



# Act 1240 Digital Learning Waiver Request

Status: **Information or Changes Requested**

 Cutter-Morning Star School District (2601000)

School Year 2021-2022

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

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.  
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.  
NOTE: The approved application must then be posted on the district website - State Required Information.

**District:**  
**LEA #:** 2601000  
**Superintendent:** Nancy Anderson  
**Email:** nancy.anderson@cmseagles.net  
**Phone:** (501) 262-2414 Ext. 8  
**Duration Requested (not to exceed five years):** 5 Years  
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2601001 - Cutter-Morning Star Elem. Sch.	k-12	Asynchronous	Blended (Hybrid)	LMS
2601002 - Cutter-Morning Star High School		Synchronous		CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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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.
				<p>Yes, We would like to use the district attendance policy for virtual students. A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning.</p> <p>Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course. Engagement requirements: A student logs daily to the learning platform and submits assignments according to specified due dates. Students in grades K-5 will also meet daily small group attendance requirements. The adjustment may be made to meet an individual student based on their IEP, 504, or SSP plans. For extenuating circumstances that require longer periods of time to complete assignments, the building administrator with the student and family to create a student success plan. If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the District's AMI plan.</p> <p>Attendance policy 4.7 B: Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



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>This waiver is not requested for K-6 as class sizes will not exceed state maximums. Yes, We would like to use the virtual class size and teaching load waiver in grades 7-12 for our virtual students. The DESE Rules Governing Distance and Digital. It is requested for 7-12 but we will not exceed 32 students per class.</p> <p>Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing an LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction.</p> <p>Teachers in grades K-6 who teach virtual students will not need the waiver because we will not exceed the class size of a face-to-face classroom.</p> <p>Teachers in grades 7- 12 grade who teach a mix of virtual and onsite classes, can have an overall teaching load and can have class sizes that are equal to more than the max class size of a face-to-face classroom. Increase allowable will only be used in rare cases and will not exceed 32 students, and teachers may be provided additional support to monitor and provide student support through the district instructional aides, additional planning, and/or compensation.</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>Teaching Load</b> Number of students:  160  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	



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>This waiver is requested teaching load will not exceed 160.</p> <p>Yes, The teacher of Record provides virtual instruction to only remote students. The Cutter Morning Star school district offers a solely or primarily virtual option utilizing a LMS with digital content that provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.</p> <p>Teachers in grades 7- 12 grade who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period. For example, if a 10th-grade teacher has a blended class he/she can have up to 160 total students.</p>
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are requesting this waiver.</p> <p>Yes, we want to provide the most flexibility for our students. Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for blended virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace. District coursework requires an average of 45 minutes per course/core content area per day (60 hours for 0.5 credit). Students taking 7 courses will spend a maximum of 6 hours per day working in the online platform.</p>





Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.
<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)	Yes, We want students who are virtual to be able to provide their own recess. Request to waive the DESE rules governing physical activity standards for students in a virtual setting. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for physical activity.

## 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.

Blended K-12 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction through LMS Canvas, See-Saw, Summit, Virtual Arkansas, National Park College, Three Rivers, ALE, etc. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Live lessons for core instruction occur at least three times weekly. Live lessons are recorded so students can revisit for a refresher or if the student missed the lesson. Live lessons must be attended or students will be considered absent. Additionally, students have a variety of other options for connecting synchronously with our teachers (email, class Dojo, Learning Management platforms, phone calls during office hours, etc students/parents will work with the teacher(s) of record to determine the best method of communication. Turnaround time for responses from Teachers are 24 hours but generally occurs within a shorter timeframe. Teachers request students to attend live lessons, pull small groups, and/or work 1:1. These requests are based on student needs identified by robust grading practices.

Blended 9-12 is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students must attend three google sessions per week, per content area, and request additional google meet sessions as needed. While other google meets are not required, they are highly encouraged as empirical data has shown students who attend meetings are shown to be more successful than students who do not attend meetings. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the email system. Teachers are expected to reply to students within 24 hours of student communication during the school week. Students are expected to read and interact with messages in their courses daily during the school week based on the teacher of record requirements.



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.

Cutter Morning Star will utilize blended online virtual (remote) learning through the LMS and CMS. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through Canvas, See-Saw, Summit, Virtual Arkansas, National Park College, Three Rivers, ALE, etc. All students will have the opportunity to participate in live sessions for synchronous and asynchronous learning with the teacher. All learning and instruction will be blended.

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.

Grades 7-12 will utilize online virtual remote learning through Canvas, Eduginty, virtual Arkansas, National Park College, Three Rivers, ALE, etc. Cutter Morning Star utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled google meetings with their teacher(s). All learning will take place with a blended approach.

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.



Cutter Morning Star will use Canvas, See-Saw, Summit, virtual Arkansas, National Park College, Three Rivers, ALE, etc. for delivery of instruction for students that are blended. CMS will provide an Arkansas certified teacher of record for blended learners. CMS will determine if the teacher will be primarily assigned to blended learning students or dual role serving as both remote and in-person depending on the number of blended students. Currently, we have less than 10% of ADM attending virtual we expect that percentage to drop for the 2021-2022 school year. The CMS blended option will have Arkansas certified teachers as the instructors for all course content from the particular LMS. The CMS K-12 blended option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment.

Grades 7-12 will be using Canvas, virtual Arkansas, National Park College, Three Rivers, ALE, etc. for its delivery of instruction for our blended instruction. Virtual Arkansas provides a fully certified Arkansas teacher of record while CMS provides the paraprofessional facilitator coordinator. National Park College and Three Rivers provide their own certified teachers. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities. The facilitator for virtual Arkansas courses will continue to be highly trained and proven to be an effective facilitator.



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

Teachers will interact with students daily following a consistent schedule during regular school hours. Instruction will be provided synchronously and asynchronously. The teacher's role is to support the student with their online education in the Eagles with Options virtual learning program. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary. For students in grades kindergarten through 4 grade, the teacher will conduct daily check-ins with each student to discuss progress and provide daily instruction as well as a small group intervention. In addition, teachers in grades Kindergarten through second will hold required daily virtual Phonics/Early Literacy lessons. Each student in grades 5-12 is assigned a teacher/mentor. The Mentor/Teacher's role is to support the student with their online education in the EWO. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary

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 class size waiver will be restricted to the virtual setting. Teachers will be provided an LMS with digital coursework (See-Saw for grades kindergarten-4th grade, the summit platform for 5th and 6th, and Canvas for grades( 7-12) and instructional aide support as needed. LMS training will be provided prior to using the system. Ongoing, job-embedded professional development will be provided as needed, including support from the Dawson Educational Service

Center content specialists. Teachers will receive additional instructional support through the PLC process led by Lead Teachers for the K-6 team and 7-12 team. When needed teachers will be provided additional support to monitor and provide student support. If needed instructional aide will be assigned to supporting virtual teachers in monitoring attendance weekly. The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and informative assessments.



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?

When needed teachers will be provided additional support to monitor and provide student support. If needed instructional aide will be assigned to supporting teachers in monitoring attendance weekly. Teachers will receive additional instructional support through the PLC process led by the Virtual Lead Teachers for the virtual K-6 team and 7-12 team. The district leadership team will provide support in leading the program. The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and informative assessments.

## Technology / Platforms

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

Grades Kindergarten- 4th Grade: See-saw will be used as the learning management system from which students access the content and resources for virtual learning. The 5th and 6th grade will use Summit Learning Platform learning management system from which students access the content and resources for virtual learning  
Grades 7-12: Teachers will facilitate learning utilizing the Canvas learning management system.

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 Kindergarten- 4th Grade: Teachers will facilitate learning utilizing core content from provider See-Saw Learning and intervention resources from IXL, accelerated reading, zern, Brain pop, super kids, ext. Students will access core instruction from these resources on the learning management system.

The 5th and 6th grade will use the Summit Learning Platform learning management system from which students access the content and resources for virtual learning

Grades 7-12:

Teachers will facilitate learning by utilizing content from the Canvas Courseware curriculum is grounded in research and aligned to state standards. Courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. Edgenuity will be used for credit recovery. In order to provide consistency and clarity to students and families in the virtual program, the district utilizes courseware that follows a similar set-up, policies, and procedures for all courses. Pedagogical needs for phonics instruction at the elementary level presents a need to deviate from these norms, but students will access instruction for phonics via the same platform as the rest of their coursework.

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.

Teachers will use google meets video communication software to communicate with students. The teachers will also use their smart boards to record and share lessons. Software is included on the teacher and student devices provided by the district. All student and teacher devices also have built-in webcams for video communication.



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

The district provides a chromebook to all students in grades 1-12 and a tablet to Kindergarten virtual students. Students with limited or no connectivity will be provided a district-owned hotspot. Drive-up WiFi is also available at two locations within the district and the community library offers free WiFi for students in the event that students have short-term connectivity issues. Students experiencing temporary internet outages or the inability to connect are instructed to contact the school to establish a plan for missed days of instruction. All district devices are monitored using Go Guardian and filters are in place to meet the provisions outlined in the Children's Information Protection Act. The CMS Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues in the event a need arises after hours. The technology staff is also able to access district-owned student devices remotely to troubleshoot.

## 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.





To ensure that families are prepared for learning from home, the EWO program will require every virtual student and parent or guardian to attend a program entrance orientation. During this event, parents/guardians and students will be instructed in virtual learning schedules, introduced to the learning management system, review and sign student and parent contracts, and learn strategies for success in the virtual learning program. Support for families will continue throughout the school year in the form of updates and just-in-time orientation to current topics, including grade reporting, strategies for monitoring student progress, and important academic and social-emotional milestones at each grade level. These ongoing family events will allow staff a connection to monitor the well-being of students. Parents who are unable to report to orientation will be given the opportunity to complete the session asynchronously.

Throughout the first week of school, teachers will facilitate orientation to virtual learning resources and the platform for both students and parents. Students will be asked to complete a virtual learning survey in the first week to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well being, and academic success.

Students in grades K-4 will participate in daily check-ins to allow teachers to monitor the wellness and safety of elementary students. Each student in grades 5-12 are assigned a Teacher from the teaching staff acting in an advisory role for families and students. The teacher's role is to support the student with their online education in the EWO Virtual Learning Program. This includes monitoring student progress, attendance, and engagement- each linked to a student's wellbeing when learning at home- and making recommendations for student intervention when necessary.

Each campus maintains a Student Support Team that intervenes when students and/or families are struggling with non-academic factors. The district-level support team with campus teams for full wrap-around support of district and community resources. CMS School The district offers breakfast and lunch pickup for virtual students needing access to food.



Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.

Weekly progress monitoring will take place utilizing reporting from the learning management system and attendance records of the virtual classroom teachers. Teachers will provide intervention for students not showing progress. If interventions are not successful, the student will be referred to the campus intervention team. Interventions may include but are not limited to weekly check-in meetings with the teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction. The district maintains a district-level support team to support students and families who do not show improvement after working with the campus teams. This district support team coordinates with county support services in order to meet student and family needs.

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



If a student is not making the required daily academic progress or is not engaging consistently, the student's teacher will intervene. The interventions may include but are not limited to:

Teacher activity:

- A phone call to student and parents
- Create and implement Student Individualized Intervention Plan

- Academic coaching

Student activity:

- Specific completion of specific days and/or weekly goals determined by the teacher and accomplished by the student.

- Mandatory in-person or virtual meetings with the teacher, student, and/or parent to monitor progress.

- Increased time spent on coursework

- Remediation with a teacher to ensure success on assignments

If intervention data does not show improvement or gains in student learning, the student will be referred to the campus intervention team. Interventions may include but are not limited to weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction. The district maintains a district-level support team to support students and families who do not show improvement after working with the campus teams. This district support team coordinates with county support services in order to meet student and family needs. Students are eligible for face-to-face instructional support during established hours of on-site learning. Those hours will be posted each school year based on the campus schedule. Students may continue or elect to enroll in school-based counseling services on campus or remotely.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet onsite for specific services and assessments.

Support Personnel Include (but not limited to):

Mediation/Social Worker

Counseling/Mental Health Coordinator

Gifted and Talented Coordinator

Multi-Tiered System of Support (Intervention) Coordinator

Alternative Learning Environment Coordinator

Special Education Coordinator

English Language Learner Coordinator

Dawson Educational Service Center Specialists



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



Instruction decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years. The Virtual Program will utilize the district Multi-Tiered System of Support Process (Intervention Process) to monitor and support student growth.

Students in grades Kindergarten-2nd grade will complete beginning of the year reading screening on-site as well as oral reading fluency assessment three times per year.

Students in grades Kindergarten-2 grade will complete NWEA MAP Growth three times per year on-site. 3-12 will use ACT Aspire summative. Students will be asked to reflect on their progress and set growth goals in Reading and Math after each Growth Assessment. Teachers will complete bi-weekly progress monitoring of students. Students and parents will be provided support through program orientation in setting and reaching course progress goals. During virtual student check-ins, teachers will discuss progress with students. District and state assessments are outlined in the Virtual Program Handbook with a timeline for assessment windows. When possible based on assessment requirements, families will be provided with flexible scheduling options for the assessment (local formative assessments, NWEA MAP, , screening assessments); however, exams with required start times (ACT, AP, PSAT) will not run on flexible schedules.



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

Screenings will take place in grades K-2 three times per year on-site. Dyslexia services and progress monitoring can be provided remotely utilizing intervention staff. Staffing ratios for intervention services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment. The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

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

All 2nd-grade virtual students will complete the district 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. GT services will be provided remotely utilizing GT staff and the learning management system. Staffing ratios for GT services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment. The district will ensure all GT Program Approval Standards have been met for on-site and remote learners.

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

Program evaluations will be scheduled on-site with the ESL Coordinator. ESL services will be provided remotely utilizing ESL staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for ELPA 21. Staffing ratios for ESL services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment. The district will ensure all requirements of the District English Learner plan are met for on-site and remote learners.



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

Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including the district and parents/guardians. Accommodations will be provided through the learning management system. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of a parent- either virtually or onsite. Staffing ratios for Special Education services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.

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.

District Supports  
IEP committees may determine additional accommodations based on individual student needs.

**Teacher Supports**



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

The district has a license for Canvas for grades 7-12 that includes coursework for all core and elective courses offered in the virtual program.  
The district will utilize Summit for the 5th and 6th.  
CMS will use see-saw Learning for grades kindergarten-4th grade.  
Teachers will receive initial preservice training and updated training if needed. If the need arises training will support the use of the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom. The teachers will receive additional instructional support through the PLC process led by Virtual Lead Teachers. The district leadership team will provide support in leading the program.  
All CMS K-12 Virtual personnel will provide both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. CMS will also Dawson and DESE specialists for support.

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?

All teachers will be scheduled for 200 minutes of planning time per week. The district learning management system will include digital content to reduce the need for teacher-created materials; however, teachers do have the flexibility to create materials/lessons that meet the needs of their students. Teachers will be able to use planning time for reviewing course materials and monitoring student progress. Teachers also have a weekly PLC to collaborate on student engagement and support as well as student progress.

## 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.





Cutter Morning Star does not discriminate on the basis of race, color, sex, national origin, or disability in any of its policies, practices, or procedures.

The district will use the following measures to ensure equitable access:

- The budgeting and use of state and federal funds to provide equitable access to educational services
- Equal access to technology devices and support in connectivity
- Coordination with district support service programs, including Special Education, 504, ESL, GT
- Utilization of the district RTI Process for student support and intervention

#### 4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Cutter Morning Star School District shall, on the grounds of race, color, religion, national origin, sex, 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. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups. Inquiries on non-discrimination may be directed to the superintendent, who may be reached at 501-262-2414.

For further information on notice of non-discrimination or to file a complaint, visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

A.C.A. § 6-10-130 requires that youth patriotic societies, such as the Boy Scouts of America, be provided access to students during the school day; as a result, all districts now have a limited open forum and are required to provide the same access to groups who follow the procedure set forth in the statute to request access to students regardless of the groups' viewpoint. While 34 C.F.R. § 106.8 requires that an individual be able to submit a report, including by telephone, both inside and outside of business hours, we do not believe that this requires that the Title IX Coordinator must be on-call to receive phone calls at any time; instead, the number provided for individuals to use must allow individuals wanting to report sexual discrimination or sexual harassment to the Title IX Coordinator to be able to leave a voice message for the Title IX Coordinator.

Legal References: A.C.A. § 6-10-132

A.C.A. § 6-18-514

28 C.F.R. § 35.106

34 C.F.R. § 100.6

34 C.F.R. § 104.8

34 C.F.R. § 106.8

34 C.F.R. § 106.9

34 C.F.R. § 108.9



34 C.F.R. § 110.25

34 C.F.R. § 110.25

Date Adopted: 7/2005

Last Revised: February 2, 2021

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.

Parents will be notified of the onsite testing requirement:

- during initial enrollment
- within the Virtual Learning Handbook
- in Updates leading up to each test administration
- via district communication for all students leading up to each test administration

The district will utilize DESE guidelines when testing virtual students, which includes:

- testing virtual students as a separate cohort from their grade-level group
- organizing small group virtual testing rooms to accommodate the need for additional social distancing

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.



In order to monitor and evaluate the effectiveness of the virtual learning program, the district will:

- conduct student learning surveys of the program to determine student support needs
- survey parents to determine immediate needs and develop supportive response
- analyze student data of course progress and NWEA MAP Growth to determine instructional effectiveness
- analyze student engagement data and NWEA MAP Growth to determine the effectiveness of the program supports engagement
- conduct and analyze parent and student and surveys
- conduct and analyze teacher surveys
- utilize the Ready for Learning Committee and Dawson Educational Coop to analyze relevant data and program effectiveness.

District administrative team, superintendent, curriculum and instruction director, and leadership team will monitor and evaluate the effectiveness. The K-12 virtual option will be closely monitored for effectiveness 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: CMS K-12 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: CMS will welcome stakeholder feedback as well as scheduling, 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)

Family feedback and input was a key component in the development of the CMS School District Digital Learning Plan. Throughout the 2020 school year, parents participated in surveys and virtual meetings. CMS will continue to use parent surveys and virtual meetings for virtual families. The Virtual Teachers will provide parents with strategies to support students through a productive struggle during the learning process and parents are encouraged to communicate with the teacher throughout this process. Parents will receive access to the parent portal of the learning management system to monitor their student's progress and parent orientation will address key strategies for engagement. Families will be asked to complete surveys and participate in forums to provide feedback on the program as well. CMS 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. Virtual Program faculty will also conduct parent/teacher conferences as required by state standards.

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1280295/](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1280295/)

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

[https://drive.google.com/drive/folders/14OpLklcgK2qmSYXGcyAv5uGGRs\\_bUdB](https://drive.google.com/drive/folders/14OpLklcgK2qmSYXGcyAv5uGGRs_bUdB)

## Policies



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

[https://drive.google.com/drive/folders/14OpLkIcgK2qmSYXGcyAv5uGGRs\\_bUdB](https://drive.google.com/drive/folders/14OpLkIcgK2qmSYXGcyAv5uGGRs_bUdB)

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

Online students will follow the disrict policy for discipline. <https://drive.google.c>

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

Online students will follow the district policy for grading. <https://drive.google.co>

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