LEA INSIGHTS

Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Yellville-Summit School District. (4502000)

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 #:	4502000
Superintendent:	Wesley Henderson
Email:	wes.henderson@ysk12.com
Phone:	(870) 449-4061 Ext. 101
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
4502005 - Yellville-Summit Elem. School 4502006 - Yellville-Summit High School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
4502005 - Yellville-Summit Elem. School	K-6 Literacy	Synchronous	Virtual (Online) / Remote (Distance)	CMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	Absences for students enrolled in digital courses shall be determined by the actual time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Virtual K-6 Digital Literacy teacher will be under a 35:1 student/teacher ratio.

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.
Teaching Load Number of students: 35 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	Virtual K-6 Digital Literacy teacher will be under a 35:1 student/teacher ratio.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	When technology-based approaches are the primary instructional delivery for specific groups of students that are receiving their instruction through technology-based approaches, a six-hour instructional day is not applicable. Students may not work a complete six-hour day, however, they will be scheduled for a 1.0 average daily membership.
Clock Hours	1-A.2			If the instruction is primarily technology-based for digital learners, 30 hours per week is not applicable. Digital learning students will be enrolled in a full daily schedule. The students will work as needed to complete their coursework.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	Yellville-Summit School District will not provide a 40-minute 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 programs. Yellville-Summit School District encourages students to be physically active daily.

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.

Yellville-Summit will utilize an asynchronous model with a virtual/remote provider if they are classified as Yellville-Summit Digital Learning students. Yellville-Summit school district contracts services through approved Arkansas Department of Elementary and Secondary Education Digital Learning providers. Courses like CTE, art, athletics, music, band, and drama will require students to participate in blended learning. They will be on campus for practices, activities, and other learning activities that cannot take place virtually.

Yellville-Summit will utilize Arkansas Public School Resource Center(APSRC) for grades K-8 and grades 9-12 to broaden course selection for students. The digital provider provides the course materials and the teacher of record. Digital Providers through (APSRC) are required to develop instructional materials meeting the Arkansas standards for each approved course. The APSRC digital providers use the asynchronous model. The providers are ensuring they are providing approved Science of Reading Learning. Students complete lessons and activities on a daily basis. Teachers grade and monitor student progress. Teachers provide feedback to the student and parent. The student has the opportunity to schedule meetings with the teacher as well as the teacher has opportunities to schedule meetings with the student and parent to discuss learning. The digital teachers provide constant feedback to the Yellville-Summit Digital Learning Office. If the teacher has problems that need to be resolved with the parent or child the Yellville-Summit Digital Learning Office works to facilitate the meetings.
See addendum for K-6 Literacy Instruction

Yellville-Summit will utilize Virtual Arkansas for grades 9-12. Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the high school level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one-to-one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Yellville-Summit will require students to zoom at least once per week. 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 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.

Yellville-Summit School District has a digital learning office which is staffed by the Digital Learning Director and an assistant. The office is available to students, parents, and teachers to assist with all digital learning needs. The digital learning office will serve (as needed) as a liaison between student, parent, and/or teacher. Students will be required to work synchronously with courses if they have special needs that can only be met by district staff. District staff will

they have special needs that can only be met by district staff. District staff will only be utilized in instances when the approved Digital Provider does not offer those services, or the content modifications can only be made by District licensed personnel.

Yellville-Summit School District offers a weekly onsite course to Digital students. The onsite course provides the students an opportunity to engage with a variety of digital tools, as well as interact with the Digital Learning Director and their peers.

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.

Yellville-Summit will be utilizing virtual, remote learning. Yellville-Summit students will access their content through the learning management system(s). Teachers will be subcontracted through an approved DESE digital learning program.

Yellville-Summit grades K-8 and limited 9-12 will utilize online virtual remote learning through Arkansas Public School Resource Center (APSRC). APSRC provides an asynchronous approach for student online learning. Students will engage in their digital coursework through the BUZZ Learning Management System (LMS). Students will have opportunities to engage in asynchronous learning daily as well as synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

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

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

Grades K-12 course content teachers will be provided by a DESE-approved digital learning provider.

Yellville-Summit will be using APSRC approved DESE digital provider for its delivery of instruction for our 100% (K-8 and limited grades 9-12) virtual students. APSRC provides a fully certified Arkansas teacher of record while we provide the facilitator. Yellville-Summit school district provides two facilitators for digital learning students. One facilitator is licensed and one facilitator is a paraprofessional. APSRC provides training and support for facilitators via the Arkansas Public School Resource Center Office.

Yellville-Summit will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Yellville-Summit school district provides two facilitators for digital learning students. One facilitator is licensed and one facilitator is a paraprofessional. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

Yellville-Summit's licensed curriculum director monitors the standards in which students are learning with the digital providers. Yellville-Summit School District wants to ensure students are learning equitably whether onsite or remote. Special education students will meet with their Yellville-Summit teachers through zooms and/or google classroom. These teachers will be Yellville-Summit licensed instructors. The special education instructors will be serving both onsite students and virtual students. Special education instructors will determine the best method of delivery based upon the needs of the students whether it is synchronous or asynchronous. Digital content will be available to students if that is best suited for student learning with support provided through the IEP accommodations as well as special education teacher support. Special Education instructors will remain as the student advisor to students in grades 9-12, therefore they will have the opportunity to be actively involved in students planning and monitoring their student course load. If onsite special education teachers begin to exceed state limits, or workload is deemed too significant by the District LEA supervisor then additional Digital Learning Special Education Teachers may be hired with Yellville-Summit School Board of Education approval.

Gifted students will be served by the Yellville-Summit Gifted and Talented teacher(s) who will determine the best method of instruction to meet the needs of individual students. Gifted and Talented teachers will be serving both onsite and virtual students. Gifted and Talented teachers will act as the advisor to digital Gifted and Talented students. Gifted and Talented teachers will be active in planning and developing the student's coursework. Gifted and Talented teachers will work actively in cooperation with students, parents, and digital learning teachers.

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Dyslexia interventions will be provided to students by a Yellville-Summit interventionist at two hours per week. This is the required amount of time to complete the district-adopted Dyslexia program with fidelity. Dyslexia interventionists will be serving both onsite and virtual students at different intervention times. Digital Learning students who exhibit markers for dyslexia have the opportunity to participate in onsite or zoom meetings to complete the intervention. The parents of the digital learning students will choose the option that works best for their situation.

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

The digital learning director will serve as the student advisor to all digital learning students. The advisor's role is to support students' online learning experience. This includes monitoring student progress, attendance, and engagement.

The digital learning director with consultation from the respectful grade level school counselor will make recommendations for additional services, including, but not limited to, counseling, School Intervention Team (SIT) referral, and additional synchronous times to meet students' individual needs. The digital learning office will also be receiving active communications as well as monitoring student progress through the learning portal. Recommendations from the teacher of record will be taken into consideration and a parent meeting will be held to discuss the opportunities.

Teachers will be required to upload the content instruction into the Learning Management System. The teachers are required to interact with their students through email, zooms, and personal contacts. Teachers are required to interact with parents/students as needed by the students for optimal learning. The digital learning office is also available to assist if teachers struggle in contacting students and/or if students struggle in contacting teachers.

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 to attend all Zoom sessions and at least once per week. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

The District is requesting a waiver for class size. The waiver will be in place since the District will be subcontracting services through a DESE-approved digital provider. The Digital Learning Director is also classified as a licensed teacher for some students. The Digital Learning Director, acting as a consultant to parents, is not required to design daily lessons; however, will supplement when guidance is needed. The Digital Learning Director is a district employee.

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?

The District is requesting a waiver for teaching loads. Yellville-Summit District Teaching loads will be monitored through the Yellville-Summit District Digital Learning Office. The digital learning director, district administration, and the respective departments will review and analyze the teaching loads. If a specific department is in need of support then the district will ask the Yellville-Summit School Board of Education to provide additional personnel to assist in this matter. Periodic informal check-ins will be made with the areas to determine the area of need.

Technology / Platforms

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

Currently, Yellville-Summit contracts grades K-12 with the Arkansas Public School Resource Center and Virtual Arkansas. Arkansas Public School Resource utilizes the BUZZ platform(grades K-8 and some 9-12) and Virtual Arkansas utilizes the Canvas platform(grades 9-12). Special Education and Gifted and Talented teacher(s) utilize Google Classroom for their students. Grades will be entered into eSchool by the Digital Learning office every four and a half weeks. Students will be able to see grades in real-time through their respective learning management systems.

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.

Approved DESE digital providers will provide a content management system to their teachers. The DESE-approved digital providers are Lincoln Learning, Red Comet, E-Dynamics, and Virtual Arkansas.

Arkansas Public School Resource approved DESE digital providers will provide the content management system to their teachers.

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.

Yellville-Summit teachers who are required to blend will have the opportunity to use digital learning options the District provides to all teachers and students.

In order to fully support students in digital learning other content management systems may be implemented in Tier 2 and Tier 3 interventions. Lexia Reading may be implemented for struggling readers in grades K-12, as well as other district-approved intervention programs. Parents of students in grades K-8 may work with the digital learning director to design a curriculum for their students utilizing digital components of the district.

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.	Yellville-Summit students will communicate with teachers through zoom and google meet.

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teachers. 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 are placed in a common location within each course. All devices issued by the district have web cameras for video communication. |
| 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. | All students will receive school-issued Chromebooks. Students will receive a school-issued hot spot, or the district pays up to $50 per month toward internet access for August through May provided the family presents an itemized internet provider to the Digital Learning Office. Use of all district devices is monitored through GoGuardian as well as the state filters to meet the provisions outlined in the Children's Information Protection Act.

Drive-up WiFi is available in Yellville-Summit school parking lots as well as the Yellville City Park. Students may also have access to free Wifi at the Marion County Library

Students and families may contact the District Digital Learning Office during regular school hours for any technological assistance. The Digital learning office will walk the student or family through the technological issue. If the technology issue cannot be resolved with the digital learning office then it is referred to the Yellville-Summit technology department. The student or family member is always welcome into the digital learning office for step-by-step assistance with their device or with assistance in uploading, reviewing, or drafting a PDF document. The digital learning office is there to assist with all technological issues. |

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.

At the beginning of the school year, parents receive a welcome packet with information about opportunities. The welcome packet contains directions for available courses as well as a required Memo for Understanding (MOU) to be signed by the student and parent/guardian.   Courses like CTE, art, athletics, music, band, and drama will require students to participate in blended learning. They will be on campus for practices, activities, and other learning activities that cannot take place virtually.

Digital learning students have the opportunity to request hot meals (breakfast and/or lunch) through the school cafeteria on a daily basis. Parents are required to call ahead and schedule the meal pick-up with the Yellville-Summit Food and Nutrition Director. Yellville-Summit School backpack program is available to students upon parent application to the district. The digital learning office works cooperatively with the parent and the backpack program to ensure success.

Yellville-Summit district school counselors are available to all digital learning students. If a digital learning teacher provides information to the digital learning office of students in need, the appropriate school counselor is notified and the student or family is contacted. Additional consultation is provided to them as needed. School counselors can also do further mental health referrals.

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

If families experience changes so they are no longer able to adequately support students in a virtual setting, they are encouraged to return their students to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support or families may elect to homeschool.

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.

Weekly progress monitoring will take place utilizing reports from the learning management system and attendance records. The students are sent an email with their weekly progress. If students are falling behind, emails are also sent to parents as well as phone calls being utilized. The communication log is also shared with building principals.

All Yellville-Summit Digital Learning students must log in and work in their coursework and/or zoom with their instructors if that is a requirement of the course.

First Offense: If a student fails to login and submit work four school days in a row the student will be required to come onsite for two days of digital training and course assistance. After a student completes these two days they will be allowed to return back to off-site learning. This is to ensure the student understands the online platform and turns in assignments.

Second Offense: If a student fails to login and submit work four school days in a row the student will be required to come onsite until digital work is caught up in all courses. Then the student will be allowed to return back to offsite learning.

Third Offense: If a student fails to login and submit work four school days in a row the student will be required to come onsite for learning through the rest of that semester.

This is to ensure students do not get behind in their coursework and ultimately fail the course.

Yellville-Summit Digital Learning Office has access to the BUZZ SIS to monitor students in real-time. APSRC providers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content.

Yellville-Summit has access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real-time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will first involve the partnering school through the facilitator. Virtual Arkansas will contact administrators if the initial intervention is not successful.

| Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel. | All Yellville-Summit Digital Learning students must log in and work in their coursework and/or zoom with their instructors if that is a requirement of the course.

First Offense: If a student fails to login and submit work four school days in a row the student will be required to come onsite for two days of digital training and course assistance. After a student completes these two days they will be allowed to return back to off-site learning. This is to ensure the student understands the online platform and turns in assignments.

Second Offense: If a student fails to login and submit work four school days in a row the student will be required to come onsite until digital work is caught up in all courses. Then the student will be allowed to return back to offsite learning.

Third Offense: If a student fails to login and submit work four school days in a row the student will be required to come onsite for learning through the rest of that semester.

This is to ensure students do not get behind in their coursework and ultimately fail the course.

Additionally, 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 Tier 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of each 9 weeks |

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

Formative assessments will be available to digital learning students throughout the school year.
Kindergarten - 2nd-grade students will complete state required initial screening assessments onsite three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills.

Digital learning students may be assessed with STAR Reading or STAR Math on campus. Students will be allowed to drop by the digital learning office at any time to take these assessments. Students are also invited to participate in ACT Aspire Interim testing if they choose.

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

Students in grades K-2 will be administered state-required screeners to digital learning students on site, to identify students who may demonstrate characteristics of dyslexia (COD). Students in grades 3-12 who are struggling can be identified by the teacher, parent, or student request. Level two screeners will be administered if parents, teachers, or test data request students to be screened for Dyslexia services. A consent to test form is required to be signed by the parent. The digital learning office will collaborate with parents on testing time(s). Students will be onsite to receive level two screeners. Upon completion of testing, a conference will be held with parents. The team will determine the best placement for students. If a student needs interventions, it may be onsite by an interventionist, or the student may zoom with an interventionist at their designated time synchronously. The district will ensure all requirements of the dyslexia law are met for onsite and remote learners.

APSRC providers furnish accessibility tools to support students with dyslexia. Students have the availability to have course content read to them. APSRC providers will supply the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by the Yellville-Summit School.

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 the partnering school.

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

The Yellville-Summit School District will provide Gifted and Talented support to digital learning students by providing additional information to students through the Gifted and Talented teacher(s). The Gifted Coordinator shares whole group enrichment activities/resources with the digital learning coordinator, who then disperses the activities to the digital learning students. Those students are encouraged to share their work with the coordinator via digital means. Identified gifted students in grades 4-7 are members of the same Google classroom the on-site students use. Everything done on-site is also on Google Classroom for those students to access. Identified digital learning students in grades 8-12 are served through their virtual curriculum (accelerated math classes, AP options, and concurrent college courses).

These students receive 150 minutes of resource room instruction. The virtual student has access to all classroom activities, projects, etc. through Google classroom. The minutes of weekly service are provided by a licensed GT teacher.

The Gifted and Talented department will accept referrals for digital students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. The district will ensure all requirements from GT program approval standards are met for the K-12 gifted programs for remote learners.

All current Virtual Arkansas teachers have been trained with 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.

ESOL/ESL students will be provided services to best meet their individual needs through the school district. At this time the district does not have any ESOL students. The district will ensure that all requirements of the District English Learner plan are met for onsite and remote learners.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations or 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.

Every digital learning student with an IEP will be assigned a special education teacher in addition to his or her general education teachers.

Special education students are served through a variety of means. Each special education committee decides the best approach for each student. In some instances, the online provided curriculum is dropped to the grade level appropriate for student success. In this case, special education teachers monitor and keep in close contact with families. If a student committee deems more care and expertise is needed, special education teachers will zoom with them daily/weekly for their instruction. In many cases, the students are synchronous with appropriate special education groups. All digital providers are provided a copy of student accommodations. If additional information is needed, the committee reconvenes to discuss online accommodations.

Special education conferences can be in person, through zooms, and/or phone conferences. Evaluations of students will be required to take place onsite. The digital learning office and special education office will collaborate with parents on testing times.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone, online, or in person at least once per year for the IEP meeting. Referral and Initial Placement conferences will be conducted on-site.

At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals.

Special Education students are required to meet the same attendance policies as their peers unless stated differently on the IEP.

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

Yellville-Summit Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.

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.

Yellville-Summit School students will be provided digital accommodations. Student Services committees will determine accommodations. These accommodations will be reflected on a students' IEP, 504 plan, or LPAC plan.

Common accommodations that general education teachers use is a reduction in long-range projects. This allows digital learning students to better pace themselves for the completion of assignments. The digital learning curriculum permits items to be read to students.

Virtual Arkansas courses meet the guidelines of IDEA and Section 504. 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

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

Yellville-Summit District subcontracts digital learning instruction through DESE-approved digital providers, therefore teachers are impacted minimally. Digital learning supplies and materials are provided digitally or the district will purchase as necessary.

Yellville-Summit School District will be utilizing APSRC providers as our digital content and digital instruction solution for grades K-8 and a select set of courses for grades 9-12 to broaden the course offerings. APSRC provides robust online teacher training and development for all new teachers entering the field of online teaching. All APSRC provider teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams.

Yellville-Summit School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution for grades 9-12. 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 technical support specialists to assist with any technical 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?

Approved DESE digital learning providers monitor planning times for their teachers. Special Education and Gifted and Talented teachers will coordinate their planning times with their principals and adjustments will be made to ensure they receive a minimum of 200 minutes of planning time per week, which aligns with district onsite requirements. Additional release time will be provided as needed to support the curriculum, accommodations, technology tools, instructional practices, etc.   The Yellville-Summit Digital Learning director spends a minimum of 50% of the day providing feedback to parents and students.

Yellville-Summit School District will be utilizing APSRC and Virtual Arkansas for our digital content and digital instruction solution. APSRC providers will be given appropriate curriculum to meet their needs. 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 the 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 Equity Plan may be accessed through this link: https://yellvillesummitschools.com/images/uploads/20210308/equity-plan-51754.pdf In order to ensure all digital learners have equitable access to virtual instruction, the Yellville-Summit school district provides every student with a Chromebook and charger. The district also provides a mobile hotspot or up to $50 per month August-May to assist with internet charges upon receipt of the internet provider monthly invoice. The district will provide equitable access: budgeting and use of federal, state, and local funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc. Courses like CTE, art, athletics, music, band, and drama will require students to participate in blended learning. They will be on campus for practices, activities, and other learning activities that cannot take place virtually.
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.	The Yellville-Summit School District has a Digital Learning Office which is staffed on dates and times based upon the Yellville-Summit School calendar. The office is staffed with the Digital Learning Director and an assistant. The Digital Learning Director collaborates with the district test coordinator to design and develop the testing day(s). The digital learning assistant publishes the date, time, and information to the student and parents. The digital learning office listens to concerns from parents in trying to prepare for the day. The digital learning office provides practice opportunities to digital learning students. The district will test the students onsite within the designated testing window. If a parent refuses to bring their child onsite for testing they will no longer be allowed to participate in the Digital Learning Program, assigned by the MOU.

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.

Digital effectiveness will be monitored for student success by analyzing various data sets weekly by the Digital learning office including student attendance, engagement levels, and achievement measure by formative and summative assessments.   With the ongoing monitoring, modifications will be made to the district digital program on a monthly basis by the administrators and Digital Learning team.

Digital Learning Staff, Administrators, and counselors will identify students receiving D/F grades to determine instructional next steps for students' success.

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 emails.

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)

Digital learning students are Yellville-Summit students therefore they are invited to participate in all on-campus activities. Digital Learning families have the opportunity to participate in all family engagement activities sponsored by our district.

The digital learning office is available to students and parents in assisting families with the daily struggles of digital learning. The parents are always permitted to call, email, or stop by the digital learning office for assistance.

In addition, 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).

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://yellvillesummitschools.com/state-required-information/page/463/schoo
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	Stakeholder feedback is the basis for the entirety of our program for the past thre

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	Attendance Policy 4.7 as well as the attached MOU can be accessed through this
Please provide a link (URL) to the discipline policy for digital learning students.	The digital students will follow the same policies as the onsite students.Disciplir
Please provide a link (URL) to the grading policy for digital learning students.	Internet Safety and Electronic Device Use Policy 4.29 can be accessed through th

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