



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Hot Springs School District (2603000)

School Year 2021-2022

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 #:** 2603000  
**Superintendent:** Stephanie Nehus  
**Email:** nehuss@hssd.net  
**Phone:** (501) 624-3372 Ext. 1022  
**Duration Requested (not to exceed five years):** 1 Year  
 (School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2603023 - Langston Elementary Leadership Academy Magnet School	K-6	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
2603015 - Main Street Visual & Performing Arts Magnet School		Synchronous		
2603011 - Oaklawn Stem Magnet School				
2603016 - Park Magnet An Ib Pyp World Class School				



## Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	



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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Class Size</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17-812(a)(2)</p>	<p>Request Waiver for K-6-</p> <p>At no time will there be more than 22 Kindergarten students in a class. At no time will there be more than 27 students in a 1st-6th grade class.</p>
<p><b>Teaching Load</b> Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>NOT Requesting Waiver-</p> <p>Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.</p>
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver-</p> <p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</p>
<b>Clock Hours</b>	1-A.2			<p>We do not request this waiver, clock hours do not apply to elementary.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	<p>Request Waiver-</p> <p>Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting.</p> <p>The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.</p>

**Digital Model**

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

**Interaction / Delivery**



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

K-6

Details for Elementary Instruction

<https://docs.google.com/document/d/1Q2zovUpJAivQUzSegFFJVLfN1bQ-rtyJnW829aPg0mE/edit?usp=sharing>

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

The district will require daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. Lexia Core 5 will also be utilized by Dawson ESC Virtual Program teachers for students in grades K-5 to supplement reading instruction.



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.

Hot Springs School District will utilize virtual/remote learning through the Dawson ESC K-6 Virtual Program. The content will be delivered virtually/remotely utilizing some synchronous instruction with aligned asynchronous courses. Students will engage in digital coursework through the Edgenuity-Genius Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual/remote.

All 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?  
Â \*If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

### Grades K-6

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





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

## Grades K-6

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

The district will require daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. Lexia Core 5 will also be utilized by Dawson ESC Virtual Program teachers for students in grades K-5 to supplement reading instruction.

K-2 teachers are expected to deliver a minimum of 5 zoom sessions per week per grade level and 3-6 teachers are expected to deliver a minimum of 3 zoom sessions per week per grade level. In addition, teachers will zoom with small groups or individual students as needed based on student need indicated by formative assessments.

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



# LEA INSIGHTS

Hot Springs School District will utilize waivers for class size K-6

## Grades K-6

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

### Core Courses

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

Two teachers will teach 27 second grade, 27 third grade, 24 fourth grade, 27 fifth grade, and 27 sixth grade students. One teacher will have grades 2,3, and half of 4 which is a total of 66 students throughout the day. The second teacher will have the other half of the 4th grade, 5th, and 6th for a total of 66 students throughout the day. At no time will there be more than 28 in a class. The students will have synchronous instruction from the teachers at different times. Students in these grades have the same teacher for all of their core courses. These virtual teachers will have only virtual students. They will not be teaching any students face to face.

### Electives

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

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

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

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



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sum of any supports needed. School district will provide the extra support as needed and that aligned with school policy. This could be a home visit, parent conference, face-to-face tutoring in brick in mortar setting, etc.

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

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?

NOT requesting waiver

## Technology / Platforms



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

Grades K-6

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

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

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

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

Grades K-6

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

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

Parent and teacher videos are provided to support students.

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



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

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

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 given 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.



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Dawson ESC Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. All students will be required to attend at least one zoom session per week and will be monitored for weekly wellness and safety through these zoom sessions. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.

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

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

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

The school FACE and wellness plan can be found on our website at [https://www.hssd.net/state\\_required\\_info/parent\\_and\\_family\\_engagement\\_plans](https://www.hssd.net/state_required_info/parent_and_family_engagement_plans)

Add a district statement about how the district will address food security. Hot Springs School District will provide meals to virtual students. Virtual students may pick up meals from the school at a designated time.



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.

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

Definition of Active Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.

Extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.

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



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

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

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

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

If a student does not make daily academic progress or is not engaging consistently, the campus liaison and district point of contact teacher will intervene. These interventions may include, but are not limited to: academic coaching, providing small group or one-on-one instruction, reteach the skill or standard, and/or a phone call to parents.

Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in mandatory virtual meetings with the teacher and parent to monitor progress, remediation sessions to ensure success on assignments, and increased time spent on coursework.

Additionally, interventions may include weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance within a 4 week timeframe, the student will be referred to the RTI Team for consideration of more intensive support. The RTI team consists of an administrator, a counselor, and at least one other licensed staff member. Guest experts are also included when appropriate.

Students who demonstrate a need for tier 2 interventions will be provided to small groups or one-on-one (depending upon needs of virtual students) based on skill. Content Lead teachers/ interventionists will conduct these sessions as needed based on student mastery as demonstrated by scores on quizzes





# LEA INSIGHTS

need based on student mastery as demonstrated by scores on quizzes.

Students who demonstrate a need for tier 3 interventions will be provided one-on-one remediation by an interventionist/ instructional facilitator. Tier 3 interventions will be assigned based on a collection of data- initial screeners, ACT Summative and NWEA scores.

Students may access school-based counseling services onsite or remotely. All services provided through special education, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely, or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments. Support personnel include, but are not limited to the following:

- Migrant Aide
- Gifted and Talented Director
- TVA Coordinator
- Behavior Interventionist
- Special Education Director
- ESOL Director
- School Counselors

Dawson ESC K-6 Virtual Program teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions.



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

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

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

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

The Hot Springs School District will ensure all requirements of the dyslexia law are met for on-site and virtual/remote learners.

Students who are receiving services for dyslexia will continue services with our District Dyslexia Specialist, Mrs. Janie Hill. She will serve students virtually via Zoom.

Reading interventionists will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia or who have been diagnosed with dyslexia by a medical doctor. HSSD uses Sonday I and II (Level 1 both) as its primary curriculum resource to support students with characteristics of dyslexia. If screening is necessary for students, they will be screened either virtual or onsite intervention sessions.

The district will ensure that all requirements of dyslexia law are met for virtual learners.



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

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

Virtual students will have the same access to supplemental GT programs so long as these programs provide students the same security as virtual instruction provides.

The district will ensure that all GT Program Approval Standards are met for virtual learners.

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

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



The Hot Springs School District will ensure all requirements of the LPAC plan are met for virtual/remote learners.

Students who receive ESOL supports will receive supplemental support in Apex coursework via our campus's ESOL Coordinator who will work with virtual students to develop their language skills in both English and their native tongue. These supports will be via video conference and face-to-face instruction as needed.

The district will ensure that all requirements of the students LPAC are met for virtual learners.

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

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

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



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

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

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

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

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

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

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



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

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

The district has created a virtual learning plan for students receiving special education services.

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

Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

Edgenuity has a digital platform supported with instructional videos.

## Teacher Supports



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

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

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 Hot Springs School District will utilize the Dawson ESC K-6 Virtual Program and the district-provided teacher of record will provide instruction. The Dawson ESC K-6 Virtual Program will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Dawson ESC K-6 Virtual Program will provide instructional and digital content support for point-in-time support for all teachers. The Dawson ESC K-6 Virtual Program will utilize curriculum developed by faculty members and subject matter experts within the Edgenuity-Genius LMS which are aligned to Arkansas state standards. Dawson ESC will provide professional development to aid personnel as they provide instruction to the students.

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

All HSSD students have a district-issued Chromebook to complete work in any of our learning models including the Trojan Virtual Academy. Students have devices that are appropriate for their given grade level ranging from a touch-screen device for Kindergarten to a standard Chromebook, to much more diverse devices for students in certain CTE programming. Information about our 1:1 program is publicly posted at [https://www.hssd.net/about\\_us/hssd\\_fast\\_facts](https://www.hssd.net/about_us/hssd_fast_facts)

Families needing technical support can access the POC Mrs. Trina Burden by phone or email.

Families may qualify for a mobile hotspot by contacting their schools counseling or administrative team.

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

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

Hot Springs School District has a communication plan that will enable the use of all social media outlets, the district website, phone contact, and via mail, if needed. We will also utilize buses and home visits, if necessary, for parents that do not cooperate and bring students on-site to test. Those not cooperating will also be sent a certified letter. The district POC will work with all school liaisons to ensure students and families receive testing windows and assessment guides.





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.

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

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

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

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

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

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



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

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

Insert link to Local school/district/program statement on family engagement:  
[https://www.hssd.net/state\\_required\\_info/parent\\_and\\_family\\_engagement\\_plans](https://www.hssd.net/state_required_info/parent_and_family_engagement_plans)

Hot Springs School District will support parents/students with digital tools and resources by providing Chromebooks and hotspots if needed. The Arkadelphia School District media specialists and technology coordinator will provide technical assistance and resources to parents/students as needed.

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

<https://docs.google.com/document/d/1Zn17GpTMrCQvG-9-7pQhDXEJDA3UOS6I>

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

Originally, the HSSD decided not to offer a K-6 options based on feedback familie

## Policies

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

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

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

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

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

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