Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Batesville School District (3201000)

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 #:	3201000
Superintendent:	Michael Hester
Email:	mhester@gobsd1.org
Phone:	(870) 793-6831
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
3201004 - Batesville Junior High School 3201009 - Eagle Mountain Magnet Elementary School 3201042 - Sulphur Rock Magnet Elementary School 3201003 - West Magnet Elementary School	K-8	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS 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)	TRVP All instruction will be synchronous, and students will be required to meet daily. However, a district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.

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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	TRVP -A waiver is being requested due to the anticipated student: teacher ratio in K-8 classes--30:1.
Teaching Load 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	TRVP Teaching Load The 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. The district is not requesting this waiver

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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	TRVP All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.

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			TRVP A waiver is being requested for Clock Hours for 7th and 8th grade courses earning credit. Students will receive credit for the course based on successful completion of course work instead of required clock hours.
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)	TRVP Tri-Region is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.

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.

The TRVP will primarily be a synchronous model for core instruction. The synchronous model will allow for daily structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

An asynchronous option will be made available to students with extenuating circumstances and at the discretion of participating districts. The virtual lessons will be made available to asynchronous students on a weekly basis.

Teachers:
Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in a synchronous environment. Virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real-time.

Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will routinely monitor asynchronous students' engagement and academic progress throughout the week and regularly interact with those students via videos, electronic communications, and other means available. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

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

Asynchronous students are expected to follow the policy set by their

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

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc.

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| What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain. | The K-8 TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lesson sessions for synchronous learning with the teacher. All virtual lesson sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

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

The K-8 TRVP delivery of instruction for K-8 students will be 100% virtual/remote. The K-8 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-8 TRVP teachers will be solely dedicated to remote instruction. The K-8 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-8 TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the TRVP teachers and district CCCs throughout the year.

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

CCC's will be a combo of paraprofessionals and certified teachers designated by campus.

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

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

Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way.The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

The 3-8 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos

and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures, and verbal reasoning. Instruction will occur synchronously five days a week and in real time.

This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition ("bottom of the rope") are developed and supported on a regular basis, as well as the skills of language recognition ("top of the rope")

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.
Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.
Teachers will complete the grading of assessments within 2-3 business days
Teachers will complete the grading of portfolio items within 4-5 business days
Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.

Again, all teachers are BSD Employees and are RISE trained. They will be teaching from a State-Approved curriculum. The state-approved curriculum will be taught daily through synchronous learning. The district has adopted and uses with fidelity CKLA Literacy, Heggerty, and Phonics First. The science of reading requirements is being met through the use of the state-approved curriculum. All teachers also have access to RISE trainers and interventionists.

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 K-8 TRVP will utilize district waivers for class size. The following student: teacher ratios will be followed:

Core Courses

Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1).

 Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (30:1).

Middle School (7-8): The average student-to-teacher ratio for middle school core courses is (30:1).

The students in each class will be divided into two groups who will meet at different times to ensure that the teachers are able to effectively teach and monitor students' interactions and progress toward learning goals. This will also allow for the teacher to more easily address small-group instruction or one-on-one interactions, as needed.

   Non-Core subjects will be integrated into the instructional day

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 K-8 TRVP will not utilize district waivers for teaching load. The following student-teacher ratios will be followed:

Core Courses

Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1).

Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (30:1).

Middle School (7-8): The average student-to-teacher ratio for middle school core courses is (30:1).

Teaching load will not exceed 150 students

Technology / Platforms

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

Students in the K-8 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

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.

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The K-8 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-8 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program with the recommended considerations for supplemental resources. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters. The content and resources will effectively address phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other common assessments such as DIBELS.

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

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

The K-8 TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date. Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

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

Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot.

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.

The K-8 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time). Teachers will also monitor food security needs along with the student's needs for any physical or mental health. All virtual students will be provided meals if or when needed.

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.
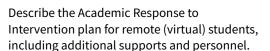
Batesville School District has access to Google Classroom in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessments will be utilized to identify struggling students. Students who demonstrate a lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the CCC. Batesville School District will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (grade book, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students.

The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the K-8 TRVP. The Campus Connection Coach is (Lisa Barber, Community School Coordinator). Teachers may arrange tutoring or Google Meets to provide additional instruction or intervention in addition to the mentor.

Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	K-8 Tri-Region Virtual teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.
District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.
Describe the district or school's formative assessment plan to support student learning.	In the K-8 TRVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice). Assignments will be aligned to SoR, QuEST, and GPS, and will include recognized assessments such as DIBELS, PAST, etc.

Formative assessments will occur in real time for all synchronous students. Asynchronous students will be given the same formative assessments and will be monitored on a regular basis to ensure that students' understanding and needs are being met. Based on the results of routine formative assessments, the teachers will determine students' needs and how to best meet those needs through practices such as additional small group work, re-teaching core content, and modifications of tasks to promote mastery. |

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

The K-8 TRVP provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow up with appropriate school district procedures.

The district will ensure all requirements of the dyslexia law are met for on-site and virtual learners in all grades. The district will adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format.

The dyslexia interventionist will schedule times to provide intervention through a Google Meet on a regular basis in compliance with the requirements for the district's dyslexia intervention program.

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

Weekly GT lessons will be provided synchronously for K-3 graders. One method of referral from Tri-Region will be based on teacher observation during these synchronous lessons.

The district will provide details about GT Services they will provide in their district digital learning plan. Individual districts will solicit referrals for GT from the virtual teachers and follow their local district's procedures for determining the most appropriate placement for students. Referrals could come from other sources such as other students, parents, or self-referrals, etc. and will be processed in accordance with the district's GT identification and placement procedures.

K-5 - The district will ensure that all requirements from GT Program Approval Standards will be met for virtual learners".

6-8 BJHSC
Students that qualify for gifted and talented support will be allowed to access their GT classes at their home school through live Google Meets. The Gifted and Talented teacher will establish a Google Classroom for any assignments. The district will ensure GT program approval standards will be met for virtual learners. As stated above, remote students will be allowed to participate in GT classes/ services via virtual platforms. All remote and virtual students in grades 6-8 will have access to accelerated coursework when appropriate.

Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.	K-8 TRVP teachers will provide all accommodations and modifications as stated on LPACS. Students who receive support and service through the ESOL program will be served through their home campus. The ESOL director will work with both remote and virtual students along with the parents. Each campus within our district provides ESOL services and frequently communicates through phone calls, Google Meet, and home visits. Students who are not successful in the remote or virtual program will be required to return to onsite learning The district will ensure all requirements of the District English Learner Plan will be met for on-site and virtual learners."
Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	K-8 TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher. The Special Education Director for the district will work with each special education teacher at all schools within the district along with classroom teachers to ensure that all services and supports provided for onsite students are also provided to students who are remote or virtual learners. Evaluations and conferences will not change because the student is remote or virtual. All required evaluations and conferences will be held as required. Special education will be provided based on rules and regulations. The LEA supervisor will assign any remote or virtual students a certified special education educator to provide the services as designated in the student's IEP. The district will ensure special education services will follow all rules and regulations for virtual students.

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.

Assisted technology will be utilized as necessary for student achievement. Teachers will follow all IEPs and 504s and provide accommodations as needed. A common and frequently used digital accommodation is allowing extra time to complete assignments. The district has provided a Chromebook to each student and teacher in order to easily create and access Google Meets and assist students with classwork and homework through Google Classroom.

Teacher Supports

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

The K-8 TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts toward the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level coursework and/or additional external training opportunities. Training focuses on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting the social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Digital Learning Unit specialists at each co-op, continuous professional development will be available to all TRVP teachers.

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

The K-8 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).
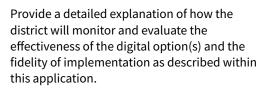
District Supports

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 local school/district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary. Batesville School District is a 1:1 school district with Chromebooks. Each student enrolled is issued a Chromebook. If a family does not have internet access, the district provides WiFi hotspots that can be checked out to families to access digital learning at home. To ensure equity for the following populations as listed by ADE: DESE (poverty, homelessness, migrant, foster care, and military-connected students), the district employs a Community School Model Coordinator that meets regularly with campus site teams to arrange "wrap-around" services when needed. The district employees and ESOL/Migrant Director as well as ESOL& Migrant teachers on every campus are also a part of the PLC and RtI meetings. The district also employs a full-time MCKV Liaison to provide intervention and services for families that are temporarily displaced. There are also onsite contacts for foster families and military-connected families.

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

All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment. Students in grades K-5 will test onsite under the supervision of their assigned teacher. This will be communicated to the parents through email, phone calls, and Google Meet, and Remind

Communication will be through email, phone calls, and social media. All parents agree to onsite testing at the same time a student is registered for virtual learning. If parents fail to comply with the agreed-upon MOU for PVA to bring their student onsite for State Testing, they will be referred to the superintendent and may be required to return to onsite instruction and forfeit their place in virtual school.

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.

TRVP will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.

TRVP is an extension of Batesville School District to offer a long-term option for virtual/remote learning. PVA enrollment must occur prior to the first day of school and changes can only be made at the end of each quarter or semester.

Students will only be allowed to pivot to onsite learning at the end of the quarter or semester. However, if a student's grades drop below a C average, if a virtual learner fails to make adequate progress in Edgenuity, or a remote student fails to log in to a scheduled Google Meet 5 times per semester, then the student will be expected to return to onsite learning immediately. If onsite learning is required for either of these two reasons, the student may not re-enter PVA for the remainder of the year.

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

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LEA INSIGHTS

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All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. (Handbook: https://bit.ly/3e5KNeb)
Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

The parent engagement committee will meet multiple times throughout the year. The CCC liaison will share information with the Parent Engagement Coordinator and team. Through collaboration and discussion with the parent engagement team, goals have been established that address any concerns with digital tools and resources. The district has Pioneer Parent Academy which provides video and tools for parents to access at any time. The parents also have access to the classroom teachers through a two-way Remind Communication. Batesville Parental Engagement Plan

TRVPP Statement K-8 for discipline and grading

 K-6 TRVP students are expected to follow the local district discipline policies. Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions. Each teacher will establish individual virtual procedures that will not conflict with the school district's policies. These classroom procedures will be communicated with parents/guardians/students during the orientation/overview meeting as well as at parent/teacher conferences and other communication points.

TRVP students will be provided grades based on the individual school district's grading policy and shall be consistent with that of onsite students in the individual districts. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course(s). Final grades are provided to the schools who are expected to keep those records and will enter the students' grades in eSchool accordingly.

Updated handbooks approval and Tri Region approval are linked below.

Tri Region approval - https://drive.google.com/file/d/1QTfcf5fpTIVrN8oLztOxt6kIJ6h8_ZLj/view?usp=sharing
EL Handbook is linked below to reflect updated attendance, grading, and discipline policies. TRVP students will follow the onsite policies for discipline and grading. Again all Virtual students will follow the onsite discipline and grading policy as stated in the student handbook for the virtual student

grading policy as stated in the student handbook for the virtual student option on page 105 of the student handbook.

BJHS Handbook to reflect attendance, grading, and discipline - TRVP students will follow the onsite policies for discipline and grading. Again all Virtual students will follow the onsite discipline and grading policy as stated in the student handbook for the virtual student option on page 163 of the student handbook.
https://docs.google.com/document/d/1R5qZYXvMCG39O3hc1q40mtAKjaYJsyYlWZgiXjNtklo/edit?usp=sharing

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://docs.google.com/document/d/1-A2lSzkaumcJkIzAXJARYjpEz6I4tdlac
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/document/d/1x0SEbmi2fd83CMdY_3UKOFOKmsFW

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1i5yJ-V_bhcdpYAjUgHeYy-UBPeRMr89
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1i5yJ-V_bhcdpYAjUgHeYy-UBPeRMr89
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1i5yJ-V_bhcdpYAjUgHeYy-UBPeRMr89