Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Valley View School District (1612000)

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 #:	1612000
Superintendent:	Bryan Russell
Email:	bryan.russell@valleyviewschools.net
Phone:	(870) 935-6200
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1612047 - Valley View Elementary School 1612050 - Valley View Intermediate School	K-6	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
1612051 - Valley View Junior High School 1612048 - Valley View High School	7-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS

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.
				K-6: Tri-Region Virtual Program (TRVP) - All instruction will be synchronous, and students will be required to meet daily. However, Valley View 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.
				7-12: Virtual Arkansas provides synchronous instruction to virtual students two times a week along with asynchronous instruction in Canvas LMS for each course the student is enrolled in. Attendance will be measured through evidence of participation in synchronous learning sessions and completion of asynchronous course assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	K-6: Tri-Region Virtual Program (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). 7-12 Class size does not apply to 7-12 classes, as virtual classes are considered large group instruction. A waiver for class size is not 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	7-12: We are not requesting this waiver since Virtual Arkansas classes are 100% virtual, which are considered large group instruction courses per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.
Six Hour Instructional Day (Waiver applies to	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.
virtual/remote students only)				K-6: 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 is requested to provide instruction within the parameters of the recommended screen times. 7-12: All students learn at a different pace, based on age as well as background and the content being learned. Virtual learning allows for flexibility on when the student selects to join synchronous learning sessions as well as when asynchronous learning occurs based on individual needs of the student. A waiver for the 6-hour instructional day is requested to provide flexibility to meet the learning needs of virtual students.

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			K-6: The standard for clock hours does not apply for K-6, therefore we are not requesting a waiver for clock hours. 7-12: All students learn at a different pace, based on age as well as background and the content being learned. Virtual learning allows for flexibility on when the student selects to join synchronous learning sessions as well as when asynchronous learning occurs based on individual needs of the student. The standard for clock hours will not apply. Therefore, a waiver is requested.
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-6: TRVP 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.

LEA INSIGHTS

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 goal of the Valley View School District to provide a flexible and supportive learning option for families and students who need an equitable alternative to the on-site school experience.

K-6:
Students in K-6 will be provided instruction by a digital learning option provided by Tri-Region Virtual Program (Crowley's Ridge Educational Cooperative, Northeast Educational Cooperative, and North Central Educational Cooperative). TRVP will primarily be a synchronous model for K-6 core instruction. The synchronous model will allow for 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. Students will be expected to attend all synchronous sessions.

An asynchronous option will be made available to students with extenuating circumstances. The virtual lessons will be made available to asynchronous students on a weekly basis.

TRVP 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(s).

Teachers 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 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 Valley View Public Schools regarding the standards for completion of work in a timely manner. The policy is set forth in the Student Handbook policy 4.8 (p.15).

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.

numbers.

7-12:

Students in 7-12 will be provided instruction by Virtual Arkansas. Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are expected to attend two Zoom sessions per week, per content area during regular school hours and may request additional 1:1 Zoom sessions as needed. Weekly Zoom sessions are required as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Multiple sessions are scheduled to allow students the flexibility to choose the time that works best for them and their schedule of sessions for other classwork and live sessions. Each live Zoom session typically has a duration of 20-30 minutes. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of 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.

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.

K-6: TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lesson sessions for synchronous learning with the teacher. All virtual lesson sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

Virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur on-site utilizing Google Classroom, student and/or parent email, or a phone call from our Campus Connection Coaches (CCCs).

7-12: Valley View School District will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online. All virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur on-site.

Since fully digital instruction and learning does not meet the needs of students in all courses, specifically career and technical classes, courses offered to fully virtual students in grades 7-12 will be similar to courses available to on-site students but will not include all courses offered to on-site learners. To compare courses available to our on-site and virtual students during the 2021-2022 school year, visit https://docs.google.com/spreadsheets/d/1_wbmVsX2G8lNHmjoGohMwYY7BLoPDkYcc-8oGHE0uBw/edit?usp=sharing. Students also have the option to request to enroll in on-site career and technical education classes offered by NEACTC, which is our partner school located beside Jonesboro High School. For a full listing of programs offered by NEACTC, visit http://www.neactc.com/programs___certifications.

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.

K-6: The TRVP delivery of instruction for K-6 students will be 100% virtual/remote. The K-6 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-6 TRVP teachers will be solely dedicated to remote instruction. The K-6 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom LMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-6 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.

Valley View will provide a paraprofessional to serve as the CCC. The district CCC(s) will fulfill the following responsibilities to support the TRVP virtual program while also providing academic intervention to on-site students.

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

Non-core subjects are not provided by TRVP. Valley View Elementary/ Intermediate teachers of non-core subjects (art, music, library, computer lab, enrichment, and physical education) will be integrated into the teacher's instructional schedule each week. Virtual students will be enrolled in a Google Classroom set up by Valley View non-core subject area teachers.

Grades 7-12: Valley View School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Valley View will provide a paraprofessional to serve as the facilitator of Virtual Arkansas. The role of the facilitator is to organize on-site testing, enter grades, monitor student progress, and serve as a liaison between Valley View and Virtual Arkansas. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

and activities.

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

K-6: 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 additional help.

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 3-6 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, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring

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").

Valley View Elementary / Intermediate teachers of non-core subjects (art, music, enrichment, library, computer lab & physical education) will provide weekly, asynchronous instruction for virtual students. The teacher will make contact with the virtual student concerning the weekly content via Google Classroom LMS or via email. The asynchronous instruction for non-core subjects will work to support the flexibility needed for virtual students to complete the synchronous core instruction provided by TRVP while also meeting the students needs for a well-rounded education.

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. Valley View and 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.

7-12: For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are expected to attend the weekly Zoom sessions for each course that the student is enrolled in. Multiple Zoom sessions are scheduled for each course to allow students the flexibility to choose the time that works best for them and their schedule of sessions for other classwork and live sessions. Virtual Arkansas teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

relevant synchronous instruction.

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

K-6: 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 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.

7-12: Valley View School District is not applying for a class size waiver.

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?

K-6: The 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

7-12: Valley View School District is using Virtual Arkansas as a digital learning solution for students that are 100% virtual which will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students.

Note: Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	K-6: Students in the K-6 TRVP will use Google Classroom as the LMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources. CCCs will have access to the LMS to enter grades into eSchool. Families will access grades through the Home Access Center (HAC). 7-12: The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. The district point of contact will have access to the LMS to enter grades into eSchool. Families will access grades through the Home Access Center (HAC).
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.	

K-6: 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. 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 common assessments such as DIBELS. Instruction will occur synchronously five days a week and in real time. For those students who may need to attend asynchronously, the synchronous lessons will be recorded and made available for students and parents to view.

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.

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

7-12: Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

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.

K-6: 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.

7-12: Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule 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.

The district will provide a laptop to students in K-12 needing a device to complete virtual learning. Students with limited or no internet service will be provided a district-owned hotspot. WiFi is also available in the Jr High parking lot across from Fine Arts Center. District devices are monitored using the Prey tracking program.

The Valley View Technology Department, along with the district point of contact is available for support to students and families during school hours via email. Parents and students will receive a troubleshooting guide for the most common technology issues. The technology staff is also able to access district-owned student devices remotely to troubleshoot issues.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.

To ensure students and families are prepared for digital learning, the Valley View School District will require virtual students and parents to attend an orientation at the beginning of the school year. During this event, parents and students will receive the Valley View Handbook, review the Learning Management System, and sign student and parent contracts.

Meal service will be available to virtual students. Breakfast and lunch options will be available for all virtual students to pick up daily at the High School from 10AM-1PM. An option will also be provided for parents to pick up breakfast and lunch meals once a week to meet the needs of families with virtual students. The Valley View Backpack program, which provides additional weekly food for students and families will also continue for virtual students that receive this support. The pickup times and location for Backpack food will coordinate with the daily/weekly food service pickup to meet the needs of families. Alternate pickup times may also be arranged, should this be needed by families.

Valley View Wellness Policy:
https://drive.google.com/file/d/1mCfXjhMQYpEjM0qUoUc_iH62U9TgTrR6/view
Valley View Comprehensive School Counseling Plan:
https://drive.google.com/file/d/1lk0v0d62_eekmDUfornrbKvyjtyqekmw/view

Grades K-6:
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. Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time). Teachers 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.

Grades 7-12:
Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

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.

K-6:

Valley View 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. Valley View 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.

TRVP will provide training and support for the Campus Connection Coach. The Campus Connection Coach will fulfill the CCC responsibilities to support virtual students while also providing academic intervention to on-site students.

7-12:

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

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

K-6:

TRVP 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.

7-12:

Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

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

K-6:
The Valley View School District will partner with TRVP. TRVP will use formative assessments 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.

The district will utilize universal screening data, formative and summative assessments results to make evidence based instructional decisions for each student. For students in grades K-2, state required initial screening assessments will occur three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. In addition students will also complete the iStation beginning, middle, and end of year assessments.

For students in grades 3-6, students will complete the beginning, middle, and end of year iReady assessments, along with other pre/post assessments. Students will also take the ACT Aspire summative assessment on the Valley View campus in the spring.

7-12:
Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. Students in grades 3-10 will also take the ACT Aspire summative assessment on the Valley View campus in the spring, and students in grade 11 will take the state-provided ACT college reportable assessment at Valley View High School.

Describe how dyslexia screening and services will be provided to digital learning students.	**K-6:** The district will ensure all requirements of the dyslexia law have been met for on-site and remote learners. Dyslexia screening will occur three times a year in grades K-2. Virtual students will be required to attend on-site for dyslexia screening and progress monitoring. The district will screen students in grades 3-6 who demonstrate reading difficulty by requiring students to attend on-site for additional testing. Dyslexia services will be provided to students that exhibit characteristics of dyslexia by Zoom sessions based on the fidelity of the intervention. The Valley View School District uses Take Flight: The Academic Reading Approach, Wilson: The Reading and Writing System, and Phonics First as dyslexia state approved programs. Accessibility tools will meet the needs of each individual student based on the accommodations/modifications outlined in the 504/IEP. Dyslexia intervention will be delivered synchronously; only supplemental activities will be delivered asynchronous. 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. **7-12:** The district will ensure all requirements of the dyslexia law have been met for on-site and remote learners. The district will screen students in grades 7-12 who demonstrate reading difficulty by requiring students to attend on-site for additional testing. Dyslexia services will be provided to students that exhibit characteristics of dyslexia by Zoom sessions based on the fidelity of the intervention. Dyslexia intervention will be delivered synchronously; only supplemental activities will be delivered asynchronous. 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/IEP uploaded into the SIS by partnering school.

Describe how Gifted and Talented supports and

services will be provided to digital learning students.

All requirements from the GT Program Approval Standards will be met for the K-12 gifted program for remote learners.

Valley View School District is providing GT/Enrichment services for students in K-6.

TRVP teachers will embed enrichment activities into core content. Education Cooperative GT Specialists will have input in the development of curriculum in order to ensure rigorous activities are embedded in core content courses.

Grades K-2:
Enrichment will be provided for K-2 virtual students remotely using Google Classroom by a licensed Gifted and Talented teacher for a minimum of 30 minutes per week. In the spring, second grade virtual students will complete the universal screener on-site. The Gifted and Talented department will accept referrals for virtual students utilizing the same procedures followed for onsite students. All testing will be completed on-site for virtual students.

Grades 3-6:
Identified gifted and talented students will be served remotely using Google Classroom and Zoom sessions by a licensed Gifted and Talented teacher. Students will be served 150 minutes weekly. Staffing ratios for GT services will follow GT standards. The Gifted and Talented department will accept referrals for virtual students utilizing the same procedures followed for onsite students. All testing will be completed on-site for virtual students.

Grades 7-12:
All current Virtual Arkansas 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. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year. The Valley View Gifted and Talented department will accept referrals for virtual students utilizing the same procedures followed for onsite students. All testing will be completed on-site for virtual 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 all requirements of the District English Learner plan are met for on-site and remote learners.

Grades K-6:
ESOL services will be provided for identified English Learners in grades K-6. Support will be provided by a Valley View EL interventionist through synchronous and asynchronous instruction and intervention based on Arkansas state standards and English Language Proficiency Standards. Students' language progression will be monitored through annual state testing using the ELPA21 assessment that will be taken on the Valley View campus.

Grades 7-12:
Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. Additional support will be provided by a Valley View EL interventionist through synchronous and asynchronous instruction and intervention based on Arkansas state standards and English Language Proficiency Standards. Students' language progression will be monitored through annual state testing using the ELPA21 assessment that will be taken on the Valley View campus.

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 will be provided based on rules and regulations.

Grades K-6:
TRVP will not provide special education services or wrap-around services. Digital students with an IEP (Individualized Education Program) will be assigned to a special education teacher in addition to his/her assigned general education teachers. The special education teacher will assist general education teachers with instructional strategies, modifications, and accommodations. The special education teacher will provide direct instruction to digital learning students according to the child's IEP. Decisions regarding related services will be determined at the child's IEP meeting. The special education teacher, the general education teacher, and the parent or guardian will meet together by phone or Zoom for the student's IEP meetings. Student evaluations will be conducted on-site. Special education students are required to meet the same attendance policies as their peers, unless stated differently in the student's IEP.

Grades 7-12:
All digital instruction for students with IEPs will be provided by a general education teacher with Virtual Arkansas. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. Valley View School District personnel will upload the modification/accommodation document to the Student Information System (SIS) within the first 10 days of school or upon enrollment if enrollment occurs after school begins. The Valley View special education teacher, the Virtual Arkansas general education teacher, and the parent or guardian will meet together by phone or Zoom for the student's IEP meetings. Decisions regarding related services will be determined at the child's IEP meeting. Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Student evaluations will be conducted on-site. Special education students are required to meet the same attendance policies as their peers, unless stated differently in the student's IEP.

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.

Grades K-6:
The Tri-Region Virtual Program will provide digital accommodations that 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.

Grades 7-12:
Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Teacher Supports

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

Grades 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.

Grades 7-12:
Valley View School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology 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?

Grades K-6:

Valley View School District will be utilizing the Tri-Region Virtual Program for our digital content and digital instruction solution. The Tri-Region Virtual Program will determine the expectations for teachers' planning and instructional delivery as determined by the guidelines and policies outlined by the state of Arkansas. Schools will provide a Campus Connection Coach (CCC) to support student learning. Valley View and the Tri-Region Virtual Program will provide training to support the CCC(s) in this role.

Valley View Elementary / Intermediate teachers (K-6) of non-core subjects (art, music, enrichment, library, computer lab & physical education) will be provided planning time each week to develop and plan for the asynchronous instruction each teacher will be providing to virtual students via Google Classroom LMS.

Grades 7-12:

Valley View School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

Valley View School District 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:
*Equal access to technological devices and connectivity.
*Coordination with District Support Services: ESOL, GT, Special Education, Dyslexia Services, 504
*Utilization of the Valley View District Point of Contact and/or Facilitator
*Participate in field trips, academic competitions, and other special enrichment functions.
*Students will have the opportunity to pick up meals daily.

Equity Policy:
https://drive.google.com/file/d/1vVQKiwkYya9xRbaQ8d2BHDjHoKw_q6S1/view

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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.

Valley View School District will conduct statewide assessments on-site. This information will be communicated to parents through the Valley View Student Handbook, district website, email, Alert Now, social media, text messages, and phone calls. Students will come on-site to test based on the district testing calendar. Students will be distanced based on testing guidelines, and available testing flexibilities allowed by DESE and each testing vendor will be utilized for students whose parents are not comfortable with bringing their student on-site to test.

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.

Grades K-6:
The Tri-Region Virtual Program will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The Tri-Region Virtual Program staff will analyze student data such as common formative assessments, CMS work, and specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. Valley View School District will continually review student progress and performance as well as the effectiveness of the digital option for K-6 students through TRVP throughout each semester. At the end of each semester, the CCC, building administrators, school counselors, and district curriculum specialists will review parent and student survey data, student attendance and participation data, and student performance data (formative and summative assessments, course grades, growth on interim and summative assessments, etc.) to determine the effectiveness of the program in meeting the learning needs of our virtual students.

Grades 7:12:
Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email. Valley View School District will continually review student progress and performance as well as the effectiveness of the digital option for 7-12 students through Virtual Arkansas throughout each semester. At the end of each semester, the school's virtual learning facilitator, building administrators, school counselors, and district curriculum specialists will review parent and student survey data, student attendance and live instruction participation, and student performance data (formative and summative assessments, course grades, growth on interim and summative assessments, etc.) to determine the effectiveness of the program in meeting the learning needs of our virtual students.

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)

Valley View School District will provide the following supports to engage families in the digital learning process: an open house at the beginning of the school year in which expectations are discussed, issue student devices (if needed) training on the LMS, training in how to access students' grades through HAC, and additional technology support services.

District Family and Community Engagement Plan:
https://drive.google.com/file/d/1CeomabbIvySp4ACzEsfwL7uLBGTSbJ_f/view

Elementary Family and Community Engagement Plan:
https://drive.google.com/file/d/1KGLK4_gczQaHm6wM7j6XR8yM3nSsYIVc/view

Intermediate Family and Community Engagement Plan:
https://drive.google.com/file/d/12IZy2VKVzjFdEh0hLvDh8SsaBg0NFj9F/view

Jr High Family and Community Engagement Plan:
https://drive.google.com/file/d/1WYTsYDM_LltaaCkJsHvNx0c1g0st5awR/view

High School Family and Community Engagement Plan:
https://drive.google.com/file/d/1xZ6l4L4XS-7AR9CWCgUQP6EbMHBM7Rg3/view

Parental, Family, and Community Engagement Policy:
https://drive.google.com/file/d/1RKtlY8XgqvRMsr_uloyPWLozZq9yh8j1/view

Grades K-6:
Tri-Region Virtual Program will provide opportunities for the parents to become familiar with the curriculum, technology, and course expectations prior to the beginning of the school year.

Grades 7-12:
Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide.

Virtual Arkansas Parent Guide: https://www.virtualarkansas.org/293342_2

| Provide the URL to evidence of the local school board's approval of the waiver request(s). | https://docs.google.com/document/d/1ZglntV4FKkTB1OvE-aHSfkJqqA-FJLQO/e |
| 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/file/d/1jvymIipl2q_YR_lQZg7MPV0OUnCDfOQu/view?u |

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	TRVP and Virtual Arkansas attendance policies will coincide with the expectation
Please provide a link (URL) to the discipline policy for digital learning students.	TRVP students are expected to follow the participating district discipline policies
Please provide a link (URL) to the grading policy for digital learning students.	TRVP students will be provided grades based on the individual school district's g

⌃ Back to Top