



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

South Conway County School District (1507000)

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 #:** 1507000  
**Superintendent:** Shawn Halbrook  
**Email:** shawn.halbrook@sccsd.k12.ar.us  
**Phone:** (501) 354-9400  
**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
1507037 - Morrilton Junior High School	7-8	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
1507036 - Morrilton Sr. High School	9-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS



## Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The South Conway County School District (SCCSD) is requesting the attendance waiver for Arkansas Statute 6-18-213(a)(2). The SCCSD will be contracting services with Virtual Arkansas 7-12 for Devil Dog Virtual Academy (DDVA). Attendance will be taken for Virtual Arkansas 7-12 daily and it will be revised on a weekly basis, as students will have flexible schedules that may not include them logging in daily for both synchronous and asynchronous learning opportunities. The Director of Non-Traditional and Virtual Learning (K-12) and secondary virtual facilitator (7-12) will ensure weekly attendance is posted correctly based upon student completion of work prior to Sunday night at 10:00 PM for each week's worth of lessons and activities. This will be determined based upon completion of assignments and time logged within the Learning Management System (LMS) each week. Special consideration will be given to students working at an accelerated pace. District policies and practices regarding student absences apply to Devil Dog Virtual Academy students 7-12. Chronic absenteeism may result in a recommendation to return to onsite instruction and/or a referral to the juvenile court for additional services. The district will ensure LPAC requirements are met for digital learners.</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)	The SCCSD is not requesting this waiver.
<b>Teaching Load</b> 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	The SCCSD is not requesting this waiver.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	<p>We are requesting the six hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.</p>
<b>Clock Hours</b>	1-A.2			<p>We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours. Virtual high school students (9th-12th) have more control over the pace of their instruction.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.

## 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.



\*\*\*Based upon need, the South Conway County School District will only be offering a 7-12 virtual option (if given approval through this request).

7th-12th: 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 provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. The South Conway County School District (Grades 7-12) Devil Dog Virtual Academy scholars will be strongly encouraged to participate in Zoom sessions whenever possible to help ensure academic learning and progress with digital content. 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.

Self-Contained or Resource Special Education students in grades 9-12 will also use CANVAS as their LMS; however, the SCCSD special education teachers will serve as teacher of record. Learning will be synchronous and asynchronous for a true blended model to online learning. This will be the same structure for our Self-Contained or Resource Special Education students in grades 7-8; however, these students will utilize Google Classroom for their Content Management System (CMS) and Zoom and/or Google Meet links for live and recorded instruction. Special Education students in K-8 will access learning through Google Classroom and Zoom and/or Google Meet, utilizing a synchronous and asynchronous approach or true blended model online. Google Classroom will serve as the K-8 Special Education Content Management System (CMS). Students receiving specialized supports from the SCCSD for GT, ELL, or Dyslexia services will interact with the SCCSD teachers through both synchronous and asynchronous instruction through Google Classroom (CMS) in grades 7-8, CANVAS in grades 9-12, and through live and recorded Zoom and/or Google Meet links.



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.

7th-12th:

South Conway County School District (Grades 7-12) 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. Self-Contained or Resource Special Education students in grades 9-12 will also use CANVAS as their LMS; however, the SCCSD special education teachers will serve as teacher of record. Learning will be synchronous and asynchronous for a true blended model to online learning. This will be the same structure for our Self-Contained or Resource Special Education students in grades 7-8; however, these students will utilize Google Classroom for their Content Management System (CMS) and Zoom links and or Google Meet links for live and recorded instruction. Special Education students in K-8 will access learning through Google Classroom and Zoom and/or Google Meet, utilizing a synchronous and asynchronous approach or true blended model online. Google Classroom will serve as the K-8 Special Education Content Management System (CMS). DDVA scholars will have the opportunity to participate in live Zoom and/or Google Meet sessions for synchronous learning with the teacher. All learning and instruction will be virtual, including specialized support provided by school district personnel such as GT, ELL, Sped, Dyslexia, and Counseling services.

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.





## 7th - 12th:

South Conway County School District (Grades 7-12) 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 the SCCSD will provide the facilitator. The SCCSD will provide a licensed teacher to serve as facilitator and one administrator/coordinator to serve as Director over all Virtual Education for grades 7-12. 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. (The SCCSD plans to assign licensed teacher, Ms. Lydia "Beth" Fullerton, as facilitator over grades 7-12 remote virtual learning. She will help monitor student progress, communicate with parents/students, and facilitate assessments through Virtual Arkansas. Ms. Fullerton will be located in the virtual learning computer lab at Morrilton High School. Other duties will include supervision of on-site virtual students working on computers in her assigned lab to acquire credits throughout the day. The SCCSD administrator/coordinator will provide another layer of support and oversight; he/she will work collaboratively with Virtual Arkansas to ensure success of the program.)

In 7-12, Resource and Self-Contained Special Education teachers will be responsible for online learning, in addition to their onsite students. Instruction will be provided for onsite and remote learners during the same class period. SPED teachers will provide live lessons and recorded lessons for learners working remotely. Assistance will be provided at designated times. The SCCSD began planning for remote learning instruction during the summer of 2020. By fall of 2020, all special education teachers created modules and lessons in Google Classroom (7-8) and CANVAS (9-12) for the 2020-2021 school year. Throughout the 2020-2021 school year, SCCSD SPED teachers have continued to develop and strengthen online digital content and resources. SCCSD special education instructors will continue to utilize the DESE Content Resources for Digital Learning website, as well as make revisions to continually improve virtual delivery of content. Planning for the 2021-2022 school year will be ongoing and SCCSD SPED teachers will develop online content while planning for onsite instruction. Since the SCCSD is a one-to-one district, digital content and virtual planning benefits ALL learners. For this reason, virtual planning will take place at the same time as planning for onsite instruction. Every third Friday of the month, release time will be dedicated for 7-12 Virtual SPED Professional Learning Community planning, grading, and communication with families based upon demand and needs. This release time will be provided to SCCSD SPED teachers facilitating virtual resource and/or virtual self-contained classes. As always, the Arkansas River Cooperative specialists, the SCCSD Virtual Learning Director, building instructional facilitators, the SCCSD Special Education Director, the SCCSD Curriculum Director, and district professionals will serve as additional levels of support and resources moving forward. Teachers will continue to tweak and revise online modules for individual needs. In addition, GT, ELL, and Dyslexia services and interventions will be provided both on site and remotely (as needed). These services will be provided by SCCSD staff members serving in dual roles. Depending on demand and



# LEA INSIGHTS

Special Education staff members serving in dual roles. Depending on demand and scheduling conflicts, GT, ELL, and Dyslexia services and interventions in 7-12 may take place during the same class period as in person therapies and lessons or they could take place as stand-alone virtual sessions. Content has already been developed prior to the 2020-2021 school year and is continuously revised. Services and interventions may occur synchronous or asynchronous; however students identified as having dyslexic tendencies in eSchool will receive synchronous therapies that are delivered with fidelity in the same manner as those receiving dyslexia therapy on campus. Therapy guidelines will be consistent with on site expectations.

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



## 7th-12th:

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 highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

In 7-12, Resource and Self-Contained Special Education teachers will be responsible for online learning, in addition to their onsite students. Instruction will be provided for onsite and remote learners during the same class period. SPED teachers will provide live lessons and recorded lessons for learners working remotely. Assistance will be provided at designated times and interactions will vary by student depending on their individual needs. As always, the Arkansas River Cooperative specialists, the SCCSD Virtual Learning Director, building instructional facilitators, the SCCSD Special Education Director, the SCCSD Curriculum Director, and district professionals will serve as additional levels of support and resources moving forward. Teachers will continue to tweak and revise online modules for individual needs.

In addition, GT, ELL, and Dyslexia services and interventions will be provided both on site and remotely (as needed). These services will be provided by SCCSD staff members serving in dual roles. Depending on demand and scheduling conflicts, GT, ELL, and Dyslexia services and interventions in 7-12 may take place during the same class period as in person therapies and lessons or they could take place as stand-alone virtual sessions. Dyslexia therapies for students identified as having dyslexic tendencies will be delivered with fidelity in the same manner as those attending on site. Therapy guidelines will be consistent with on site expectations.

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



# LEA INSIGHTS

## 7th-12th:

The South Conway County School District (Grades 7-12) Devil Dog Virtual Academy will not be applying for class size waivers for the 2021-2022 school year. The SCCSD will contract services through Virtual Arkansas to fulfill this need in grades 7-12. Support systems will remain in place, regardless if scholars are working off-site through digital learning or if they are on campus.

The SCCSD will have a designated director/coordinator for virtual learning in grades 7-12 to serve as a liaison between contracted virtual services and the school. He/she will monitor student progress along with the virtual teacher and communicate with the teacher to provide an additional layer of safety and support. Virtual scholars in grades 7-12 will also have access to a facilitator who will work at a computer lab on the Morrilton High School campus for additional coordination, communication, and assessments. All DDVA digital learners will have equitable access to Tier I, Tier II, and Tier III supports in a similar manner to students on site. In addition to supports provided by Arkansas River and Virtual Arkansas, this will include tutoring and homework support availability throughout the school day. Whenever possible, the SCCSD will provide teletherapies for dyslexia, speech, occupational therapy, physical therapy, IEP special education services, behavioral/social-emotional counseling, ESL, academic counseling, etc. Gifted and talented student enrichment opportunities will also be made available. At all times, equitable services are available to off-site digital learners on respective campuses in the same manner as those attending in person. The SCCSD will work with families and be considerate of individual needs that may arise and prevent them from coming onsite for such services. Students taking virtual coursework on campus in grades 7-12 will be assigned to a computer laboratory with the SCCSD's digital facilitator who works with Virtual Arkansas. The lab is provided for a quiet space for onsite virtual learners to work with a facilitator provided for oversight. At all times, this classroom will be provided for remote learners who decide to come on campus for assessments and/or change their mind and wish to have virtual learning using technology onsite for grades 7-12.



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?

As mentioned previously, the SCCSD is not requesting a teaching load waiver. However, the district still plans to put supports in place in order to support the teachers and students through virtual learning. (Please see below.)

7th - 12th:

The SCCSD (Grades 7-12) Devil Dog Virtual Academy will contract with Virtual Arkansas for 100% of its digital learning solution for regular education classes. This will minimize the load/responsibility of instruction by allowing face to face teachers to focus on those students and allow Virtual Arkansas instructors to focus primarily on remote digital learners.

Virtual Arkansas partners with districts and has supports in place to ensure success. Teacher training and support will be provided by Virtual Arkansas. Partnership with the South Conway County School District regarding 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.

The SCCSD special education teachers providing digital learning instruction to off-site Devil Dog Virtual Academy resource and/or self-contained students will not have an excessive teaching load and the district is not seeking a teaching load waiver for SPED. Teacher/student ratios and file loads will be comparable to usual work loads and will meet standards requirements. Students served as indirect in Special Education will be served through contracted services with Virtual Arkansas (7-12); progress will be monitored by the SCCSD director/facilitator as well as virtual teachers online. Tier I, II, and III interventions will be provided for struggling learners.

## Technology / Platforms



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

7th-12th:

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas.

SCCSD special education teachers (resource and self-contained remote digital learning) in grades 7-8 will utilize Google Classroom as a Content Management System (CMS). At the high school level, 9-12 special education teachers (resource and self-contained remote digital learning) will utilize the Canvas Learning Management System (LMS). All self-contained virtual learners will have access to TeachTown Basics. TeachTown Basics provides an ABA- and evidence-based curriculum that addresses the academic, cognitive, and social/emotional challenges faced by students with developmental delays, intellectual disability (ID), and Autism Spectrum Disorder (ASD). Google Classroom (7th-8th), CANVAS (9th-12th), and Zoom and/or Google Meet (7th-12th) will be utilized for delivery of content for GT, SPED, ELL, and/or Dyslexia therapy services.

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.



# LEA INSIGHTS

7th-12th:

Virtual Arkansas courses are designed and written by subject matter experts (SME's) 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. As mentioned previously, Google Classroom and Zoom and/or Google Meet sessions will be used as the CMS and instructional delivery for GT, SPED, ELL, and/or Dyslexia therapies in grades 7-8. Virtual learners in grades 9-12 will have CANVAS as their LMS. Zoom and/or Google Meet sessions and CANVAS will be utilized for GT, SPED, ELL, and/or Dyslexia therapies in grades 9-12. All self-contained virtual learners will have access to TeachTown Basics. TeachTown Basics provides an ABA- and evidence-based curriculum that addresses the academic, cognitive, and social/emotional challenges faced by students with developmental delays, intellectual disability (ID), and Autism Spectrum Disorder (ASD). Likewise, self-contained SPED students will be issued touchscreen technology. Accommodation features found at <https://www.google.com/chromebook/accessibility/> are also accessible for students with disabilities; these features are provided as needed.

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.

7th-12th:

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The 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.

All South Conway County School District (Grades 7-12) Devil Dog Virtual Academy students in grades 7-12 accessing learning through Virtual Arkansas (7-12) will be assigned a chromebook device and charger for 2021-2022. The SCCSD has partnered with area businesses, organizations, and churches to provide drive-up WiFi internet access points throughout the district, as well as access available at all school parking lots. Students without internet access at home can request an internet hotspot from the SCCSD. Currently, the SCCSD has 100 Verizon hotspots available with unlimited data for families with this identified need. These Verizon hotspots can be checked out for student use and returned at the end of the 2021-2022 school year. Certain days within the 2021-2022 school calendar will be set aside to test digital learning readiness throughout the learning community. (For 2021-2022, these dates are scheduled for November 22, 2021 and February 7, 2022.) SCCSD chromebooks will be provided with the same content filtering provided for students on site through the Arkansas State Department of Education.

## 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.





## 7th-12th:

The digital director/coordinator and/or digital facilitator will informally check on all virtual students bi-weekly to determine wellness and safety needs, as well as academic progress. A variety of methods will be used to monitor these needs, including phone calls, emails, monitoring of student work, zoom sessions, discussions at meal pick-up times (face-to-face), screenings on campus, SCCSD counselors' anecdotal notes and referrals, collaboration with Virtual Arkansas educators, home visits, etc. Each 9-week period, documentation of progress, wellness, and safety for each digital learner will be collected and recorded by the director/coordinator and facilitator at the 4th and 7th week. These time intervals will serve as strategic points in time for academic Response to Intervention (RTI) reviews, as well as, a determination whether or not adequate academic progress is occurring. The director/coordinator will strongly recommend returning to onsite instruction for additional one-one-one instruction and support, if the digital learner fails to make adequate progress in the off-site setting.

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.

The SCCSD will provide meals at no charge for all off-site digital learners in 7-12. Weekly breakfasts and lunches will be picked up at a designated location for all virtual learners.

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.



# LEA INSIGHTS

## 7th-12th:

The digital director/coordinator and/or digital facilitator will check on all 7-12 students bi-weekly to monitor academic progress and student engagement in the virtual setting off-site. A variety of methods will be used to monitor these needs, including phone calls, emails, monitoring of student work, zoom sessions, discussions at meal pick-up times (face-to-face), screenings on campus, SCCSD counselors' anecdotal notes and referrals, collaboration with Virtual Arkansas educators, home visits, etc. All digital learners will have access to all Tier I, II, and III supports. In addition to supports provided by Virtual Arkansas, this will include tutoring and homework support availability throughout the school day. Whenever possible, the SCCSD will provide teletherapies for dyslexia, speech, occupational therapy, physical therapy, IEP special education services, ESL, behavioral/social-emotional counseling, academic counseling, etc. Gifted and talented student enrichment opportunities will also be made available. At all times, equitable services are available to off-site digital learners of respective campuses in the same manner as those attending in person. The SCCSD will work with families and be considerate of individual needs that may arise and prevent them from coming onsite for such services. Students taking virtual coursework on campus will be assigned to a computer laboratory with the SCCSD's digital facilitator who works with Virtual Arkansas. The director/coordinator will communicate with the SCCSD instructional technology department for technical assistance. Parents/guardians and digital scholars will know who to contact for technical assistance and troubleshooting as well.

The South Conway County School District (Grades 7-12) 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.

7th-12th:

The South Conway County School District (Grades 7-12) Devil Dog Virtual Academy will partner closely with Virtual Arkansas throughout the Response To Intervention (RTI) process. A comprehensive assessment of students' progress will occur at the 4th and 7th weeks of the academic 9-week quarter. At these points in time, additional supports will be prescribed to ensure success. In addition to regular ongoing progress monitoring among our 7-12 digital learning special education population, these checkpoints (4th and 7th week of each quarter) will also serve as points in time to reassess the RTI process as needed. (Any digital learner not making adequate progress will strongly be encouraged to return to onsite instruction for more one-on-one assistance.) Additionally, 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 I and II interventions and, if those are not successful, reach out to the partnering school regarding additional Tier II or Tier III 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.

7th-12th:

Devil Dog Virtual Academy digital learners in grades 7-12 will also be included and invited to participate in ongoing local formative assessments (ACT Aspire Interim Assessments and STAR Reading Assessments, as well as any state-required assessments). State-required assessments will be presented as required assessments; whereas, local ongoing formative assessments will be by encouraged invitation and therefore optional.

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 and/or Google Meet sessions to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

Describe how dyslexia screening and services will



be provided to digital learning students.

7th-12th:

The South Conway County School District DDVA digital learning facilitator and director/coordinator will be in communication with Virtual Arkansas instructors if and when any of them determine a need for a dyslexia screening to occur. The SCCSD will provide any and all dyslexia screenings needed to determine whether or not a digital learner demonstrates dyslexic tendencies. In grades 3-12, the virtual director will monitor progress and be in communication with teachers of struggling learners to help identify students that may need screening for dyslexia. As needed, he/she will collect writing samples and work with the SCCSD Dyslexia Specialist to gather assessment data and schedule initial, Level I, and Level II screeners according to the SCCSD Dyslexia Protocol. Individual 504 plans with previous identifications of tendencies and suggestion accommodations/modifications will be uploaded into the SIS by the SCCSD facilitator. Prescribed dyslexia therapy (as determined by demonstration of dyslexia tendencies and prior assessments listed on the SCCSD protocol) will be provided through teletherapy by one of the SCCSD's dyslexia interventionists through Zoom or Google Meet. The SCCSD has Connections individual student remote therapy kits available for virtual therapy sessions online; provided chromebooks are sufficient for all remote Connections therapy needs. These sessions could occur both remotely and in person at the same time, provided that groups have similar needs. Therapy guidelines will be consistent with on site expectations. Sessions will also be made available in person on site. Students are expected to attend therapy sessions with fidelity as prescribed by Apple Group. If remote learners consistently are absent from therapy sessions, the virtual director will highly recommend a return to on site therapy sessions to ensure the success of the program.

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school. 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. Professional development for dyslexia therapists is provided by APPLE Group in order to assist them with teletherapy digital and manipulative tools and strategies. The virtual director will be available to provide an avenue of communication between the contracted services provided by Virtual Arkansas and the SCCSD dyslexia therapists.

The South Conway County School District Dyslexia Protocol is linked below for reference. Equitable provisions for dyslexia are made for all students, whether working remotely or attending on site.

<https://docs.google.com/document/d/1rQEuPQQTZEIjbXgNxOp5UMbE-SBUxwb-vkGL0PvpsE/edit?usp=sharing>



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



The district will ensure that all GT Program Approval standards will be met for digital learners.

7th-12th:

All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, [https://dese.ade.arkansas.gov/Files/20201102110215\\_Gifted%20and%20Talent%20Program%20Approval%20Standards%20ADE%20080.pdf](https://dese.ade.arkansas.gov/Files/20201102110215_Gifted%20and%20Talent%20Program%20Approval%20Standards%20ADE%20080.pdf)). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards. The following Virtual Arkansas Teacher Facilitated AP courses will also be available to 9th - 12th grade students through Virtual Arkansas: AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP U.S. History, and AP World History:Modern. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides. The following concurrent credit courses are available to 9th - 12th grade students (who meet college entrance criteria) through Virtual Arkansas and their partnership with Arkansas Tech University: Public Speaking (Oral Communication), Composition I & II (English 11 or 12), College Algebra (Math Beyond Algebra II), College Math (Math Beyond Algebra II), Beginning Spanish I & II (Foreign Language), Experiencing Art (Fine Arts), World History to 1500 (World History), U.S. History to 1877 (American History), World History Since 1500 (World History), and U.S. History Since 1877 (American History). Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent/guardian 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 South Conway County School District will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.



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

The district will ensure LPAC requirements are met for digital learners. 7th-12th:

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. The ESL Coordinator is in regular communication with Virtual Arkansas and is able to access students' work online. The SCCSD ESL Coordinator is given access to the district's ESL student classrooms so that progress monitoring and interventions and support can occur immediately.

The SCCSD ESL Coordinator will monitor ongoing progress of ESOL/ESL digital scholars through communication with the facilitator (7-12) and SCCSD director/coordinator (K-12), as well as, the progress monitoring of academic growth. Likewise, all DDVA ESL digital learners will continue to be monitored through ELPA21 assessments. ESL services will be provided to ALL learners to meet their needs, whether on campus or off-site. Individual LEP documents will be uploaded into the SIS and shared with Arkansas River and Virtual Arkansas to ensure that accommodations/modifications are met. Explicit instruction in English language development will be provided as appropriate for the DDVA off-site digital learner. ELPA21 screeners/assessments will be administered at the school building, as well as LPAC conferences. If parents are unable to attend the LPAC conference in person, efforts will be made to provide this conference virtually in a language appropriate for the family.



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

## 7th-12th

Since Virtual Arkansas does not provide a contracted option for self-contained or resource SPED services, the South Conway County School District's own special education teachers will fulfill this need for off-site digital learners in grades 7-12. DDVA students with IEPs who require Special Education services such as resource or self-contained will receive instruction from SCCSD Special Education teachers. 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.

Digital special education scholars in grades 7-8 will access learning through Google Classroom and will receive SPED minutes through regularly scheduled Zoom and/or Google Meet sessions. SPED conferences will take place on the school campuses as usual for all learners. Provisions such as Zoom, Google Meet, and/or speaker phone will be made available for parents/families who do not attend SPED conferences in person, as needed. These provisions are available to all SCCSD students. State and local required assessments will take place at the school building in the same manner as established for all special education students.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. The South Conway County School District (Grades 7-12) will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. 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.





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.

7th-12th:

Virtual Arkansas courses meet the guidelines of IDEA and Section 504. 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. Chromebook's Google Suite digital accessibility features can be made available for any individual's need on his/her chromebook. Digital features include: Display & Visuals, Audio & Captions, Spoken Feedback, and Monitoring. These can be found at: <https://www.google.com/chromebook/accessibility/>

## Teacher Supports

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

7th-12th:

The South Conway County School District (Grades 7-12) will be utilizing Virtual Arkansas as the 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.

The DESE Content Resources for Digital Learning website will be utilized by SCCSD teachers as a resource for additional instructional support and digital tools. (<https://sites.google.com/pdarkansas.net/digital-learning-resources/home>)

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?



## 7th-12th:

The South Conway County School District (Grades 7-12) 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.

The SCCSD began planning for remote learning instruction during the summer of 2020. By fall of 2020, all special education teachers created modules and lessons in Google Classroom (K-8) and CANVAS (9-12) for the 2020-2021 school year. Throughout the 2020-2021 school year, SCCSD SPED teachers have continued to develop and strengthen online digital content and resources. SCCSD special education instructors will continue to utilize the DESE Content Resources for Digital Learning website, as well as make revisions to continually improve virtual delivery of content. Planning for the 2021-2022 school year will be ongoing and SCCSD SPED teachers will develop online content while planning for onsite instruction. Since the SCCSD is a one-to-one district, digital content and virtual planning benefits ALL learners. For this reason, virtual planning will take place at the same time as planning for onsite instruction. As always, the Arkansas River specialists, the SCCSD Virtual Learning Director, building instructional facilitators, the SCCSD Special Education Director, the SCCSD Curriculum Director, and district professionals will serve as additional levels of support and resources moving forward. SCCSD SPED virtual teachers will be provided with PLC planning time the 3rd Friday in order to work collaboratively on planning and grading as needed.

Likewise, the SCCSD has been actively providing GT, Dyslexia therapies, and ELL services remotely since August 2020. For this reason, virtual planning will take the same place as planning for onsite instruction for GT, Dyslexia, and ELL. Those overseeing these areas will continue to refine services moving forward as well. The SCCSD has Connections individual student remote therapy kits available for virtual therapy sessions online. Likewise, the SCCSD has access to all learning materials provided by the Arch Ford Gifted and Talented Consortium. Core content is already built digitally in all areas; facilitators will tweak and modify accordingly for individualized needs.



## 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.

7-12th:

The SCCSD director/coordinator over the 7-12 DDVA digital learning programs will ensure equitable access to opportunities for digital learner's needs, including but not limited to: poverty, homelessness, migrant, foster care, and military connected students. The director/coordinator will be in close communication with building and district leaders to ensure equitable access to all services. The job duties for this newly appointed position is outlined and bulleted in one of the text boxes below.

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.

Virtual Arkansas requires trained proctors for major assessments. The South Conway County School District (Grades 7-12) Devil Dog Virtual Academy's plan for students to take proctored assessments includes communication from the SCCSD director/coordinator over the 7-12 digital learning programs. He/she will ensure that scholars accessing learning off-site are included in all appropriate state and local assessments to provide for individual progress monitoring and periodic and annual assessment of the DDVA digital learning programs in grades 7-12. Communication from the director/coordinator to ensure participation in state and local assessments will include email, phone calls, social media, Canvas LMS, and home visits if needed. The DDVA off-site digital learners will be included in the 7-12 state and local assessment rosters as per DESE. If parents refuse to bring students onsite for formative and/or summative testing, the SCCSD will take advantage of DESE-provided flexibilities such as testing virtual students in separate cohorts, etc. to meet needs of virtual learners.

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.



# LEA INSIGHTS

7th-12th:

The South Conway County School District is committed to the success of the Devil Dog Virtual Academy (Grades 7-12) and the partnership with Virtual Arkansas as a provider of this service. The SCCSD will have a certified teacher facilitator whose responsibility will be monitoring student progress and oversight of Virtual Arkansas online classroom assessments, classroom assignments, and progress.

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. The director/coordinator over the 7-12 digital learning programs will evaluate the effectiveness of the virtual option through data collection, surveying stakeholders, and the utilization of progress monitoring, etc.

The SCCSD will assign an administrator to serve as a director/coordinator over the 7-12 digital learning programs. The digital learning director/coordinator:

- Identifies, monitors and provides services to students who are struggling to be successful in Devil Dog Virtual Academy coursework using all available resources.
- Coordinates operations among digital learning programs for the purpose of improving student academic success and ensuring district objectives are achieved and resources are effectively utilized.
- Collaborates effectively with others (e.g. school personnel, district administrators, parents, students, community organizations, etc.) for the purpose of implementing and/or maintaining digital learning programs.
- Prepares, interprets, and communicates reports on digital learning student services programs for the SCCSD Board of Education as the Superintendent of Schools may request.
- Promotes innovative use of technology to enhance/support services to scholars in digital learning programs.
- Follows all rules, policies and procedures of the SCCSD, along with state and federal regulations pertaining to digital learning and school/ technology issues.
- Advocates on behalf of students in order to best meet their unique needs and assist with the design and implementation of strategies to improve student success in online learning coursework.
- Provides daily support, monitoring and feedback to students with intense support during the initial two weeks of the semester to ensure that students are able to navigate their online digital learning platform and communicate with their virtual instructor.
- Monitors for student success throughout each semester and communicates with families to ensure success.
- Ensures that virtual conferencing tools and virtual therapies are available to provide regular support to students scheduled for approved off-site learning.
- Serves as liaison between the school, virtual instructor, student and family.
- Establishes regular communication with parents/guardians to include parent/guardian workshops, technology tutorials, and updated links and information on the school website.
- Monitors students' progress and coordinates Devil Dog Virtual Academy



# LEA INSIGHTS

- Monitors students' progress and coordinates Devil Dog Virtual Academy Support Team meetings to provide interventions to students experiencing difficulty in online coursework.
- Provides and supervises academic and behavioral intervention services to help develop plans for students who have been placed in the digital learning setting that will help them overcome barriers to their success in a regular setting
- Oversees applications for DDVA digital learning programs and committee meetings for consideration of ALE program services.
- Provides communication and recommendations to counselors as they advise and enroll students into Devil Dog Virtual Academy courses and ALE programs, based upon respective application processes or committee meeting referrals.
- Maintains current knowledge of technology and applications that relate to the effective support of Devil Dog Virtual Academy learning platforms.
- Ensures school issued technology equipment provided to Devil Dog Virtual Academy students is working properly and arranges for needed maintenance with the technology department.
- Guarantees that work orders and problems with computers and other equipment are reported and resolved to provide a seamless, safe learning experience for off-site scholars in assigned programs.
- Adheres to all requirements as set forth by partnering digital learning providers such as Virtual Arkansas.



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)

7-12th:

All parents/guardians are encouraged to sign up for the South Conway County School District Application (App), SCCSD Social Media, and provide parent/guardian email address(es) and phone numbers to provide multiple avenues for communication between home and the school and maximize family engagement in the learning process. Likewise, prior to the beginning of the 2021-2022 school year, an orientation will be provided by the facilitator (7-12) and director/coordinator (7-12) of digital learning on an individual basis for all scholars and parents participating in Devil Dog Virtual Academy (DDVA). At orientation, procedures will be covered, along with Arkansas River, Virtual Arkansas, and district policies. Likewise, steps will be outlined pertaining to major technology issues and troubleshooting protocols concerning instructional technology issues. A video tutorial will be shared so that families will have a step-by-step guide to access the learning. In addition, contacts at each building will be set up for DDVA so that families can reach the SCCSD special education staff via phone and/or emails. Furthermore, parents/guardians and digital learners will be informed how to best communicate with the partnering Virtual Arkansas instructors and Arkansas River learning providers. Successful digital learners are: self-motivated, independent, computer literate, effective time managers, effective writers, and have a strong commitment to learning. DESE's G.U.I.D.E. for life outlines personal competencies at: (<https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>)

In addition, 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 ([linked here](#)).

[https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)



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

<https://drive.google.com/file/d/1cA7oi-JwGMeI55Xy0a4SVLnFJ3Nh3GjB/view?us>

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

The SCCSD Survey Feedback Data reveals a need to request a virtual option. App

## Policies

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

The Digital Learning Attendance Policy for grades 7-8 can be found at: <https://s3>

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

The Student Discipline Policy for grades 7-8 can be found at: <https://s3.amazonaws>

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

The Grading Policy for grades 7-8 can be found at: <https://s3.amazonaws.com/sc>

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