



Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Gravette School District (0404000)

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 #: 0404000

Superintendent: Maribel Childress

Email: maribel.childress@gravetteschools.net

Phone: (479) 787-4100 Ext. 1003

Duration Requested (not to exceed five years): 1 Year
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction		Delivery	Platforms
0404022 - Gravette High School	11th and 12th Grade	Asynchronous	Synchronous	Virtual (Online) / Remote (Distance)	LMS



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)	We are requesting the attendance waiver due to the nature of digital learning. Digital learning gives students and their families more flexibility and control over the time, pace and place for learning. Student attendance in the Gravette Virtual Learning program will be reported by the teacher of record for the courses in which the student is enrolled. Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on coursework as monitored by the teacher of record to progress on credit attainment for the course. Attendance will be based on credit completion.



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)	<p>We are not requesting additional waivers for the teaching load.</p> <p>The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>
Teaching Load Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>We are not requesting additional waivers for the teaching load.</p> <p>Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	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.
Clock Hours	1-A.2			We are requesting the clock hours 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, therefore they might have less than 120 hours for the course.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	N/A

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.



Gravette School District will provide 11th and 12th grade students with the option of a full time virtual instruction option. Students who select virtual instruction will receive their instruction through 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 attend two Zoom sessions per week, per content area, and request additional one: one Zoom sessions as needed. Empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Gravette School District students will be required to participate in Zoom sessions with Virtual Arkansas. 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.

Gravette School District will utilize online virtual remote learning through Virtual Arkansas for students in grade 11 and 12. 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.



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.

Gravette School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students in 11th and 12th grade. Virtual Arkansas provides a fully certified Arkansas teacher of record. Gravette will provide an onsite facilitator to assist the virtual teacher. In order to provide support to students and families, Gravette School District will have a certified administrator as the coordinator of the virtual program. This administrator will be the point of contact for students, families and Virtual Arkansas. Prior to enrollment in Virtual Arkansas, the student and parents will meet with school administration to review expectations and determine if full time virtual instruction is appropriate for each individual student. Prior success in virtual instruction (if applicable), grades, attendance history and individual student learning needs will all be considered in this decision. The Director of Academic Services will meet with families, monitor student progress and grades, and handle enrollment of classes. The coordinator will also make regular contact with students. The Director of Academic Services will have other duties in the district, but the support of students enrolled in virtual instruction will be a primary focus of this role. 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.



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

For students utilizing Virtual Arkansas courses, Virtual Arkansas teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week Virtual Arkansas teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Gravette students will be required to attend Zoom sessions. The number of Zooms required will depend on the expectations of the specific course and the requirements of the Virtual Arkansas teacher, however most courses require at least two Zoom sessions a week. Teachers from Virtual Arkansas are continuously provided PD and support for providing engaging and 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?

We are not requesting additional waivers for class size. The Virtual Teacher 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.

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.



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?

We are not requesting additional waivers for teacher load. The Virtual Teacher 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.

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.)

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level.

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.



Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Gravette students in 11th and 12th grade will be able to enroll in the courses appropriate to their individual program of study and requirements for graduation. 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.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support. The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.



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.

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. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators.

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.

Gravette School District will provide a Chromebook to all students enrolled in virtual instruction. The Chromebook provided by the district will have a camera, microphone and a speaker for students to participate in interactive virtual instruction. If students need internet access a hotspot will also be provided. The district has several options from different cellular providers, such as Verizon, T-Mobile and At&t. The hotspot provided will be based on which company has the best cellular service in the area of the student's home. Technology support will be available to all students during regular school hours.

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.

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.

In addition to the support provided by Virtual Arkansas, Gravette School District will identify and meet the mental and physical wellness needs of students. The coordinator of our virtual program will meet regularly with students and families to help identify needs in all areas, but specifically related to food security and mental and physical health. These meetings can be virtual or in-person. The coordinator will work closely with the district homeless liaison, the Bright Futures team and the district food services coordinator to meet the needs of students. Counseling will also be available through district counselors or Ozark Guidance and Counseling (OGC).

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.



Gravette School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real time. Monitoring student progress will be a primary role of the Gravette Director of Academic Support. Virtual Arkansas teachers will initiate intervention when a Virtual Arkansas 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 the administrator or request the administrator to be contacted if the initial intervention is not successful. In addition to the interventions by the Virtual Arkansas teacher, Gravette School District has added a full time Director of Academic Support to assist in building engagement and providing intervention to students at risk of academic failure. This position will serve as the coordinator of the virtual instruction program. The Director of Academic Support will seek to build relationships with students and families while building a network of support. These relationships and regular monitoring of individual needs will help ensure engagement. If it is determined a student is not making progress towards graduation, the student will return to in person instruction after the completion of the first semester. The Gravette Director of Academic Support will conference with students about the transition back to on site instruction.



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

Gravette School District has added a full time Director of Academic Support to assist in building engagement and providing intervention to students at risk of academic failure. This position will serve as the coordinator of the virtual instruction program. The coordinator will seek to build relationships with students and families while building a network of support. These relationships and regular monitoring of individual needs will help ensure engagement. If it is determined a student is not making progress towards graduation, the student will return to in person instruction. The Gravette School District will provide tutoring support and academic interventions to students based on the individual needs. These supports can be done in person or virtually through video conferencing.

Additionally, Virtual Arkansas teachers have been trained in the RTI process 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. The Gravette School District and Virtual Arkansas will collaborate to provide RTI for students in need of support.



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

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. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention. The Gravette Director of Academic Support will closely monitor assessment results through collaboration with Virtual Arkansas. If assessments require a proctor, the Gravette Director of Academic Services will arrange for this to occur on campus.

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

Gravette School District students identified as having characteristics of dyslexia will be served virtually or in person by a trained interventionist a minimum of 90 minutes per week. These 90 minute sessions can be done virtually with Zoom or in person, based on the needs and preference of the student. This will be in addition to the classroom accommodations made by the Virtual Arkansas teacher. Students in need of screening, as identified by Virtual Arkansas teachers, Gravette staff and/or parents will be done on site. Arrangements for screening will be coordinated by the Director of Academic services. The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

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 schools.

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



All current 11-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). This will apply to Gravette 11th and 12th grade students in the GT program that are enrolled in courses with Virtual Arkansas. 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 AP courses will also be available to 11th-12th grade Gravette students through Virtual Arkansas: (AP Art History, AP Biology, AP Calculus BC, AP Computer Science, AP Computer Science Principles, AP Environmental Science, AP European History, AP Human Geography, AP Music Theory, AP Psychology, AP Spanish Language, AP Statistics, AP U.S. Government and Politics, AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP United States History, AP World History: Modern, AP). 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 11th- 12th grade students through Virtual Arkansas: (list courses available and districts would only include those they will utilize for their students).

The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met 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 that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Gravette students will come on campus for ELPA21 testing. The Director of Academic Support and the district ELL coordinator will arrange this testing. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

For students choosing your virtual option, complete the following to describe how ELD services will be provided:

ESOL students who receive a 4 or below on the ELPA will receive weekly instruction in language acquisition by a certified ESL teacher. These services will be provided virtually using a Zoom or Google Meets. The number of minutes provided will depend on the individual needs of each student.

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



Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Gravette School District 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.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. IEP minutes will be provided by a certified Gravette special education teacher. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff. Students who are identified as needing evaluations for special education services will be required to come on-site for evaluation conducted by our district examiner. Special education conferences will be held on-site or virtual, at parents' request. The Gravette School district ensures all special education services and timelines will be in compliance for on-site and remote learners.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

Gravette School District will provide the additional resources needed to meet the needs of students with more complex needs. This will be determined on an individual student basis and can include in-person instruction, Teletherapy or other virtual method of instruction, such as Zoom.



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.

All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

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.

Gravette School District will provide the additional resources needed to meet the needs of students with more complex needs. This will be determined on an individual student basis and can include in-person instruction, Teletherapy or other virtual methods of instruction, such as Zoom.



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

Gravette 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. As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. Additional instructional support for Gravette staff, will be provided by NWAESC, as needed.



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?

Gravette School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. 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. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas.

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.

Gravette 11th and 12th grade students experiencing poverty, homelessness, migrant, foster care and/or military connected families will have equal opportunity to enroll in full time virtual coursework. The Director of Academic Support will work in close collaboration with students and families to remove possible barriers associated with these situations in order to help students succeed in virtual instruction.

Additional information about specific policies related equitable access can be found at the link below.

<https://www.gravetteschools.net/cms/lib/AR01900397/Centricity/Domain/12/2020-21%20District%20Policy%20Handbook.pdf>



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. Gravette School District's plan for students to take proctored assessments includes: Gravette School District students will take all state assessments on campus. This will be scheduled to allow for social distancing and test security. The Gravette School District will communicate this to students and parents in the virtual instruction determination meeting prior to enrollment in Virtual Arkansas.

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application. Students who fail to come on-site for assessments will not be approved for virtual instruction in the future. However, the district will make every attempt to have the student complete required assessments on-site. This could include home visits and support from counselors and our Director of Academic Support.

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.



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 11th and 12th grade virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

Teacher Effectiveness: Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.

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

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.

The Gravette School District will monitor the effectiveness of these areas throughout the semester. We will seek parent and student feedback, as well as the feedback from teachers and administrators.



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)

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 (https://www.virtualarkansas.org/293342_2).

Gravette School District has added a full time Director of Academic Support to assist in building engagement and providing intervention to students at risk of academic failure. This position will serve as the coordinator of the virtual instruction program. The Director of Academic Support will seek to build relationships with students and families while building a network of support. These relationships and regular monitoring of individual needs will help ensure engagement.

Gravette School Board Policy 6.11—PARENTAL/COMMUNITY INVOLVEMENT

The Gravette School District understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to:

1. Involve parents, families, and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in



engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand; 8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences; 9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district; 10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community; 11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request. To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.



Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	The Gravette School District sent a survey to parents regarding plans for digital l
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Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://www.virtualarkansas.org/303698_2 (Page 2) ATTENDANCE In an online e
Please provide a link (URL) to the discipline policy for digital learning students.	Virtual Arkansas students are expected to adhere to our local district discipline p
Please provide a link (URL) to the grading policy for digital learning students.	Virtual Arkansas provides a grading policy to the local school district and student

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