District Point of Contact to monitor.

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

Standard communication between virtual teachers and students will be through webmail. 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 You Can Book Me website, 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 grades 6–8 with Pearson teachers will receive an advisor through Pearson 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.
- 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.

Full-time students in grades K-5 are not assigned a Pearson Advisor, but work closely with their assigned core subject virtual teacher to ensure success and are monitored by the District's Point of Contact. The District Point of Contact will communicate with the assigned core subject virtual teacher at least twice a week, more if necessary. Students in grades 6-8 will be assigned a Pearson Advisor. The advisor teacher is an extra support to students. Advisors collaborate with teachers, students, and caretakes to ensure student success.



Grades 9-12

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?



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Teacher Support:

Annual training that specializes in online teaching based on National Standards for Quality Online Teaching. 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 learners and techniques to support a mastery based instructional model to ensure all students succeed.

Pearson teachers get 40 minutes of daily prep time and 3 office hours per week.

Student Support:

All K-5 students have one teacher who teaches all core subjects
Teachers work with students in small group and one-to-one instruction based on real time data.
Several methods of communication are available to students and parents. Pearson teachers work closely with the district to implement a layered approach to RTI. District Point of Contact will monitor virtual student progress, welfare, and attendance through Pearson provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The DPC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The DPC will also set up a regular communication schedule with the Pearson Program Manager regarding the progress of virtual students.

Monitoring:

Pearson teacher evaluation data will be used to determine if supports are adequate. Pearson develops a yearly map of professional development that aligns with the National Standards for Quality Online Teaching. This map is created based on student and teacher data.

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?

NA

Technology / Platforms



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

K-8 virtual students will use Pearson Connexus. It is the online learning management system used by Pearson. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources. This robust, completely integrated K-12 solution combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools.

Students can view daily and monthly schedules, access lessons, monitor progress through the online grade book (for students in grades 6 and above), communicate with teachers through email and access many online learning resources.

Parents can view students' schedules, assignments, and lessons, monitor students' progress using the online grade book and communicate with teachers via Webmail.

Administrators can track student progress, review online assignments and assessments, communicate quickly and effectively with students, parents and keep track of student and family interactions

Because much of the learning and record keeping is done online through Connexus, school administrators can monitor the effectiveness of instruction and ensure that students are making progress every day.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 9-12).

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.



K-8 Virtual students will use Pearson Connexus. It is a robust, completely integrated K-8 solution that combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools. The Pearson curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. Pearson teachers can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, etc. Pearson Program Manager and District Point of Contact have full access to the Reporting feature of the LMS as well.

Pearson Connexus Course Descriptions

(https://drive.google.com/file/d/1wHNa_xTfK8RKRpd1kprTL5bAn99Ah_hL/view?usp=sharing)

Reading instruction is crucial in the overall success of students. Pearson Connexus uses rigorous language instruction that is aligned with the Science of Reading. Virtual teachers are following Pathway D to obtain proficiency in Science of Reading.

Every course in the Pearson Connexus catalog includes reading, writing, speaking & listening, and language components, and encourages students to communicate using academic vocabulary. While these may look different from course to course, students have opportunities in every lesson to practice and enhance their language skills.

Early literacy instruction in Pearson Connexus' language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities. Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:

Segmenting words into syllables

Isolating individual sounds at the beginning, middle, and end of words

Blending individual sounds to make words

Obtaining and applying letter-sound relationships to words and word parts.

Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound, boxes.

Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized phonemic awareness intervention and support on an as-needs



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individualized phonemic awareness intervention and support on an as-needed basis. Phonics Instruction Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principle. Knowing these relationships will help students recognize familiar words accurately and automatically, and ‘decode’ new words. Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Connexus program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sound. During LiveLesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.

Each Language Arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Students analyze and respond to texts independently and use discussion boards. They have opportunities to write in different formats including short answers for text-dependent questions, research papers, and persuasive essays.

In math courses, students are given portfolio assignments to demonstrate understanding, and often use writing skills to explain their answers during instruction.

Science courses in Pearson Connexus contain a vast amount of informative texts to deepen student understanding of concepts. Students also are required to complete portfolios and write up lab reports.

The Pearson Connexus Social Studies curriculum involves reading and analyzing primary and secondary sources. Students will use these sources to support their responses to short answer questions and essays. Students are also assigned portfolios and projects such as writing a letter to a historical figure.

Additional Language Resources

students can also engage in synchronous instruction to enhance oral language skills. This involves teacher facilitated lessons, group projects, and class discussions. Interactivity is the key to synchronous instruction, allowing Students to:

- demonstrate their knowledge and practice their communication skills.
- ask questions to deepen their understanding.
- build relationships with their teacher and fellow classmates.

Teachers to

- engage students in discussions, problem solving, and group projects.
- focus class time on bridging skills gaps.
- build one-on-one relationships with students.

9-12 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



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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.

Virtual Arkansas provides support for new teachers through a 3-day orientation. This takes them through the logistics of the SIS, LMS, Zoom, protocols, parameters, and expectations of being a Virtual Arkansas teacher. VA has a google site that provides a wide variety of supports including intervention strategies for online learners, how to accommodate/modify for students with 504/IEP/LEP plans, creating spreadsheets to progress monitor, templates for communication with students, parents, and other stakeholders, etc.

VA teachers that are returning are all expected to go through Quality Matters asynchronous training that provides them with the K12 Rubric for Online Courses. This is also coupled with training for continuous professional growth and evaluation through the National Standards for Quality for Online Teaching that is blended with the Charlotte Danielson framework.

Additionally, there is summer training that addresses disciplinary literacy, more in-depth training on IEP/504/LEP support in an online environment, and will be launching a UDL course for VA teachers this summer. There is also embedded PD throughout the year through book studies (innovation focused), WhatIF Fridays (intervention focused), and action research all led by our teacher leaders (Collaborative Team Leaders, Innovation Team Leaders, and Intervention Team Leaders).

VA also uses an Instructional Model for Online Learning as a guide for PD both in small amounts and for longer PD sessions. They also have a #VAEdCamp when they return for PD in August. This is one day set aside for teachers to present based on proposals of innovative things they are doing in their practice that was submitted in the spring. It can be tool-based, instructional-based, or other.



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.



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LiveLesson is the Pearson video communication software that teachers and K-8 students will be utilizing for all synchronous learning opportunities. 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.

LiveLesson allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a LiveLesson 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 LiveLesson session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

9-12 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

Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

Each 100% virtual student will be assigned a district device that is CIPA compliant. Students who do not have reliable internet service may apply for a district-issued CIPA compliant hotspot. Wi-Fi will be available on each campus in posted areas. Community hotspots are located at the FG Express gas station on the corner of Edmonds and Hwy 64, the Woodruff County Library - McCrory Branch, as well as within the parking lots of the school campuses.

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.

Pearson virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Pearson 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, Pearson will contact the partnering school including District Point of Contact to step in to provide intervention. Pearson teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Pearson provides ongoing professional development to their teachers to support SEL strategies.

Pearson Connexus curriculum is currently undergoing a revision that incorporates SEL concepts directly into each unit of the curriculum. Outside of the curriculum, K-5 teachers focus daily homeroom lessons on those specific concepts. 6-8 full-time students will have the opportunity to attend advisory sessions at least once a month that address these as well. The professional development map also includes training sessions designed to develop staff's ability to ensure student well-being. For example, staff explored 5 core SEL competencies developed by CASEL and different social emotional strategies and resources that can be used in the virtual classroom.

Pearson also includes well-defined "Student in Distress" protocols and virtual teachers report any imminent or non-imminent threat concerns directly to the Program Management team. This allows our Program Management team to keep partner districts informed of any concerns with student well-being. Teachers and advisors are the eyes and ears for WDMESC K-8 Virtual Learning district partners. If a student is in physical, mental, or emotional stress, virtual staff is usually the first to know. Concerns are quickly and securely shared with our partner districts. Proper district staff then handles the concern appropriately according to policy. District point of contact will be monitoring student engagement, attendance, progress, and academic success through frequent contact with Pearson Program Manager and Pearson Connexus reporting features. Reporting features are available on demand.

The McCrory School District Point of Contact will meet with the Pearson Program Manager three times a week. The District Point of Contact will monitor reporting features on Monday, Wednesday, and Friday. If there are any concerns the following procedures will be followed:

- Identify the causes leading to the concerns.
- Contact with the Student, Parent, and Virtual Instructor.
- Meeting with the Student, Parent, and Virtual Instructor. (Repeat as needed)
- Virtual/Brick and Mortar Tutoring
- Virtual/Brick and Mortar Counseling
- Tier 2 Intervention
- Tier 3 Intervention
- Assess the need for additional services

9-12 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



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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.

The McCrory School District Facilitator will monitor student progress daily and will be in constant contact with VA teachers as needed. If there are any concerns the following procedures will be followed:

- Identify the causes leading to the concerns.
- Contact with the Student, Parent, and Virtual Instructor.
- Meeting with the Student, Parent, and Virtual Instructor. (Repeat as needed)
- Virtual/Brick and Mortar Tutoring
- Virtual/Brick and Mortar Counseling
- Tier 2 Intervention
- Tier 3 Intervention
- Assess the need for additional services

Students will have access to the following additional support services:

- District provided opportunities for nutritional breakfast/lunch facilitated through our Child Nutrition Director and Aramark Manager.
- District provided opportunities for Mental Health Services through TeleTherapy with ArCare, facilitated by the campus nurse and/or campus Counselor.
- District provided opportunities for TeleMed Services through ArCare, facilitated by the campus nurse.
- District provided opportunities for Gifted and Talented, Special Education Services, and ESOL services through virtual/brick and mortar provided by the district GT Coordinator and campus Special Education Teachers.



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 McCrory School District has access to the Pearson Connexus LMS to monitor students in real time. Pearson teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Pearson teachers will involve the partnering school through the District Point of Contact. The McCrory School District will provide a District Point of Contact (DPC). This point of contact will monitor virtual student progress, welfare, and attendance through Pearson provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The DPC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The DPC will also set up a regular communication schedule with the Pearson Program Manager regarding the progress of virtual students.

The McCrory School District Point of Contact will meet with the Pearson Program Manager three times a week. The District Point of Contact will monitor reporting features on Monday, Wednesday, and Friday. If there are any concerns the following procedures will be followed:

Identify the causes leading to the concerns.

Contact with the Student, Parent, and Virtual Instructor.

Meeting with the Student, Parent, and Virtual Instructor. (Repeat as needed)

Virtual/Brick and Mortar Tutoring

Virtual/Brick and Mortar Counseling

Tier 2 Intervention

Tier 3 Intervention

Assess the need for additional services

The McCrory School District will actively monitor for student engagement. The DPC will determine if the student is not engaged and contact the student and parent to discuss the following:

Lack of engagement

Strategies to increase engagement

Next monitoring steps.

After two meetings to discuss engagement, the student will be required to attend the brick and mortar campus to receive additional support for virtual learning.

After the student has been required to attend the brick and mortar campus for additional support, if there is no improvement, then the students will be placed permanently back in the brick and mortar setting.

WDMESC and Pearson will provide training and support for the District Point of Contact. This training will include, but is not limited to, Pearson Customer Handbook, Pearson Program Manager, Pearson Connexus Management System, reports and data, etc. This training will teach the skills districts need to properly monitor virtual students' academic and engagement in the Pearson Platform. The District Point of Contact will be Alex Long, a certified teacher, whose role will be to act as a monitor and facilitator for communication between Pearson



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will be used as a monitor and identifier for communication between teachers and the McCrory School District Administration.

9-12 virtual teachers 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 McCrory School District Facilitator will monitor students daily. If there are any concerns the following procedures will be followed:

Identify the causes leading to the concerns.

Contact with the Student, Parent, and Virtual Instructor.

Meeting with the Student, Parent, and Virtual Instructor. (Repeat as needed)

Virtual/Brick and Mortar Tutoring

Virtual/Brick and Mortar Counseling

Tier 2 Intervention

Tier 3 Intervention

Assess the need for additional services

The McCrory School District will actively monitor for student engagement. The McCrory School District Facilitator will contact the campus Administrator who will review the student data and will determine if the student is not engaged and contact the student and parent to discuss the following:

Lack of engagement

Strategies to increase engagement

Next monitoring steps.

After two meetings to discuss engagement, the student will be required to attend the brick and mortar campus to receive additional support for virtual learning.

After the student has been required to attend the brick and mortar campus for additional support, if there is no improvement, then the students will be placed permanently back in the brick and mortar setting.



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



Pearson's virtual 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. Virtual teachers will make phone calls and share their phone numbers with students to offer support. Students may be asked to join LiveLessons and/or watch recorded sessions. Teachers may use office hours for interventions. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in grades 6–8 with Pearson teachers will receive an advisor in addition to subject-specific teachers. collaborate with teachers, students, and caretakers to ensure student success. If those are not successful, the virtual teacher will reach out to the partnering District Point of Contact regarding additional Tier 2 or Tier 3 interventions. District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.

Students will have access to Edmentum and Study Island which are programs to provide interventions/remediation as needed based on student data. Students will also be able to receive tiered interventions at the brick and mortar location as needed with content specific instructors.

The DPC will monitor students weekly for progress in Pearson Tier 1 and Tier 2 interventions through communication with the Pearson Program Manager. Any student not progressing in the Pearson Tier 1 and Tier 2 interventions will be brought back to the brick and mortar setting to receive content specific interventions with McCrory School District teachers.

Additionally, 9-12 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.

Students will have access to Edmentum and Study Island which are programs to provide interventions/remediation as needed based on student data. Students will also be able to receive tiered interventions at the brick and mortar location as needed with content specific instructors.

The McCrory School District Facilitator will monitor students weekly for progress in Virtual Arkansas Tier 1 and Tier 2 interventions through communication with the Virtual Arkansas. Any student not progressing in the Virtual Arkansas Tier 1 and Tier 2 interventions will be brought back to the brick and mortar setting to receive content specific Tier 3 interventions with McCrory School District



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



Pearson K-8 virtual teachers provide 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 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 LiveLesson to do informal formative checks to ensure clarity for students on asynchronous learning tasks. Pearson teachers will use assessment data to enrich lessons or provide interventions via small groups/one-on-one. The Pearson Program Manager will ensure that District Point of Contact is aware of any concerns/issues revealed through data analysis. Pearson teachers will also make contact with parents and students concerning assessment data on an as needed basis. District Point of Contact will inform the building principal if there are any concerns and students may be required to receive interventions from a district interventionist.

9-12 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 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. Virtual teachers will use assessment data to enrich lessons or provide interventions via small groups/one-on-one. Virtual Arkansas Teacher will make the facilitator aware of any concerns/issues revealed through data analysis. Facilitator will inform the building principal if there are any concerns and student may be required to received interventions from a district interventionist.

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



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

9-12 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.

Students who currently have a 504 plan will have that plan communicated to all Pearson and Virtual Arkansas Instructors for appropriate application for student needs.

Virtual students in K-2nd grade will be required to come on campus to take the required dyslexia initial screeners. Initial screeners are given throughout the school year (beginning, middle, and end.) Schedules for initial screeners will be communicated with parents. The initial screeners will be utilized to meet the state required screening in the following six areas:

- Phonological Awareness
- Sound/Symbol Recognition
- Alphabet Knowledge
- Decoding Skills
- Rapid Naming
- Encoding Skills

K-2 students demonstrating risk, or some risk, will be given Level I dyslexia screeners to identify targeted, instructional needs. Students in grades 3-12 experiencing difficulty in any of the six areas will receive a level 1 dyslexia screening to identify targeted, instructional needs.

The response to the intervention process will be used to address the targeted needs of students. If determined the virtual student needs Level 2 dyslexia screener, the screener will be administered on-site, following parent/guardian consent. Parents will be contacted concerning Level 2 Assessments for scheduling assessments and conferencing of level 2 assessment results. If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013, if qualified under the applicable federal law.

Connections, Barton, or Take Flight will be utilized during interventions and will be delivered with fidelity as intended by the author of the program. Interventionist delivering interventions will have the required training before delivering interventions provided by Connections, Barton, or Take Flight



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delivering interventions provided by connections, Barton, or Take Flight. Interventionist will provide explicit, direct, systematic, cumulative, multisensory and research-based interventions. Virtual interventions will be delivered by a trained interventionist via Google Meet. The intervention group size and weekly intervention minutes will be implemented as determined by the requirements of the intervention program and student needs. The interventionist will create schedules and identify targeted needs for each student within each group. Virtual learners will be engaged in synchronous, small, group dyslexia interventions via Google Meet. Interventionists will communicate with parents about the student's progress throughout the school year at the 9 week grading period.

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

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



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The McCrory School District will follow all Gifted and Talented Program Approval Standards with virtual and face-to-face students.

GT identification procedures will be the same for face-to-face and virtual students. Both virtual and face-to-face students may be referred for Gifted and Talented placement testing by any individual who has knowledge of the student(s) leadership and/or academic strengths including teachers, parents, administrators, community members, and/or self-referral. Upon referral, the GT Coordinator/Facilitator will initiate the evaluation process. After parental permission is obtained, parents will be notified of the date, time, and location for testing. Once all documentation has been collected, the GT placement committee will review and determine what placement is most appropriate for meeting the student's academic needs based on the available data.

K-3rd Grade Whole Group Enrichment: The McCrory School District will provide whole group enrichment for students in grades Kindergarten-3rd Grade. Lessons will be delivered at minimum 30 minutes weekly by the licensed GT teacher. In consultation with the regular classroom teacher(s), additional instruction may also be delivered through LiveLesson Sessions, or online differentiated platforms including Study Island/Exact Path and Discovery Education. The students will have the option to participate in on-campus Gifted and Talented classes. Whole Group Enrichment data will be maintained.

4th-6th Grade Resource Room: The McCrory School District will provide gifted and talented students services for a minimum of 150 minutes per week by the licensed GT teacher. The licensed GT teacher will utilize platforms and online services such as: Khan Academy, Duolingo, Code Studio, Code Academy, ChessKid, the Stock Market Game, Discovery Education, and Google Classroom Services to provide assignments that are "in place of" rather than "in addition to". In consultation with the regular classroom teacher(s), other differentiated instruction may be delivered through Study Island/Exact Path/Edmentum. The students will have the option to participate in on-campus Gifted and Talented classes and activities. The licensed GT teacher keeps data related to the achievements of students. The GT teacher will work in consultation with the regular classroom teacher(s), special activity teachers, and school counselor to ensure student needs are met socially and emotionally.

7th-12 Grade Secondary Content Differentiation, Monthly Meetings, Honors courses, Advanced Placement courses, and/or Concurrent credit: The McCrory School District's licensed GT teacher, will offer (at minimum) monthly meetings to address current events and self-awareness needs with the gifted and talented population. All 7th and 8th grade identified gifted learners, as well as identified students in grades 9-12 not enrolled in an Honors/AP/Endorsed Concurrent Credit, at McCrory School District are serviced through Secondary Content Differentiation using Virtual AR's trained core content course teachers for 150 minutes weekly, at minimum. All 9th-12th grade identified gifted learners at McCrory School District are serviced through Honors, AP, and Endorsed Concurrent credit courses for 150 minutes weekly, at minimum. 9th-12th grade students who choose virtual learning will attend courses through Virtual



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Students who choose virtual learning will attend courses through Virtual Arkansas where they will have the option of enrolling in accelerated/higher education college-level advanced courses including Advanced Placement, and Endorsed Concurrent Credit. The GT Coordinator works with the classroom teacher(s) by maintaining oversight of student activities and academic progress through training certificates, differentiation documentation, and/or documentation using the teacher's College Board approved syllabi. The licensed GT teacher keeps data related to the achievements of students.

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

Students will have the option to participate with on-site peers through Google Classroom and Google Meet.

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



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Pearson K-8 Virtual teachers will provide all accommodations and modifications as stated on IEPs and 504s.

9-12 Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

All students initially enrolling at the McCrory School District will be given the Home Language Usage Survey. Following the guidance of the Arkansas Division of Elementary and Secondary Education (DESE) English Learner Entrance and Exit Procedures

(https://dese.ade.arkansas.gov/Files/20201221123755_Arkansas_Entrance_Exit_Procedures_Manual_July_29_2020.pdf), if it is determined a language other than English is used in the home, parents will be contacted to schedule a time and location for students to take the ELPA21 screener. All ELPA21 screeners will be administered on-site and will be administered by trained faculty members within the first 30 days of enrollment or within two weeks of enrollment thereafter.

All identified English Language Learners (ELL) will take the annual ELPA21 assessment and will be administered on-site. The location, time, and date for this assessment will be scheduled in conjunction with parents via phone calls, emails, and/or in-person visits.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC).

In K-6, we have an ELD pull-out program with a certified teacher, Stephanie Tyer. The students are pulled out two to three times per week for a 45 minute period. The students receive supplemental instruction and practice through the Rosetta Stone Program. Additionally, the students receive Sheltered Instruction in the classroom. Sheltered instruction practices emphasize embedding word study skills and vocabulary acquisition. Mrs. Tyer monitors and offers assistance to the classroom teachers in English Language Development, the components of reading instruction, and comprehension strategies. Currently, the high school has two students that are in year 4 of monitored status. Samantha Williams is the EL teacher for the high school and works closely with classroom teachers to monitor the students progress. The coordinator and teachers attend ESC / DESE training, Rosetta Stone, and ELPA21 summative training. Additionally, we have district meetings to update and review the district ESOL procedures manual

All exit procedures as set forth by the Arkansas Division of Elementary and Secondary Education (DESE) English Learner Entrance and Exit Procedures (https://dese.ade.arkansas.gov/Files/20201221123755_Arkansas_Entrance_Exit_Procedures_Manual_July_29_2020.pdf) will be followed for both our virtual and on-site students.

(The following was provided by Virtual Arkansas and is subject to change)
Virtual Arkansas provides language accessibility tools and scaffolding to



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Virtual Insights provides language accessibility tools and scaffolding to support English Learners (EL's) in their core classes and will provide all accommodations set forth by the partnering schools' Language Proficiency and Assessment Committees.

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

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



Special education students who choose digital learning have a Digital Learning Plan in their Individualized Education Plan (IEP). This plan mirrors the services a student would receive if he/she were on-site for learning.

This Digital Learning Plan is specific to the student's individual needs and takes into consideration how the student's disability impacts their ability to successfully interact during remote learning.

McCrary School District will maintain all special education records and services, such as continuing to schedule all conferences and evaluations. Conferences will be held on-site or should the parent request, he/she can participate through alternate means of communication. Special education evaluations will be held on-site. Special education services and supports will be determined by the student's IEP committee.

The district will provide all information to the digital learning platform, Pearson and Virtual Arkansas, to ensure the student is receiving appropriate services as listed in the IEP. Pearson and Virtual Arkansas will provide information for evaluations and conferences, when requested. The school district will upload the accommodations/modifications pages to the student information system (ISIS) within the first 2 weeks of school or enrollment, if enrollment occurs after school begins. Pearson and Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with McCrary School District providing all conferences and applicable evaluations.

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.



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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.

McCrary School District students with disabilities have a Virtual Contingency Remote Learning Plan in their Individualized Education Plan (IEP). This contingency plan will go into effect if the individual student is a remote learner or if the student, class, school or district pivots to AMI learning.

The contingency plan is specific to the individual student needs and takes into consideration how their disability impacts their ability to successfully interact during remote learning. This plan addresses deficit areas and the support needed specifically to meet the student's individual needs. Every student enrolled in the McCrary School District has been provided with a ChromeBook with a protective carrying case and charger. Students with disabilities who require text to speech and specific accommodations have this option on their ChromeBook through Google Read and Write.

The IEP team determines a plan to address how individual students will best be served and supported during remote learning through specific accommodations/modifications

- service frequency

- service delivery method (Zoom, Google classroom, home packets, online curriculum portals, etc.)

- transition planning and needs

- related services and determine the need for specific equipment

All conferences will be held virtually or on-site using CDC guidelines.

Special education and related service teachers will have school office hours for meaningful parent and student communication. Parents and students will be able to utilize this time to ask questions.

Specific students may need to attend the brick and mortar site, when safe to do so. Individual IEP committees will determine where services need to be provided to meet those needs.

Additionally, the district has remote lessons for students with significant cognitive disabilities that take the Dynamic Learning Maps Model (DLM) assessment.



Teacher Supports

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



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The McCrory School District will utilize Pearson Connexus as the digital content and instructional solution. Pearson provides their teachers with training for the usage of the Pearson Connexus LMS and virtual instructional strategies. Virtual teachers will follow Pearson's Professional Development Map. This annually produced map is in line with the National Standards for Quality Online Teaching. Professional Development offerings are approved by the Arkansas Department of Education and count 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. Our teachers are following Pathway D to obtain proficiency in Science of Reading.

Pearson develops a yearly map of Professional Development and training session offerings. This map is in line with the National Standards for Quality Online Teaching. 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, Attached is an outline of some of the Professional Development sessions offered in the 2020-2021 school year.
(<https://drive.google.com/file/d/15-OZyf-GobKSHAqjAzuoWBZiHeJLnF90/view?usp=sharing>)

Pearson OBL teachers have access to the School Support Help Desk that provides efficient and comprehensive support for the Pearson Connexus platform, for Teachers, Administrators and Staff. This should be the first point of contact for questions related to Pearson Connexus and/or curriculum.

The Help Desk staff is available by calling our 800 number, weekdays, from 8am to 8pm EST.

The Help Desk can assist with the following:

- Curriculum
- Functionality
- General How-Tos
- LiveLesson® accounts
- Permissions/Roles ● Reports
- Creating and Managing Courses

Pearson OBL teachers play an active role in reporting any potential curriculum issues to the Help Desk. They are provided with opportunities to explore all curriculum in advance and attend Pearson led training on curriculum revision, teacher expectations and resources throughout the school year.

Pearson Teaching Services works closely with our HR Partner to ensure that Pearson OBL teachers and advisors clearly understand our expectations



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Pearson OBL teachers and advisors clearly understand our expectations. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal and is a direct result of observations completed throughout the school year. Employees receive a performance review in advance of their salary review date, which is a common date. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January.

Pearson OBL employees are expected to meet certain standards of work performance and conduct. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. Managers will provide coaching and feedback regularly, guide employees through structured goals and metrics and will use performance improvement plans accordingly.

Grades 9-12 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.

Virtual Arkansas provides support for new teachers through a 3-day orientation. This takes them through the logistics of the SIS, LMS, Zoom, protocols, parameters, and expectations of being a Virtual Arkansas teacher. VA has a google site that provides a wide variety of supports including intervention strategies for online learners, how to accommodate/modify for students with 504/IEP/LEP plans, creating spreadsheets to progress monitor, templates for communication with students, parents, and other stakeholders, etc.

VA teachers that are returning are all expected to go through Quality Matters asynchronous training that provides them with the K12 Rubric for Online Courses. This is also coupled with training for continuous professional growth and evaluation through the National Standards for Quality for Online Teaching that is blended with the Charlotte Danielson framework.

Additionally, there is summer training that addresses disciplinary literacy, more in-depth training on IEP/504/LEP support in an online environment, and will be launching a UDL course for VA teachers this summer. There is also embedded PD throughout the year through book studies (innovation focused), WhatIF Fridays (intervention focused), and action research all led by our teacher leaders (Collaborative Team Leaders, Innovation Team Leaders, and Intervention Team Leaders).

VA also uses an Instructional Model for Online Learning as a guide for PD both in small amounts and for longer PD sessions. They also have a #VAEdCamp when they return for PD in August. This is one day set aside for teachers to present based on proposals of innovative things they are doing in their practice that was



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based on proposals of innovative things they are doing in their practice that was submitted in the spring. It can be tool-based, instructional-based, or other.



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?

Pearson will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Pearson will provide instructional and digital content support for point-in-time support for all teachers. Pearson will provide professional development to aid personnel as they provide instruction to the students.

Grades 9-12 will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers are given 200 minutes per week of preparatory time. 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.

Teachers/Interventionists that will provide special services for virtual students will be provided appropriate time to prepare for virtual students and brick and mortar students as assigned. A minimum of a 40 minute prep every day and the opportunity to participate in a bi monthly Professional Learning Community (PLC) workshop.

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.

All students will have equitable access to opportunities for success.

Students will receive communications through email (school provided), Remind, and social media that will keep them informed on specific opportunities such as, but not limited to:

- Extracurricular Activities
- Community Service Opportunities
- Field Trips
- Contests
- Events

Pearson and Virtual Arkansas teachers will communicate with districts Point of Contact as student needs are identified. The district PoC will immediately (within 24 hours) identify and communicate with the appropriate liaison to address the student needs.

- Homeless liaison
- Migrant Coordinator
- School counselor
- School nurse
- Parent Center Coordinator
- ESL Coordinator

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.



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

Virtual Arkansas requires trained proctors for major assessments. The McCrory School District 's plan for students to take proctored assessments includes:

The McCrory School District will communicate with Parents and Students through email (school provided), Remind, and social media. If a Student or Parent does not reciprocate the communication, then the appropriate building test coordinator will reach out to them by phone and certified mail as necessary.

Students will test in specific locations during the school day. The tests will be proctored by an appropriate staff member who has been trained according to the requirements of the Department of Elementary and Secondary Education. Dates and times for testing will be determined in conjunction with what is best for the school and for the student.

A list of required tests can be found in the Virtual Student Handbook here: (<https://docs.google.com/document/d/155XVi5U8FCzp4DZ77SkOTXR1yEkGDG1u/edit>)

Agreement for students to test onsite will be a part of the enrollment criteria and parental contract.



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.

Pearson will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. Pearson 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.

9-12 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 McCrory School District will monitor the effectiveness of the digital options on a quarterly basis. Major components of the evaluation will include student engagement, student success, parental engagement, and success of supportive measures. Surveys will be given to students, parents, staff members involved in the Digital Learning Program. The Surveys will be scored using a Likert Scale of 25 points. Once all surveys are tallied, the scores for each program are combined to give a total score out of 100 possible points.

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)



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Through the Parent/Observer role, K-8 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.

9-12 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).

Parents and students will be able to attend two parent information nights this Spring, after the Digital Plan Approval. We will also hold two or more orientation meetings for parents and students who choose to go virtual to help them understand the process, procedures, and platforms used for virtual learning. There will be ongoing opportunities for parent engagement with our technology department, Virtual Arkansas and Pearson as the year progresses.

Parents will also have contact information for the Pearson Point of Contact and the Virtual Arkansas Facilitator to help in communicating concerns and celebrations.

The McCrory School District will provide the same avenues of communication for virtual parents that we provide to brick and mortar parents. Our plans for Parent Engagement can be found here:

<https://drive.google.com/drive/folders/1CX4EztZFh3tO1xHkly-4UdTTeY1lVrIB>

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

https://drive.google.com/drive/folders/1vVrU_FiJmDwmDIX8ZwTnkM68QTp54Jt



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

https://docs.google.com/spreadsheets/d/1ek51ySAhvN_jaNlygw-0ftmF5-XZZ1qr

Policies

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

<https://docs.google.com/document/d/155XVI5U8FCzp4DZ77SkOTXR1yEkGDG1u>

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

K-8 Virtual students are expected to follow the local district discipline policies inc

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

K-8 Virtual students will be provided grades based on the individual school distri

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