



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Centerpoint School District (5502000)

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 #:** 5502000

**Superintendent:** Danny Breshears

**Email:** dan.breshears@goknights.us

**Phone:** (870) 356-2912 Ext. 4211

**Duration Requested (not to exceed five years):** 5 Years  
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
5502011 - Centerpoint Elementary School	Grades K-12; All Courses	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
5502010 - Centerpoint High School 5502012 - Centerpoint Middle School		Synchronous		



## Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Class Size</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	<p>Request Waiver-</p> <p>Teachers who have period(s) dedicated to fully digital learning can have more than the DESE rules governing approved class size.</p> <p>No classes where students meet onsite will surpass the class size determined by DESE.</p>
<p><b>Teaching Load</b> Number of students:  66</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Request Waiver-</p> <p>Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.</p>
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	



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



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



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

**Digital Model**

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

**Interaction / Delivery**



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

## K-6

Dawson Education Service Cooperative (ESC) K-6 Virtual Program is a virtual/remote learning experience that combines some synchronous instruction with aligned asynchronous courses. Dawson ESC K-6 Arkansas certified and licensed will be employed by Dawson ESC to deliver instruction as virtual teachers. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students will have the opportunity to attend three Zoom sessions per week for core content courses and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend a minimum of two Zoom sessions per week with the Arkansas certified virtual teacher. It is highly encouraged that students attend all Zoom sessions each week. Students may request additional one:one Zoom sessions as needed. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Edgenuity-Genius Learning Management System or through the Dawson ESC email system. Dawson ESC virtual teachers are expected to communicate with parents and students in the Dawson ESC K-6 Virtual program on a daily basis Monday - Friday. The district will require daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. Lexia Core 5 will also be utilized by Dawson ESC Virtual Program teachers for students in grades K-5 to supplement reading instruction.

## 7-12

7-12 Virtual Arkansas is a virtual/remote learning experience that harnesses the benefit of synchronous or “live” instruction combined with aligned asynchronous courses. This allows for students and instructors to develop relationships and address needed instruction. Students are provided the opportunity to attend two Zoom sessions per week per content area. They may request additional 1:1 Zoom sessions as needed. While Zoom sessions are not required with the course instructors, they are highly encouraged as empirical data has shown that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Arkansas certified and licensed serve as the Virtual Arkansas teachers.

Middle School and High School students are required to Zoom with the distance learning facilitator at least once each week. During this virtual session, the facilitator will review grades and any missing assignments. 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.





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 Centerpoint School District will utilize virtual/remote learning through the Dawson ESC K-6 Virtual Program. The content will be delivered virtually/remotely utilizing some synchronous instruction with aligned asynchronous courses. Students will engage in digital coursework through the Edgenuity-Genius Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual/remote. All K-6 virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar.

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

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



## Grades K-6

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

## Grades 7-12

The Centerpoint School District will use Virtual Arkansas for grades 7-12 for delivery of instruction for students who choose to attend school virtually. Virtual Arkansas will provide Arkansas certified teachers of record. Virtual Arkansas is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. Virtual Arkansas teachers will be dedicated to only virtual learners.

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



## Grades K-6

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

3-6 grade level teachers are expected to deliver a minimum of 5 zoom sessions per week per grade level.

In addition, teachers will zoom with small groups or individual students at all grade levels as needed based on student need indicated by formative assessment.

## 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.

All teachers will provide frequent and ongoing instruction and support to students throughout the duration of the course. Should a student's grade drop below 70%, the Virtual Arkansas teacher will notify the distance learning facilitator, the student, and the student's parent as soon as possible.



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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?



# LEA INSIGHTS

## Grades K-6

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

### Core Courses

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

Two teachers will teach 27 second grade, 27 third grade, 24 fourth grade, 27 fifth grade, and 27 sixth grade students. One teacher will have grades 2,3, and half of grade 4, which is a total of 66 students throughout the day. The second teacher will have the other half of the 4th grade, and all of 5th, and 6th for a total of 66 students throughout the day. The students will have synchronous instruction from the teachers at different times. Students in these grades have the same teacher for all of their core courses.

These virtual teachers will have only virtual students. They will not be teaching any students face to face.

### Electives

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

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

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

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



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

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

#### Grades 7-12

We do not feel a class size waiver is needed at this point. Students receiving instruction through Virtual Arkansas will access their courses from their own homes on the schedule assigned by the Virtual Arkansas instructors. All students must attend weekly Zoom sessions with the distance learning facilitator. These Zoom sessions are designed to provide additional support outside the realm of what is expected of the course instructor.

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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?



Dawson ESC K-6 Virtual teachers of record dedicated to teaching all virtual/remote learners will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.

School districts that are using the Dawson ESC K-6 Virtual program as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/remote students.

One virtual teacher teaching Kindergarten and 1st grade will have 47 students assigned to him/her. The two virtual teachers teaching 2nd-6th grade will have approximately 66 students assigned to each of them. These virtual teachers will have only virtual/remote students. They will not be teaching any students face to face.

The Dawson ESC K-6 Virtual Program Digital Learning Coordinator will communicate regularly with the District Point of Contact (designee) regarding enrollment and monitor monthly, as well as perform observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed.

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

## Technology / Platforms



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

#### Grades K-6

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

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

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

#### Grades 7-12

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

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





## Grades K-6

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

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

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

## Grades 7-12

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



What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

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

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

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

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

## Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.



Dawson ESC Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students. District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.

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

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

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

Wellness Plan\_Policies 2020\_21.pdf

[https://drive.google.com/file/d/1uWAcP2G\\_p3h7WcflDvu4aiT7VUkplqNK/view](https://drive.google.com/file/d/1uWAcP2G_p3h7WcflDvu4aiT7VUkplqNK/view)

The Centerpoint School District will proactively seek to serve students who may be experiencing food insecurity, and will make available to all qualifying students free/reduced meals in accordance with state and federal allowances. For students whose families cannot pick up meals, delivery of meals will be arranged on a case by case basis.



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.



# LEA INSIGHTS

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

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

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

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.

All teachers will provide frequent and ongoing instruction and support to students throughout the duration of the course. Should a student's grade drop below 70%, the Virtual Arkansas teacher will notify the distance learning facilitator, the student, and the student's parent as soon as possible.

High school students are required to Zoom with the distance learning facilitator at least once each week. During this virtual session, the facilitator will review grades and any missing assignments. 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



# LEA INSIGHTS

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.

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



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

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

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

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

Dawson ESC K-6 Virtual Program teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. 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. If Tier 2 or Tier 3 instruction is needed, the distance learning facilitator will arrange this instruction during the scheduled RTI days/times each week.

7-12 Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

If Tier 2 or Tier 3 instruction is needed, the distance learning facilitator will arrange this instruction during the scheduled RTI periods each Tuesday and Thursday.



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

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

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





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

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

7-12 Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school. (See page 9 on the DISTRICT DYSLEXIA PLAN linked below for screening process for virtual students).

The Centerpoint School District will ensure all requirements of the dyslexia law are met for virtual/remote learners. All policies are outlined in the DISTRICT DYSLEXIA PLAN.

<https://drive.google.com/file/d/1nlaDuwWJtKfmGBiEvRNHz6FsEbxi9JT0/view>

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



# LEA INSIGHTS

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

Students will have the option to participate in on-campus Gifted and Talented classes and/or enroll in accelerated G/T courses within the digital platform. Students will be able to use Zoom or Google Classroom to participate in on-campus GT classes.

The CSD Gifted and Talented Program

Entrance into the Gifted and Talented (G/T) Program

Be Nominated

- a. Students may be nominated by teachers, parents, counselors, peers, or themselves.
- b. A nomination form and a questionnaire will be given to the person nominating. The questionnaire will be analyzed by the G/T coordinator to discover if the student truly displays gifted characteristics.
- c. A form will be sent home with the student to be signed by the parent/guardian for permission to test.

Be Tested

- a. Each nominated student will be administered the Naglieri Non-Verbal Ability Test in the fourth grade (or as soon as possible) and once every three years afterward.
- b. Each nominated student will also be administered the William's Creativity Test.

Be Observed

- a. The G/T coordinator will observe the nominee during regular classroom hours and record a summary of observed gifted characteristics.
- b. The nominee's teacher(s) will be given a rating scale to be completed for the consideration by the G/T advisory committee.

Be Graded

- a. G/T students should display school achievement as a consideration of placement. A grade point average (GPA) of 3.0 or better is considered the norm.
- b. Data collection is from a variety of sources. Data collection may include current standardized test scores, the Naglieri Non-verbal Ability Test, William's Creativity Test, Grade point average, Teacher Checklist, enrichment portfolio evaluation, and the Kingor Observation Inventory (KOI) used for grades K-3.

Be Rated

- a. Once all appropriate data has been collected, analyzed and put in a matrix, the data will be presented to the placement/screening committee for that school. The committee will consist of the G/T coordinator, the school principal, the school counselor, and two teachers. The committee will make placement



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with more placement  
decisions.

b. Parents will be notified of the committee's decision in a timely manner. A form will be sent home for permission of placement if the student is selected.

c. Instructional, useful information about individual students obtained during the identification process will be communicated to the instructional staff regardless of final placement decisions.

## Exit from the Gifted and Talented (G/T) Program

A student may be removed from the gifted program through a parent, teacher, or student request. The final decision of exiting the GT program will be determined by the identification committee of five educational professionals chaired by the GT Coordinator. Due process for removal shall include the following:

1. In the event of a parent request removal, the reasons of removal must be filed in writing with the G/T Coordinator.
2. In the event of a student request for removal, parental permission must be obtained.
3. Prior to teacher request for removal from the program, the G/T Coordinator will notify the parents of the concern and request a conference with the parents.
4. Parents will be notified in writing when a student is dropped and advised of appeal procedures and re-entrance procedures.
5. Parents may appeal a removal decision by requesting a review of the reasons for removal by the Appeals Committee that will consist of five educational professionals, chaired by the G/T Coordinator. At that time, the committee shall hear the appeal and make a decision in private at the end of the appeals process.
6. Students removed from the program may request re-entrance at the next program change. If students desire to re-enter, the identification committee will review the circumstances and reasons surrounding their removal and the student will be considered for replacement. Data on students considered for exiting G/T Program will reviewed by the placement committee. The decision will be based on multiple criteria. Teachers, students, and parents will be notified of the committee's decision. Students or their parents may ask an appeals committee to review the decision. A student voluntarily exiting the program may re-enter within two years. After two years, the student must go through formal identification again. All appropriate parties will sign the exit papers and records of all placement decisions will be kept in files of the



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the exit papers, and records of all placement decisions will be kept in files of the Gifted and Talented Program.

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

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.



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

Centerpoint School District will ensure all requirements of the LPAC plan are met for virtual/remote learners. The LPAC team will meet to determine appropriate placement, support services, and accommodations needed for each student. Students will be scheduled on-site for the ELPA 21 testing.

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

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

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

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



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

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

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

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

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

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

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



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features. This toolset allows students to hear on screen text read aloud.

Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

## 4.49—SPECIAL EDUCATION

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- within the district boundaries; or
- outside of the District boundaries but are enrolled in the District for on campus or distance/digital instruction.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.



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.

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.

Edgenuity has a digital platform supported with instructional videos.

## Teacher Supports

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

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

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





Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

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

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

Grades 7-12 will utilize 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.

The Centerpoint School District will provide all appropriate testing and support services for qualifying students. The Dawson ESC Virtual Program teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

Digital resources including Chromebooks, Wi-Fi devices, and other materials and supplies will be provided to each student. Additional, needed resources may be required for students experiencing homelessness, or in foster care; for which the building counselor and/or McKinney-Vento liaison will immediately investigate the student's needs, and coordinate provision for those needs with the parent / guardian of the students.



All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

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

Virtual Arkansas requires trained proctors for major assessments. Students, Virtual Arkansas instructors, and the distance learning facilitator will collaborate to schedule all proctored assessments. Students are required to take all proctored assessments on the school campus under the supervision of the distance learning facilitator or his/her designee.

The Centerpoint School District has a communication plan that will enable the use of all social media outlets, the district website, phone contact, and via mail, if needed. We will also utilize buses and home visits, if necessary, for parents that do not bring students on-site to test. Those not cooperating will also be sent a certified letter.

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



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

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

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

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

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

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

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principals in partnership with Virtual Arkansas. Components that affect student achievement will be addressed as needed.

**Timeline:** The District will schedule periodic stakeholder meetings to discuss the effectiveness of the 7-12 Virtual Arkansas digital learning program, and report to the high school and middle school principal any concerns or suggestions regarding schedules, content, assessments, and progress of specific students.



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

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

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

[https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)

Centerpoint Parent, Family, & Community Engagement Plan

[https://drive.google.com/drive/folders/1tb1GvRzb3YaZ3-dz4TKbGfHQfFz-6\\_AL](https://drive.google.com/drive/folders/1tb1GvRzb3YaZ3-dz4TKbGfHQfFz-6_AL)

The District will provide, for check out, one to one devices and tech support as needed. Training for students and parents will be provided as needed.

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

The Centerpoint School District Board of Education will met in the regular May m

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

The Digital Learning Plan Waiver feedback post and survey link may be found at:

## Policies

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

Dawson ESC K-6 Virtual students are expected to access, attend, and interact wit



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

Dawson ESC K-6 Virtual students are expected to follow the local district disciplir

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

Dawson ESC K-6 Virtual students will be provided grades based on the individual

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