Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

🏛 Bald Knob School District (7301000)

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 #:	7301000
Superintendent:	Melissa Gipson
Email:	melissa.gipson@baldknobschools.org
Phone:	(501) 724-3273 Ext. 101
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
7301003 - Bald Knob High School 7301004 - Bald Knob Middle School 7301001 - H.L. Lubker Elementary School	K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS

LEA INSIGHTS

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)	

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.
				The district will need an attendance waiver because the District will take attendance based on coursework completion by the week. K-8 TRVP (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. 9-12 Attendance will be taken through the evidence of completed assignments. Monitoring of asynchronous interaction will occur on a weekly 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)	K-8 TRVP A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes--30:1 (K-2) and 50:1 (3-6). 9-12 No waiver will be needed.
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	

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LEA INSIGHTS

LEA# 7301000

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.
				K-8 TRVP 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. The school does not need a teacher load waiver. 9-12 Teacher of Record will monitor virtual instruction to the students who are remote.

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Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	K-12 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.
Clock Hours	1-A.2			The district will need Clock Hour Waiver because credit will be awarded on subject matter competency.

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)	K-8 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 K-8 TRVP will primarily be a synchronous model for K-8 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 the 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. Students also have their teachers' phone numbers.

9-12 Apex is asynchronous program of study that allows for close monitoring of student progress by the Teacher of Record. This allows for students and instructors to develop relationships, address needed supplemental instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, and 1:1 Zoom sessions as needed.

Bald Knob 9-12
Students have the opportunity to attend two live Zoom sessions a week. Students must attend all additional scheduled Zoom sessions set up by the Teacher of Record.

Students/teachers are also able to communicate 24/7 via school email with the Teacher of Record. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

The Bald Knob School District will provide the support with the appropriate expert and deliver additional interventions in the brick and mortar location or virtually, based on need. If these supports continue to be ineffective then additional testing may be done with the student to determine additional supports that the student may need.

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 lessons sessions for synchronous learning with the teacher. All virtual lessons 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.

Grades 9-12 will utilize online virtual remote learning through Apex.   Apex is an asynchronous approach to online learning. Students will engage in their digital coursework through the APEX platform.. Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

Bald Knob 9-12
Students have the opportunity to attend two live Zoom sessions a week. Students must attend all additional scheduled Zoom sessions set up by Teacher of Record.

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

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
 *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-6 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 district

Bald Knob' CCC is Marcy Dugger. She is a certified teacher.

Grades 9-12 will be using Apex for its delivery of instruction for our 100% virtual students. Bald Knob High School will provide a fully certified Arkansas teacher facilitator. The Bald Knob facilitator will be Any Grayson. This model includes asynchronous course content and activities. Amy Grayson will act as facilitator between the Bald Knob School District and Apex.

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.

Grades 9-12
For students utilizing APEX courses, teachers actively monitor their courses and maintain regular communication via messaging systems. Each week students will receive a grade report and the district APEX facilitator will initiate further contact with students demonstrating difficulties with course content. Students are required to complete all digital work per graduation required subject each week. It is highly encouraged that all students attend all Zoom sessions that are offered by the district APEX facilitator. Professional development has been provided for all district staff that facilitate student learning through APEX.

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 (50:1).

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 elementary 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 (50:1). Teaching load will not exceed 150 students.

Technology / Platforms

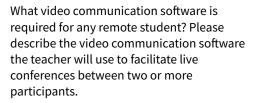|	
Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	Students in the K-8 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources. The ASSIST management system will be utilized through Apex Learning LMS. (Grades 9-12).
Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.	

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-6 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.

APEX Virtual Teacher of Record will utilize a curriculum developed by subject matter experts (SME's) that include Arkansas standards. Bald Knob Teacher of Record will provide all additional and supplemental support.

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.

9-12 Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Teacher of Record will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

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

Each 100% virtual student will be assigned a district device. 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).

The 9-12 Teacher of Record is trained to employ actions and behaviors to ensure the physical and mental health of students. Our Teacher of Record is trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Bald Knob Schools provide ongoing professional development to their teachers to support SEL strategies.

If a student has an IEP, 504, receives OT/PT, speech or dyslexia services Bald Knob School District will provide those services in the least restrictive environment, as indicated on the IEP/504 plan. These services will be provided synchronously, either virtually through Google Meet or on-site. Virtual students will be required to come on campus for all health screenings. Additional services that virtual students may elect to participate in include meal services from the cafeteria and access to the on-site guidance counselor. The virtual students will also be invited to attend any field trips or special events in which their grade level may participate. TRVP will communicate with the district's Point of Contact as student needs are identified. The district PoC will immediately (within 24 hours) identify and communicate with the appropriate liaison to address the student needs.

Homeless liaison
Migrant Coordinator
School counselor
School nurse
Parent Engagement Coordinator
ESL Coordinator

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.

Bald Knob School District has access to the 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 assessment will be utilized to identify struggling students. Students who demonstrate 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. Bald Knob School District will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (gradebook, 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-6 TRVP. The Campus Connection Coach is Marcy Dugger, Director of Federal and Special Programs.

Describe your district's plan to support students that struggle with academics and engagement. What does your virtual policy state? Make sure it is equitable to those students in brick and mortar.

The Teacher of Record will initiate intervention when they determine a student isn't actively engaging or successfully mastering the content. If a student is not engaged for 5 days, they will be contacted by the building principal as a courtesy to determine if there is some sort of illness or family emergency causing the student not to be engaged or to help determine if the student needs to return to onsite instruction. If the student continues to be non engaged for a total of 10 days per semester, they will be required to return to onsite instruction. Academic criteria will be evaluated quarterly. For a virtual student to remain in the virtual program the student must have at least a "C" in all graduation requirement courses.   Otherwise, the student will return to onsite instruction.

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.

Additionally, the 9-12 Teacher of Record has been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Students must attend all additional scheduled Zoom sessions set up by their Teacher of Record. The Bald Knob School District will provide the support with the appropriate expert and deliver additional interventions in the brick and mortar location or virtually, based on need. If these supports continue to be ineffective then additional testing may be done with the student to determine additional supports that the student may 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.

9-12 Apex courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice)..

Virtual Teacher of Record will use assessment data to enrich lessons or provide interventions via small group/one-on-one.

The District Point of Contact for TRVP and the District Apex Facilitator will work with TRVP/Bald Knob Schools to ensure student instruction is informed by formative assessment results.

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." Also, the district must adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format.

9-12 Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

Virtual students in K-2nd grade will be required to come on campus to take the required dyslexia initial screeners in September Students in grades 3-12 will be required to come on campus to complete characteristics of dyslexia screeners at the recommendation of the parent, virtual teacher, or the RTI team.. Initial screeners are giving throughout the school year (beginning, middle, and end.) Schedules for initial screeners will be communicated with parents. The initial screeners will be utilized to meet the state required screening in the following six areas:
Phonological Awareness
Sound/Symbol Recognition
Alphabet Knowledge
Decoding Skills
Rapid Naming
Encoding Skills

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

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

as they existed on February 1, 2019, if qualified under the applicable federal 16 law.

Take Flight will be utilized during interventions and will be delivered with fidelity as intended by the author of the program. Interventionist delivering interventions will have the required training before delivering interventions provided by David Hanson (Take Flight Representative). Interventionist will provide explicit, direct, systematic, cumulative, multisensory and research-based interventions. Virtual interventions will be delivered synchronously by a trained interventionist via Google Meet. The intervention group size and weekly intervention minutes will be implemented as determined by Take Flight 45 minutes a day 5 times a week with no more than 6 students in a group. The interventionist will create schedules and identify targeted needs for each student within each group. Virtual learners will be engaged in synchronous, small, group dyslexia interventions via Google Meet. Interventionists will communicate with parents about the student's progress throughout the school year, a minimum of four times per year, near the end of each quarter. (October, December, March, and May)

The Bald Knob School District will ensure dyslexia law requirements are met for virtual learners. The district will identify students with indicators of dyslexia in all grades. Dyslexia interventions will be provided synchronously. Any asynchronous activities will be in addition to, not in place of, synchronous intervention delivery.

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

Link to Rules:
https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf

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

Grades K- 2
Bald Knob School will provide whole group enrichment for students in grades K-2. K-2 virtual learning students will receive a minimum of 30 minutes per week of scheduled enrichment (GT) lessons. The enrichment lessons, developed by GT Coordinator, will be uploaded into Google Classroom and will be available to virtual students weekly.

Grades 3-5
Students in grades 3-5 who have been identified as gifted and talented will receive a minimum of 150 minutes of scheduled GT instruction per week. These lessons will be provided, by the GT Coordinator, either through scheduled brick and mortar sessions or scheduled synchronous Google Meet virtual sessions. All of these times meet the required gifted and talented times per the Arkansas gifted and talented rules.

The assignments that gifted and talented students receive will be "in place of" and not "in addition to" assignments required in the regular classroom, as written
in the GT Program Approval Standards.

Grades 6-8
Bald Knob School will provide Pre-AP courses for students in grades 6-8 through Google Meet. These courses will be synchronous and provided by a Pre-Ap trained teacher.
Bald Knob students who choose to take Pre-AP level courses will be, either through scheduled brick and mortar sessions or scheduled synchronous virtual sessions.
Grades 9-12
All current Bald Knob School teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it.

expected to attain this training if they do not already have it.

Students have 3 options at the high school level (Pre-Ap, AP, Secondary Course Content). All of these courses will be provided by a trained Pre-Ap, AP or Secondary Course Content teacher.

Bald Knob students who choose to take AP level courses will be, either through scheduled brick and mortar sessions or scheduled synchronous virtual sessions.

Bald Knob School will follow all Gifted and Talented Program Approval Standards with virtual and face-to-face students.

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 districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers 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 the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

K-8 TRVP teachers will provide all accommodations and modifications as stated on LPACS.

The district will ensure all requirements of the District English Learner Plan will be met for on-site and virtual learners.

 BKSD will provide needed students with access to Rosetta Stone. This will help them to continue to work on their English skills on an as needed basis virtually. BKSD will also have a committee that will examine all the data on the ESOL student to see if further help is needed at the brick and mortar site or virtually from Bald Knob teachers. Any virtual communication will be done through Google Meet.

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

Special Education services and supports will be determined by the student's IEP committee. The district will maintain all records for special education virtual students. District provides all special education supports and services, such as meeting IEP goals, special education conferences, etc. The student's IEP committee will determine the method of delivery of services. Modifications for K-8 virtual special education students will be provided through the Bald Knob School District. 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.

Bald Knob School District will ensure special education services will follow all rules and regulations for virtual students.

Students will be scheduled on-site for special education evaluations. All conferences will be held on site.

Virtual Teacher of Record will provide information for evaluations and conferences when requested. Apex 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 Bald Knob School. District provides all special education supports and services, such as meeting IEP goals, special education conferences, etc. This committee will determine the method of delivery of services. Students will be scheduled on-site for special education evaluations. All conferences will be held on site.

Programming and evaluations for virtual special education students will be identical to on site protocols. These protocols include: two week notification before meetings, on site meeting of all applicable IEP committee members, evaluation process completed within 60 days, and evaluation programming meeting will be held within 30 days of completion of the evaluation.

Special education will be provided based on rules and regulation

Special Education Process Guide
https://bit.ly/31MCmgP

Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.
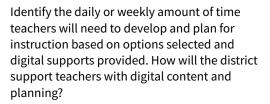Assisted technology will be utilized as necessary for student achievement.

Teacher Supports

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

The K-6 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 towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all TRVP teachers.

Bald Knob High School will be utilizing Apex as our digital content and digital instruction solution. Bald Knob School District will provide all professional development for the Teacher of Record, and all technology support will be provided by Bald Knob Schools.

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).

Grades 9-12 will be utilizing APEX for our digital content and digital instruction solution. APEX Virtual Teacher of Record will utilize curriculum developed by subject matter experts (SME's) that include Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid APEX Teacher of Record as they provide instruction to the students.

The district will not exceed any on-site teacher's workload and will ensure all teachers/staff will receive the required amount of time for breaks and planning as assured by the Arkansas state standards.

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.

No student in the Bald Knob School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.

Inquiries on non-discrimination may be directed to Marcy Dugger, who may be reached at (501) 724-3273.

For further information on notice of non-discrimination or to file a complaint, visit https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html for the address and phone number of the office that serves your area, or call 1-800-421-3481.
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.

TRVP and Apex Teacher of Record will communicate with district's Point of Contact as student needs are identified. The district PoC will immediately (within 24 hours) identify and communicate with the appropriate liaison to address the student needs.

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

Bald Knob School's Student Sexual Harassment Policy
https://bit.ly/3wrWtyU

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

Virtual Arkansas requires trained proctors for major assessments. Bald Knob School District's plan for students to take proctored assessments includes: Parents of virtual students will be contacted by the school two weeks prior to any statewide and school/district required testing.

https://bit.ly/3e5aDii

Virtual students will be required to come on campus for these assessments. These dates will be included in the Virtual Learning Contracts that parents will be required to sign prior to enrolling in the virtual learning program. Parents will be contacted by email or a phone call to set up a time for their child to come on campus to test.

Parents who do not wish to bring their students onsite to test will first be contacted by the testing coordinator. The coordinator will outline the safety protocols that are being implemented to ensure student safety during testing. Bathroom breaks will be taken before testing in small groups to maintain social distancing. Cohort groups will be tested separately at morning and afternoon sessions to also allow for adequate social distancing. Parents will be allowed to visit the testing site upon request. Parents who still do not wish to bring their students for onsite testing will be referred to the building principal. If a parent refuses to bring their student to testing they will not be allowed to participate in the district's digital learning program the following school year.

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.

9-12 APEX provides the partnering school with access to the APEX LMS.The Teacher of Record is trained to pull grades from the LMS weekly to monitor student progress. Additionally, parents can access student grades through the APEX LMS. Teacher of Record will send weekly reports via email that is sent to both student and parent email.

The Bald Knob School District will monitor the effectiveness of the digital options on a quarterly basis. Major components of the evaluation will include student engagement, student success, parental engagement, and success of supportive measures. Success will be based on the following Rubric:

https://bit.ly/3xxOfWD

Scores for each category are figured on a 25 point scale to determine an overall score for program effectiveness.

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 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. 9-12 parents will be given a login to APEX so that they can check their child's grades at any time. Family engagement is highly valued and encouraged throughout the year. All virtual families are invited to school-based family engagement programs. Families of virtual students will also receive home to school communication, just as the families of on-site students. Digital Learning Orientation: Parents and students will walk through how to log into their learning management system. The district will provide a link on the web page with parent resources for digital learning. Parents will walk through how to access the information on the web page and handouts with the information.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/1Eg9A0_aIKIKz4739VOG2QDi0aKIaHZUp/view
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://bit.ly/3eIO7Lm

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://bit.ly/3vu4qmx
Please provide a link (URL) to the discipline policy for digital learning students.	https://bit.ly/31G3uOi Students will follow on-site discipline policy.
Please provide a link (URL) to the grading policy for digital learning students.	https://bit.ly/3womX4b Students will follow on-site grading policy.