



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Harrison School District (0503000)

School Year 2022-2023

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

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

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

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

**District:**

**LEA #:** 0503000

**Superintendent:** Stewart Pratt

**Email:** spratt@hps.k12.ar.us

**Phone:** (870) 741-7600

**Duration Requested (not to exceed three years):** 3 Years  
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0503703 - Harrison High School Conversion Charter	9-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
0503012 - Forest Heights Elementary School	3-4	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
0503018 - Harrison Middle School	5-8	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
0503013 - Skyline Heights Elementary School	3-4	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	<p>Request Waiver:</p> <p>The nature of virtual instruction gives students the option of completing their coursework from a different location. Since students will not be on campus we will need a waiver from traditional attendance.</p> <p>District policies and practices regarding student absences apply to virtual academy students. Chronic absenteeism as described in the HVA Student/Parent Handbook may result in the recommendation to return to onsite instruction or a referral to juvenile court for additional services.</p> <p><a href="https://www.harrisongoblins.org/domain/3136">https://www.harrisongoblins.org/domain/3136</a></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>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Not requesting waiver
<b>Teaching Load</b> Number of students:  Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	Not requesting waiver
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request waiver:</p> <p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Request Waiver:</p> <p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.</p>
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver:</p> <p>Request to waive the DESE rules governing physical activity standards for students in a virtual setting.</p> <p>Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for the physical activity.</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.



Students will have both synchronous and asynchronous instruction. Students in grades 3-6 will have synchronous instruction four days a week for reading math and unit study. Other subjects will be taught asynchronously. Between live sessions students will have work/activities to do asynchronously. Fridays will be for projects to be completed asynchronously, teacher office hours, planning and student/parent contact.

STUDENTS IN 7-12 WILL RECEIVE INSTRUCTION VIA A PARTNERSHIP WITH VIRTUAL ARKANSAS. VIRTUAL ARKANSAS IS A "HIGH TOUCH" VIRTUAL LEARNING EXPERIENCE THAT HARNESSSES THE BENEFIT OF SYNCHRONOUS OR "LIVE" INSTRUCTION MARRIED WITH ALIGNED ASYNCHRONOUS COURSES, OFTEN CALLED BICHRONOUS LEARNING. THIS MODEL ALLOWS THE OPPORTUNITY FOR INSTRUCTORS TO DEVELOP RELATIONSHIPS WITH STUDENTS, ADDRESS NEEDED "JUST-IN-TIME" INSTRUCTION, AND PROVIDES FLEXIBILITY IN LEARNING. STUDENTS ARE PROVIDED THE OPPORTUNITY TO ATTEND TWO ZOOM SESSIONS PER WEEK, PER COURSE, AND REQUEST ADDITIONAL ONE:ONE ZOOM SESSIONS AS NEEDED. STUDENTS/TEACHERS ARE ALSO ABLE TO COMMUNICATE 24/7 VIA THE CANVAS LMS MESSAGING OR THE SIS MESSAGING SYSTEM THAT IS MONITORED BY VIRTUAL ARKANSAS. TEACHERS ARE EXPECTED TO REPLY TO STUDENTS WITHIN 24 WORK HOURS. STUDENTS ARE EXPECTED TO READ AND INTERACT WITH MESSAGES IN THEIR COURSES ON A DAILY BASIS DURING THE SCHOOL WEEK. IN ADDITION, STUDENTS ARE EXPECTED TO ENGAGE IN THE ONLINE CONTENT AND ASSIGNMENTS ON A DAILY BASIS.

PARTICIPATION IN THE COURSE CLASS MEANS ENGAGING IN THE COURSE CONTENT. PARTICIPATION INCLUDES VIEWING VIDEOS COMPLETELY, READING THE COURSE CONTENT AND ASSIGNED READINGS COMPLETELY, STUDYING AND PREPARING FOR ASSESSMENTS, AND REVIEWING ALL INFORMATION REQUIRED FOR EACH WEEK. ATTENDANCE IN AN ONLINE COURSE MEANS LOGGING INTO THE STUDENT INFORMATION SYSTEM (SIS) AND ENGAGING IN THE COURSE ON A REGULAR BASIS. ATTENDANCE ALSO INCLUDES ATTENDING LIVE ZOOM SESSIONS. THIS COURSE REQUIRES BOTH PARTICIPATION AND ATTENDANCE TO BE SUCCESSFUL..

District attendance policies apply. After three unexcused absences parent/guardian will be notified, an attendance plan will be created. After five unexcused absences the parents will be contacted and the student will be asked to return to onsite instruction



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.

Students will access instruction virtually with scheduled synchronous lessons, During asynchronous times students will be working independently on assigned tasks, readings, and projects. Courses like CTE, art, athletics, and music will require students to participate in blended learning. They would be on campus for practices, activities and other learning activities that cannot take place virtually. Virtual teachers will provide synchronous lessons with Google Meet and use a variety of interactive tech tools. 3-6 students will use Google Classroom. Virtual students and teachers have access to onsite resources. Teachers will participate in grade level/content PLC teams on campus.

WE WILL PROVIDE ONLINE OPPORTUNITIES FOR GRADES 7-12 THROUGH VIRTUAL ARKANSAS, THE STATE VIRTUAL SCHOOL (SVS). VIRTUAL ARKANSAS UTILIZES A BICHRONOUS MODEL OF LEARNING, WHICH INCORPORATES A SYNCHRONOUS AND ASYNCHRONOUS APPROACH TO TEACHING AND LEARNING. STUDENTS WILL ENGAGE IN THEIR DIGITAL COURSEWORK THROUGH THE CANVAS LEARNING MANAGEMENT SYSTEM (LMS). STUDENTS HAVE ACCESS TO THIS CONTENT 24 HOURS A DAY AND 7 DAYS OF THE WEEK. STUDENTS WILL HAVE OPPORTUNITIES TO ENGAGE IN SYNCHRONOUS LEARNING THROUGH LIVE SCHEDULED ZOOM MEETINGS WITH THEIR TEACHER. IN ADDITION, STUDENTS HAVE THE OPPORTUNITY TO REQUEST ADDITIONAL LIVE ASSISTANCE.





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.

Virtual teachers for grades 3-6 will solely work with offsite students, and be employed by the Harrison School District.

WE WILL BE USING VIRTUAL ARKANSAS FOR THE DELIVERY OF INSTRUCTION FOR OUR 7-12 100% VIRTUAL STUDENTS. VIRTUAL ARKANSAS PROVIDES A CERTIFIED ARKANSAS TEACHER IN EACH COURSE WHO IS FULLY DEDICATED TO OUR ONLINE LEARNING STUDENTS.

IN ADDITION HMS AND HHS WILL EMPLOY A MENTOR FOR STUDENTS IN GRADES 7-12 TO ENSURE SUCCESSFUL COMPLETION OF COURSEWORK AND OTHER NEEDS THAT MAY ARISE.

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

Students in grades 3-6 will participate in synchronous instruction for math and reading four days a week. Those four days would also have a dedicated “Unit Study time” where they would be instructed in science and/or social studies based on thematic units. Classes like art, music, PE and enrichment would be asynchronous with one being assigned for each day. Fridays would be asynchronous for students.

STUDENTS IN GRADES 7-12 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. STUDENTS ARE PROVIDED THE OPPORTUNITY TO ATTEND TWO LIVE ZOOM SESSIONS WITH EACH OF THEIR TEACHERS.



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?

For grades 3-6 the district will employ two teachers, and have a maximum of 70 students in the virtual program. Each teacher would have a maximum of 35 offsite students.

FOR GRADES 7-12 WE ARE NOT REQUESTING ADDITIONAL WAIVERS FOR CLASS SIZE. THE VIRTUAL TEACHER 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. 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.

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?



Grades 3-6 offsite teachers would be housed on their grade level campus and report to their building level principal, or assistant principal. They would be supported by building administration, the district technology facilitators, the district instructional team, and their PLC. The instructional team will monitor grades, and assessment and engagement data to determine if/what additional supports may be necessary. District technology facilitators will meet with their virtual instructors weekly to monitor, assess needs and receive feedback. Adjustments to support teachers may include reduction in class size, planning and lesson preparation assistance, professional development, and additional digital resources if necessary. Evaluation of engagement data (attendance), student growth measures, common formative assessment data and grades will be used to monitor students. Students showing areas of concern will be referred to the instructional team. The team will come up with a plan to provide additional support to these students. These supports may include, but are not limited to intervention services, one on one virtual meetings, School Based Mental Health counselors, School Based Social Worker, building counselors and support staff.

FOR GRADES 7-12 WE ARE NOT REQUESTING ADDITIONAL WAIVERS FOR TEACHER LOAD. THE VIRTUAL TEACHER 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.

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.



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

Grades 3-6 will house their digital classrooms in Google.

IN GRADES 7-12 THE CANVAS LEARNING MANAGEMENT SYSTEM (LMS) WILL BE UTILIZED THROUGH VIRTUAL ARKANSAS. THIS LMS IS SUPPLEMENTED WITH THE STUDENT INFORMATION SYSTEM (SIS) GENIUS.

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.



In grades 3-6 the teachers will use identified essential grade level standards to develop lessons and content in collaboration with their subject area/grade level teams. Teams have worked this year to create digital content in Google Classroom. They have lessons from this year in a master Google Classroom. This content will be refined and enhanced for continued use. Additional digital resources include Envisions Math (Savaas digital content) HMH Journeys (Think Central content), IXL, Whooo's Reading, Mystery Science, Boardworks, Nearpod, Generation Genius, Simplify Writing (3-6) and Nearpod. Teachers have access to Screencastify and Kami.

VIRTUAL ARKANSAS PROVIDES ACCESS TO OVER 150 COURSES IN GRADES 7-12 WHICH ARE DESIGNED BY ARKANSAS CERTIFIED TEACHERS AND SUBJECT MATTER EXPERTS (SME'S). IN ADDITION, COURSE DESIGNERS AND DEVELOPERS ARE TRAINED THROUGH QUALITY MATTERS AND VIRTUAL ARKANSAS COURSE DESIGN AND DEVELOPMENT INTERNAL TRAINING FOCUSED ON THE NATIONAL STANDARDS OF QUALITY (NSQ) FOR ONLINE COURSES. VIRTUAL ARKANSAS COURSES 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.

THE DIGITAL CONTENT IS AVAILABLE TO STUDENTS WITHIN THE CANVAS LEARNING MANAGEMENT SYSTEM (LMS) PLATFORM THAT PROVIDES STUDENT PROGRESS TRACKING CAPABILITIES. STUDENTS WILL HAVE ACCESS TO AGE-APPROPRIATE, ENGAGING LESSONS, AND TOOLS THAT SUPPORT LEARNING, INCLUDING TEXT TO SPEECH SOFTWARE THAT INCLUDES TRANSLATION CAPABILITIES. DIGITAL CONTENT COMBINES DIRECT-INSTRUCTION VIDEOS, RIGOROUS ASSIGNMENTS, PERFORMANCE TASKS, AND ASSESSMENTS TO ENGAGE STUDENTS TO HELP ENSURE SUBJECT-AREA MASTERY.



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.

Each student 3-12 will be provided with a Chromebook equipped with a camera and microphone. Grades 3-6 teachers have a desktop computer with a webcam and microphone as well as a laptop with video and audio capabilities. Teachers will use Google Meet for video conferencing. They have access to Go Guardian to monitor student activity.

STUDENTS IN GRADES 7-12 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. ZOOM PROVIDES A SUITE OF TEACHING AND LEARNING FEATURES WHICH INCLUDE RECORDING, POLLING, BREAK-OUT ROOMS, A WHITEBOARD WITH COLLABORATIVE AND ANNOTATION TOOLS, CHAT, TRANSLATIONS, SCREEN SHARING, HAND RAISING, REACTION EMOTICONS, AND REMOTE CONTROL OPTION. THE REMOTE CONTROL OPTION IS WHERE THE VIRTUAL TEACHER IS GIVEN PERMISSION TO TAKE CONTROL OF THE USER'S COMPUTER SCREEN TO PROVIDE NAVIGATION AND TECHNICAL SUPPORT. THE ZOOM LINK AND ZOOM SCHEDULE ARE PLACED IN A COMMON LOCATION WITHIN EACH COURSE FOR EASY ACCESS.

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 with no internet access will be provided with a hot spot. In addition the district has drive up wifi access in each campus parking area. A dedicated school bus with wifi is also available to provide connectivity in remote areas as needs arise.

## 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.

3-6 teachers are required to make regular contact with offsite students via Google Meet, email, phone and Remind a minimum of two times per week. Offsite students will come to campus to pick up learning materials, participate in testing and access breakfast and lunch. Students needing meal delivery will coordinate through the School Based Social Worker and Child Nutrition Director. At any time a teacher may refer a student to one of the eight school counselors. At the orientation meeting prior to the start of school, parents and students will be given a handbook containing referral information and information regarding the services available to students. Counseling services and/or consultations may take place virtually. Teachers will do a virtual check in with students individually at least once per month, in addition to their regular synchronous classes. In addition to developing relationships, teachers will discuss progress and address any needs that students may have. During PLC meetings time will be set aside for teachers to engage with counselors, school social workers, and school based mental health workers to discuss strategies, supports and practices related to behavior and mental health concerns of virtual students. Offsite students have access to the Harrison School District Social Worker (who does home visits regularly), and the four School Based Mental Health professionals (who also work with families). These referrals can be initiated by the student, parent, or teacher at any time as outlined in the student/parent handbook. The three Harrison High School counselors meet with their assigned students regularly and assist in the development of SSPs using Xello.

IN ADDITION, VIRTUAL ARKANSAS EMPLOYS A STUDENT SUCCESS COUNSELOR WHO OVERSEES THE OFF-CAMPUS AND FULLY ONLINE (100% VIRTUAL) STUDENT WELLNESS AND SAFETY PROGRAM. VIRTUAL ARKANSAS TEACHERS RECEIVE PROFESSIONAL DEVELOPMENT TO ASSIST IN THE MONITORING OF THE PHYSICAL AND MENTAL HEALTH OF STUDENTS. WHEN A SITUATION ARISES WHERE INTERVENTION IS DETERMINED TO BE NEEDED BEYOND WHAT CAN BE DONE VIRTUALLY, VIRTUAL ARKANSAS WILL CONTACT THE PARTNERING SCHOOL TO STEP IN TO PROVIDE ADDITIONAL INTERVENTION AND/OR ASSISTANCE. VIRTUAL ARKANSAS TEACHERS ARE TRAINED TO REPORT ANY SUSPECTED MALTREATMENT/ABUSE TO THE DEPARTMENT OF HEALTH SERVICES.



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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.





In grades 3-6 weekly progress monitoring will take place using reports from the LMS, attendance records and completion of required assignments. Teachers will share weekly progress with students and parents. If students are not showing progress on weekly assignments and grades are dropping the teacher will refer the student to the Response to Intervention team. The RTI team will write an intervention plan specific to the students that may include, but is not limited to reteaching of skills, small group sessions, one on one sessions or onsite tutoring time. If the interventions are not successful, the student will be referred to the instructional team. This team will meet along with the student's parents to determine if more interventions or testing are warranted, or if the student should return to onsite instruction.

If student engagement is the issue, parents will be contacted to collaborate on an Attendance Improvement Plan. This would be enforced by the building administrator, School SRO and School Social Worker, with home visits if necessary. If attendance does not improve students will be asked to return to onsite instruction.

THE HARRISON SCHOOL DISTRICT HAS ACCESS TO THE VIRTUAL ARKANSAS GENIUS SIS AND THE CANVAS LMS TO MONITOR STUDENTS IN REAL-TIME. THE LMS AND SIS BOTH HAVE THE CAPABILITY TO EASILY PRODUCE LOGIN, PARTICIPATION, AND GRADE REPORTS TO HELP IDENTIFY STUDENT ACTIVITY AND ENGAGEMENT LEVELS. THIS DATA IS ACCESSIBLE TO SCHOOL OFFICIALS, INCLUDING BUILDING LEADERS, COUNSELORS, AND FACILITATORS. ADDITIONALLY, GRADE REPORTS ARE SENT TO PARENTS ON A WEEKLY BASIS.

VA HAS WRAP-AROUND SUPPORTS BUILT INTO ITS PROGRAM TO ASSIST STRUGGLING STUDENTS. THESE SUPPORTS INCLUDE A DEDICATED PRINCIPAL, STUDENT SUCCESS COUNSELOR, SPECIAL POPULATIONS COORDINATOR, MATH STUDENT SUCCESS COACH, ELA STUDENT SUCCESS COACH, AND A READING SPECIALIST. VIRTUAL ARKANSAS ENGAGES IN ROBUST INTERVENTION STRATEGIES AND TECHNIQUES THAT ARE EMPLOYED THROUGH THE STUDENT INTERVENTION TEAM (SIT).



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



Virtual students in grades 3-6 will take the same universal assessments as students on campus, and be evaluated using CFAs created by district teams. Students needing additional support would follow the same teacher initiated referral process. Students identified as needing Tier 2 support would receive interventions from their regular teacher, just as those on campus do. Tier 3 students would be served by Title 1 personnel in virtual sessions. The frequency and duration of the interventions would be determined by the RTI team. Progress monitoring for Tier 2 would be completed by the virtual teacher. Progress monitoring for Tier 3 would be the responsibility of the Title 1 teacher. RtI plans and progress monitoring results are monitored every 6-8 weeks during PLCs. Adjustments are made to the plans based on student data. If Tier 3 interventions are not successful the student will be referred to the academic team and considered for further evaluation to determine if behavioral or special education services are warranted.

VIRTUAL ARKANSAS TEACHERS HAVE BEEN TRAINED IN THE RTI PROCESS TO IDENTIFY AND INTERVENE WITH IMMEDIACY WHEN A STUDENT IS DETERMINED TO NOT BE SUCCESSFUL. THEY ARE TRAINED TO DELIVER TIER I AND II INTERVENTIONS AND, IF THOSE ARE NOT SUCCESSFUL, REFER STUDENTS TO THE STUDENT INTERVENTION TEAM (SIT).

ADDITIONALLY, VIRTUAL ARKANSAS HAS WRAP-AROUND STUDENT SUPPORTS BUILT INTO ITS PROGRAM. THE SUPPORT PERSONNEL INCLUDES A DEDICATED PRINCIPAL, STUDENT SUCCESS COUNSELOR, SPECIAL POPULATIONS COORDINATOR, MATH STUDENT SUCCESS COACH, ELA STUDENT SUCCESS COACH, AND A READING SPECIALIST. VIRTUAL ARKANSAS ENGAGES IN ROBUST INTERVENTION STRATEGIES AND TECHNIQUES THAT ARE EMPLOYED THROUGH THE STUDENT INTERVENTION TEAM (SIT) WHICH MEETS WEEKLY. THIS TEAM REVIEWS INDIVIDUAL STUDENT REFERRALS AND DATA TO DETERMINE NEXT STEPS IN ACCORDANCE WITH APPROPRIATE RTI STRATEGIES.



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

Virtual teachers would follow the district assessment plan and calendar. Offsite students would have the same requirements as on site students. In grades 3-6 students would take STAR Math and Reading, DIBELS, and Interim Assessments. Seventh through tenth grade students would take STAR Reading and Math and whatever Interim Assessments are decided to be given by their respective grade levels. Since the teachers would be participating in PLCs, they would also take the same CFAs as their grade level peers on campus. Students would be required to come to campus three times per year to participate in universal screeners to ensure the fidelity of the assessments.

VIRTUAL ARKANSAS COURSES HAVE PERIODIC FORMATIVE ASSESSMENTS, CHECKS FOR UNDERSTANDING, AND PRE-TESTS TO DETERMINE STUDENTS' MASTERY OF LEARNING THROUGHOUT THE COURSE CONTENT THAT ARE ALIGNED TO THE SUMMATIVE MODULE ASSESSMENTS. THERE ARE VARIED METHODS OF ASSESSMENT UTILIZED BOTH THROUGH THE ASYNCHRONOUS COURSE WITH OPEN-ENDED DISCUSSIONS/ASSESSMENTS, CHOICE RESPONSE ACTIVITIES, MULTIPLE-CHOICE, AND HYBRID ASSESSMENTS(OPEN-ENDED AND MULTIPLE CHOICE). TEACHERS ALSO USE WEEKLY LIVE ZOOM TO DO INFORMAL FORMATIVE CHECKS TO ENSURE CLARITY FOR STUDENTS ON ASYNCHRONOUS LEARNING TASKS. THESE STRATEGIES OF FORMATIVE ASSESSMENT, BOTH FORMAL AND INFORMAL, ARE UTILIZED IN ORDER TO GUIDE THE RTI PROCESS AND METHODS OF INTERVENTION



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

In grades 3-6 teachers or reading interventionists will administer level 1 screeners as required by law. Title 1 teachers or Dyslexia interventionists will administer level 2 screeners based on the results from level 1 screeners. All HSD Title 1 personnel are trained to deliver DESE approved dyslexia interventions using Phonics First and Structures. Virtual students determined to be in need of Dyslexia services will be served face to face with qualified personnel using state approved intervention programs. The frequency and duration of the interventions will be determined based on the requirements of the program and the attention span of the child. The decision to provide face to face interventions for Dyslexia is based on our experience delivering virtual interventions this year. Students have access to the Read Write Chrome extension for accessibility support.

VIRTUAL ARKANSAS PROVIDES ACCESSIBILITY TOOLS TO SUPPORT STUDENTS WITH DYSLEXIA INCLUDING READSPEAKER WHICH WILL READ ANY TEXT IN THE COURSE TO STUDENTS. VIRTUAL ARKANSAS WILL PROVIDE SPECIFIC ACCOMMODATIONS AS DESCRIBED IN THE VIRTUAL ARKANSAS ACCOMMODATION GUIDE. VIRTUAL ARKANSAS EMPLOYS A DYSLEXIA-CERTIFIED READING SPECIALIST AND A SPECIAL POPULATION COORDINATOR TO PROVIDE ADDITIONAL INTERVENTIONS AND SUPPORT TO STUDENTS WHO HAVE BEEN IDENTIFIED AS DYSLEXIC.

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



GT students in grades 3-6 would have regular synchronous and asynchronous instruction for a total of 150 minutes per week with a certified GT instructor as required by law. Those who are identified as GT in grades 3-6, and are also virtual, will receive their 150 GT minutes weekly via Google Classroom facilitated by a certified GT instructor. One of our certified instructors will provide for 3/4 and the other will provide 5/6. These will fall under the resource room in the GT Standards. In addition the GT teacher will collaborate with the virtual teacher on a bi-weekly basis. The GT coordinator will be included on the instructional team to offer insight on programming and interventions for GT students. The GT teacher assigned to each virtual student will be the same teacher assigned to that grade band/campus for onsite students.

ALL CURRENT 7-12 GRADE VIRTUAL ARKANSAS TEACHERS WILL DELIVER THE GT PROGRAM OPTION OF SECONDARY COURSE CONTENT (I.C, PG 21, GT PROGRAM APPROVAL STANDARDS). THESE TEACHERS HAVE COMPLETED SECONDARY COURSE CONTENT TRAINING AND WILL PROVIDE COPIES OF TRAINING CERTIFICATES AND QUARTERLY DOCUMENTATION OF DIFFERENTIATION TO PARTICIPATING DISTRICTS, AS REQUIRED IN THE DESCRIPTION OF THIS PROGRAM OPTION IN GT PROGRAM APPROVAL STANDARDS. VIRTUAL ARKANSAS WILL ENSURE THAT ANY NEW HIRES WILL ALSO COMPLETE THIS REQUIRED TRAINING IN ORDER TO PROVIDE THIS GT PROGRAM OPTION. AN APPROVED TEACHER OF THE GIFTED (LICENSED GT COORDINATOR/GT TEACHER), EMPLOYED BY THE PARTICIPATING SCHOOL DISTRICT MAINTAINS OVERSIGHT OF THE STUDENTS' ACTIVITIES AT A MINIMUM BY COLLECTING DIFFERENTIATION DOCUMENTATION ON AT LEAST A QUARTERLY BASIS AND MEETING WITH IDENTIFIED STUDENTS MONTHLY, AS REQUIRED BY I.C.3 FROM GT PROGRAM APPROVAL STANDARDS.

FURTHERMORE, OUR STUDENTS HAVE ACCESS TO TWENTY ADVANCED PLACEMENT COURSES AND SEVENTEEN CONCURRENT CREDIT THROUGH VIRTUAL ARKANSAS.

Other Services - GT service provided by the district that was not included in the option descriptions listed above (i.e. meetings with identified secondary students to address affective needs)



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

THE DISTRICT WILL ENSURE THAT ALL REQUIREMENTS OF THE DISTRICT ENGLISH LEARNER PLAN ARE MET FOR ON-SITE AND REMOTE LEARNERS, INCLUDING ELPA21 SCREENING AND SUMMATIVE ASSESSMENT PROVIDED BY THE DISTRICT. COMMUNICATION WITH FAMILIES WILL BE IN A LANGUAGE AND MANNER FAMILIES WILL UNDERSTAND.

ALL ELL ACCOMMODATIONS ARE DETERMINED BY THE DISTRICT'S LANGUAGE PROFICIENCY AND ASSESSMENT COMMITTEE (LPAC) AND WILL BE SHARED WITH VIRTUAL ARKANSAS WHO WILL ENSURE ACCOMMODATIONS ARE PROVIDED SO THAT ENGLISH LEARNERS HAVE ACCESS TO THE CORE CURRICULUM VIA PROVIDING INTEGRATED SUPPORTS. THE DISTRICT WILL REGULARLY COMMUNICATE WITH VIRTUAL ARKANSAS REGARDING THE ELL STUDENTS' PROGRESS AND MAKE ANY NECESSARY ADJUSTMENTS TO NEEDED ACCOMMODATIONS AND SUPPORTS.

HPS currently employs a dedicated ELL Instructor that serves the district. EL numbers have remained steady at about 25 students per year. The district uses an integrated support model. Plans for EL students will be developed in collaboration with the virtual teacher and EL instructor. The ELL instructor will maintain weekly contact with the virtual teacher(s). The EL Support teacher will be included in the instructional team that monitors student progress. Students will receive direct support weekly, or as needed. This support may be virtual or face to face depending on the specific needs of the student and family. ELPA assessments will be done face to face on site.



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

Upon acceptance into the virtual learning program, special education and related services will be provided to digital learning students as indicated on students' Individualized Education Plans (IEP) and in accordance with IDEA and DESE rules and regulations. IEPs for digital learners will be developed with a variety of digital delivery methods in mind. Goals, objectives, accommodations, modifications, and testing procedures will be calibrated for students to make meaningful progress, in light of their circumstances, through digital learning. Each campus will have a designated virtual SPED teacher. This teacher will be part of the instructional team and collaborate with the virtual teacher to assist in implementing the accommodations/modifications necessary for that student based on their IEP. Student progress will be monitored closely, and lack of progress will trigger an IEP conference to convene.

VIRTUAL ARKANSAS TEACHERS WILL PROVIDE INFORMATION FOR EVALUATIONS AND CONFERENCES WHEN REQUESTED. HPS WILL UPLOAD THE ACCOMMODATION SHEET TO THE STUDENT INFORMATION SYSTEM (SIS) WITHIN THE FIRST 10 DAYS OF SCHOOL OR ENROLLMENT IF ENROLLMENT OCCURS AFTER SCHOOL BEGINS. VIRTUAL ARKANSAS COURSES ARE DESIGNED IN SUCH A WAY THAT ALL APPLICABLE ACCOMMODATIONS CAN BE MET IN THE COURSE IN CONJUNCTION WITH SERVICES PROVIDED BY THE PARTNERING SCHOOL. THESE APPLICABLE ACCOMMODATIONS ARE DESCRIBED IN THE VIRTUAL ARKANSAS ACCOMMODATION GUIDE.

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. ACCOMMODATIONS WILL BE PROVIDED ACCORDING TO STUDENTS' IEP.

VIRTUAL ARKANSAS TEACHERS USE CURRICULUM AND INSTRUCTIONAL STRATEGIES THAT INCLUDE EVIDENCE-BASED PRACTICES, INCLUDING UNIVERSAL DESIGN FOR LEARNING, WHICH IS DESIGNED TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES.





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.



video-recorded or screen-recorded lessons, audiobooks, text to speech, larger font, reduced assignments, web captioning, Read/Write Chrome Extension,, teacher notes before the lesson, lesson outline sent via email or LMS before the lesson, access to all levels of instructional materials that can be used for remediation or enrichment

DIGITAL ACCOMMODATIONS ARE DESCRIBED IN THE VIRTUAL ARKANSAS ACCOMMODATION GUIDE.

ALL VIRTUAL TEACHERS RECEIVE TRAINING ON AND HAVE ACCESS TO DIGITAL SOFTWARE/RESOURCES TO ENSURE COURSES ARE ADAPTABLE TO INCLUDE INTERACTIVE VIDEO TUTORIALS, NARRATED TEXT, CONCEPT MAPS, DIGITAL SLIDE PRESENTATIONS, AND USAGE OF IMAGES. INTERVENTIONS MAY BE PROVIDED USING ONLINE TOOLS AND ASSISTIVE TECHNOLOGY. ONLINE TOOLS AND ASSISTIVE TECHNOLOGY WILL BE AVAILABLE TO VIRTUAL GENERAL EDUCATION TEACHERS. TOOLS WILL INCLUDE AN INTERACTIVE WHITEBOARD, ANNOTATION TOOLS, MIRROR IMAGE SETTING, TEXT-TO-SPEECH TRANSLATORS, AND SPEECH-TO-TEXT TRANSCRIBERS.

THE COURSE SYLLABUS INCLUDES VPAT (VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE) STATEMENTS FOR EACH OF THE DIGITAL PRODUCTS USED IN THE COURSE.

VIRTUAL ARKANSAS COURSES MEET THE GUIDELINES OF IDEA AND SECTION 508. ALL COURSES ARE EVALUATED FOR ACCESSIBILITY USING WEB CONTENT ACCESSIBILITY GUIDELINES. ADDITIONALLY, VIRTUAL ARKANSAS UTILIZES EMBEDDED TOOLS INCLUDING READSPEAKER TO PROVIDE FOR STUDENTS WHO NEED CONTENT READ ALOUD. VIRTUAL ARKANSAS ALSO FOLLOWS THE UNIVERSAL DESIGN FOR LEARNING PRINCIPLES TO ELIMINATE BOTH VISIBLE AND INVISIBLE BARRIERS TO LEARNING.



# Teacher Supports

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



The district employs one Certified Google Education Trainer and two Technology Facilitators. One facilitator will serve K-6 and work to support Google Classroom and facilitate the use of digital content. The other will serve grades 7-12 and support Canvas and the implementation of digital content at those grade levels. These Technology Facilitators are trained in best practice in virtual instruction and will support teachers in using best practice. Teachers of virtual students would have priority when accessing these facilitators. We will also provide professional development specific to virtual instruction and additional paid work days to develop lessons.. The Certified Google Education Trainer will provide professional development and ongoing tech support to district leadership and staff. On demand technology training is housed in Canvas for teachers, and multiple summer sessions have been planned to support.

teachers. During the summer the district will allow all teachers three days of unstructured professional development time to create and revise digital content.

IN ADDITION IN GRADES 7-12 HPS 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.

AS PART OF THE PROFESSIONAL LEARNING COMMUNITY PROCESS, VIRTUAL TEACHERS WILL USE STUDENT DATA TO DRIVE A CONTINUOUS PLAN-DO-CHECK CYCLE OF IMPROVEMENT. IF THERE IS A SUPPORT NEED BEYOND WHAT THE VIRTUAL TEACHER CAN PROVIDE, THE VIRTUAL CAMPUS COORDINATOR WILL FACILITATE THE SUPPORT. ON-GOING AND JOB-EMBEDDED SUPPORT WILL OCCUR THROUGHOUT THE SCHOOL YEAR BASED ON STUDENT ACHIEVEMENT DATA AND CLASSROOM OBSERVATIONS.



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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?



Teachers will be using some locally created materials developed over the course of this year, along with additional purchased digital resources. These materials will be refined and updated during PLC team meeting times. The district has a dedicated early dismissal day to provide time for these meetings. In addition to meeting with teacher teams the digital teachers will have bi-weekly meetings with the Director of Curriculum, Instruction and Assessment and the technology facilitators. These will take place during times students are working asynchronously. No synchronous lessons will take place on Fridays so that teachers may use that time to plan, contact students, offer 1-1 instruction, assess students and grade student work. Teachers will have 200 weekly minutes of planning time (40 minutes per day) built into their daily schedules. They will have access to a Google Certified Trainer and tech facilitators upon request in addition to the bi-weekly meeting times. Teachers will have access to conferences and professional development opportunities during the year as needs arise.

FOR GRADES 7-12 HPS WILL BE UTILIZING VIRTUAL ARKANSAS FOR OUR DIGITAL CONTENT AND DIGITAL INSTRUCTION SOLUTION. THE VIRTUAL ARKANSAS TEACHERS WILL BE SCHEDULED WITH A MINIMUM OF TWO HUNDRED (200) MINUTES EACH WEEK FOR EACH TEACHER TO SCHEDULE TIME FOR CONFERENCES, INSTRUCTIONAL PLANNING, AND PREPARATION. VIRTUAL ARKANSAS TEACHERS WILL UTILIZE CURRICULUM DEVELOPED BY ARKANSAS SUBJECT MATTER EXPERTS (SMES) ALIGNED TO ARKANSAS STANDARDS.

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. ADDITIONALLY, TEACHERS RECEIVE TRAINING THAT INCLUDES GUIDES FOR RECOMMENDED PACING, ADDING SUPPLEMENTAL CONTENT, AND NAVIGATING THE PLATFORM.

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 district assigns a chromebook to every student with a charger. Students who do not have internet access may request a hot spot. In addition, each campus and the administrative offices (7 locations) have drive up wifi available. The HSD currently employs a school social worker. She works with McKinney Vento students, She liaisons with DHS and also handles referrals from teachers, counselors and principals. These referrals are initiated by teachers, counselors or administrators. The process would be the same for virtual students. In addition, the district employs three School Based Mental Health counselors. Students are served by the same type of referral process. Identified ELL students are assigned to the ESOL coordinator for services. Virtual teachers would follow the same referral processes as regular teachers to access services for their 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.

Prior to beginning virtual instruction parents and students will attend a required orientation where expectations and testing dates are clearly presented to parents. Parents and students will sign an agreement indicating they understand students must test on campus. Written and video messages will be sent to parents and posted to the district website from the District Testing Coordinator and Building Testing Coordinators with testing dates and expectations. Building Testing Coordinators will be in contact with virtual students to schedule testing and provide support for the teachers serving those students. Teachers will also regularly communicate expectations for testing. On selected testing dates students will report to their campus if space allows, or the district Professional Development Center. Offsite teachers and school counselors will proctor testing face to face. In addition to the large room in the PD center, two smaller rooms are available in the same building should students need to be isolated for testing accommodations.

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.





3-6 digital courses will be subject to the same scrutiny as onsite classes. Regular Common Formative Assessments, Interim Assessments and Universal Screeners will be administered to determine mastery of standards and student growth. Attendance/student engagement data will be considered. Data from these sources will be brought to team/grade level PLC meetings and evaluated at least monthly, but usually bi-weekly. Modifications to instruction and/or curriculum will be made as deemed necessary by analysis of the data. Supports for struggling students will be discussed and put in place based on the data. School administrators will supervise offsite instructors in their building. Digital teachers will be evaluated using the Teacher Excellence Support System. Meetings with the technology facilitators and district instructional team will occur weekly.

IN ADDITION, 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 7-12 VIRTUAL OPTION WILL BE CLOSELY MONITORED FOR EFFECTIVENESS BY THE DISTRICT SUPERINTENDENT, DISTRICT CENTRAL OFFICE STAFF, AND DISTRICT PRINCIPAL IN PARTNERSHIP WITH VIRTUAL ARKANSAS. COMPONENTS THAT AFFECT STUDENT ACHIEVEMENT ARE ADDRESSED BELOW.

TEACHER EFFECTIVENESS: VIRTUAL ARKANSAS WILL FOLLOW ARKANSAS TEACHER EFFECTIVENESS SUPPORT SYSTEM ALONG WITH THE NATIONAL STANDARDS FOR ONLINE TEACHING FOR TEACHER EVALUATIONS WITH SCHEDULED AND NON-SCHEDULED VIRTUAL CLASSROOM VISITS.

CURRICULUM EFFECTIVENESS: THE CONTENT IN THE LEARNING MANAGEMENT SYSTEM WILL BE REVIEWED FORMALLY ON AN ANNUAL BASIS THROUGH THE QUALITY MATTERS K-12 STANDARDS FOR QUALITY BY QUALITY MATTERS TRAINED VIRTUAL STAFF TO ENSURE ARKANSAS STANDARDS AND INTERNATIONAL STANDARDS FOR QUALITY ARE BEING MET. ADDITIONALLY, VIRTUAL ARKANSAS IS IN THE PROCESS OF HAVING A VARIETY OF COURSES REVIEWED BY QUALITY MATTERS TO EARN THE QUALITY MATTERS CERTIFICATION.

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 ARKANSAS TEACHERS AND ADMINISTRATION.

DATA SOURCES: MONITORING, ASSESSING, REFLECTION ON DATA (INFERENCES AND NEXT STEPS). PARENT, STUDENT, AND STAFF (VIRTUAL) SURVEYS WILL BE CONDUCTED AT LEAST ONCE PER YEAR TO MONITOR THE EFFECTIVENESS OF SERVICES



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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)



All HSD families receive information via the district website, Remind, social media, and phone calls. In person orientation will take place prior to the start of school. Parents and students will both receive instruction about the expectations and procedures for digital learning as well as how to log into and use the learning platforms, and monitor student grades. Members of the district technology team, and the technology facilitators will be available to help parents with technology issues they may be having. Ongoing support will be provided by digital teachers, technology facilitators and the district tech team as needed. Instructions for accessing this assistance are outlined in the parent/student handbook. Short tutorials will be posted to the website for parents and students explaining how to navigate the LMS and digital content. Parent surveys will be regularly scheduled to obtain stakeholder feedback. Students will receive grades quarterly on their report cards. In addition, progress reports are sent to parents at the midpoint of each quarter. Parent/teacher conferences will be conducted face to face or virtually depending on the preference of the parent/guardian. Parents may check their child's progress at any time in Eschool or as an observer in Canvas. Instructions on how to do this will be provided in the teacher/student handbook.

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 STUDENT'S 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](https://www.virtualarkansas.org/293342_2)).



Provide the URL to evidence of the local school board's approval of the waiver request(s).	May 17, 2022 Harrison Board of Education meeting	<a href="https://drive.google.co">https://drive.google.co</a>
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).		<a href="https://drive.google.com/drive/folders/1FMYWuxjBarSwVIBuosEWPomeeS2F">https://drive.google.com/drive/folders/1FMYWuxjBarSwVIBuosEWPomeeS2F</a>

**Policies**

Please provide a link (URL) to the attendance policy for digital learning students.	<a href="https://www.virtualarkansas.org/338707_2">https://www.virtualarkansas.org/338707_2</a>	<a href="https://docs.google.com/docu">https://docs.google.com/docu</a>
Please provide a link (URL) to the discipline policy for digital learning students.	<a href="https://www.virtualarkansas.org/338707_2">https://www.virtualarkansas.org/338707_2</a>	<a href="https://docs.google.com/docu">https://docs.google.com/docu</a>
Please provide a link (URL) to the grading policy for digital learning students.	<a href="https://www.virtualarkansas.org/338707_2">https://www.virtualarkansas.org/338707_2</a>	<a href="https://docs.google.com/docun">https://docs.google.com/docun</a>

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