



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Bentonville School District (0401000)

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 #: 0401000
Superintendent: Deborah Bruick-Jones
Email: djones@bentonvillek12.org
Phone: (479) 254-5000
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
0401007 - Apple Glen Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401008 - Ardis Ann Middle School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401003 - Bentonville High School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401019 - Bentonville West High School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401017 - Bright Field Middle School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401014 - Centerton Gamble Elementary	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401012 - Central Park At Morning Star	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401015 - Cooper Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401021 - Creekside Middle School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS



LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0401009 - Elm Tree Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401022 - Evening Star Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401023 - Grimsley Junior High School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401018 - J. William Fulbright Junior High School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401010 - Lincoln Junior High School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401011 - Mary Mae Jones Elem. School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401005 - Old High Middle School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401020 - Osage Creek Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401004 - R.E. Baker Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401013 - Ruth Barker Middle School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401006 - Sugar Creek Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401001 - Thomas Jefferson Elem. School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401002 - Washington Junior High School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS
0401016 - Willowbrook Elementary School	All grades	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	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.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We do not plan to use this waiver. Our daily record of student attendance will be maintained in the same manner in all learning models. All teachers, both on-campus teachers and virtual school teachers, will keep a daily record of attendance or absence for each student assigned to their classes. On days defined as asynchronous, teachers will record attendance for all students every day. Attendance or absence determinations will be made daily by teachers based on interactions with students on those days, including students' interactions with the assigned learning activities.</p> <p>A student's presence is defined slightly differently in Virtual School. A student is present if they attend the online live Google Meet of the day or if they participate in the assignments, project, small group, tutoring, etc. that is prescribed on an asynchronous instructional day.</p> <p>K-4 attendance is described on the Program Requirements page at https://www.bentonvillek12.org/Page/26689 and in the "Assignment Due Dates" section on page 3 of the program rollout parent letter from 2/2/21 https://drive.google.com/file/d/1oKCVp6uZ-hg-lYdCtLE-4AauEwU0htzl/view</p> <p>Grades 5-12 attendance is described on page 4 of the Program Requirements at https://www.bentonvillek12.org/Page/26702</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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	We do not plan to use this waiver. We will not plan to exceed the maximum class size permitted.
Teaching Load Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We do not plan to use this waiver. We will plan to have a teacher of record only teaching students in one model at a time (remote/virtual or in-person).
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver-</p> <p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when remote, digital, or virtual approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Furthermore, the district is waiving the requirement to provide forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a digital or remote setting where they are learning synchronously and asynchronously will, in-part, learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Request Waiver-</p> <p>Students in a digital or remote setting where learning is synchronous and asynchronous will learn, in-part, in their own time, place, and pace. This may mean that 60 hours of seat time or clock hours per credit may not be needed to master the course standards.</p>
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)	<p>Request Waiver-</p> <p>Request to waive the DESE rules governing physical activity standards for students in a digital or remote setting.</p> <p>Students will be assigned lessons that support physical activities while learning synchronously and asynchronously; however, it will not always include synchronous supervision.</p>

Digital Model

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

Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or



Asynchronous)? Please describe instructional expectations and participation for students.

All information about our Virtual School is posted publicly at <https://www.bentonvillek12.org/virtual>

The interaction in our Virtual School will be Asynchronous & Synchronous.

During the first two weeks of a semester all instruction will be synchronous five days a week.

Throughout the rest of the semester, instruction will take place five days a week, but depending on the grade-level band, the amount of synchronous instruction varies. Lower grades have more synchronous learning time than upper grades.

Schedules posted online indicate that K-4 interaction will include a math and literacy block, with small groups as a portion of each block, independent math and reading time, and individual time with a teacher. Grades 5-6 interaction will be synchronous four days a week with one day reserved for small group support, intervention, and one on one support. Grades 7-8 interaction will be synchronous three days a week with two days a week reserved for small group support, intervention, and one on one support. Grades 9-12 interaction will be synchronous at least two days a week with teacher options for live instruction, small group instruction, intervention, and one on one support the other three days of the week. When not in live instruction students will have assignments to complete, experiences to complete, or work to produce.

Schedules for each grade-band can be found on our website at <https://www.bentonvillek12.org/domain/6241>

The instructional expectations and participation are outlined for parents in our K-4 Rubric and our 5-12 Rubric that can be found at <https://www.bentonvillek12.org/domain/6198> These rubrics are designed to help parents, students, and school officials collaborate on appropriate placement decisions to determine if virtual learning is appropriate for the student in question. The instructional expectations and participation are further outlined in our Program Requirements posted at <https://www.bentonvillek12.org/domain/6199> If placement is denied by school officials parents can appeal to a district instructional committee for placement review.

Our annual Parent and Family Engagement survey is the source of some of our most critical stakeholder input for the design of our Virtual School. Administrators at the campus and district levels pour over each parent comment and all feedback to hear the voice of the community and meet the needs. See the 2020 version of the survey at https://drive.google.com/file/d/1sbZkr-HXinbaIV_Wls91AWyFiJHR7b7t/view?usp=sharing

In addition, our Virtual School administrators regularly conduct point in time surveys to monitor customer service and success. An example is linked below. https://drive.google.com/file/d/10SxS_7lJw8WnpAonKP_FvSeIof2K6OWY7/view



LEA INSIGHTS

https://drive.google.com/file/d/1G9S_L0W0Tg10Pm_L1V00L2H00W11/view?usp=sharing

We have collaborated on this plan with our NWAESC CoOp, AACIA group, AASCD colleagues, regional colleagues, and others to support our teachers, monitor and adjust our programs, and provide the help from various specialists.

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.

The delivery model in our Virtual School will be Virtual (Online), Remote (Distance).

Virtual School teachers will provide lessons live with Google Meets as well as a variety of interactive technology tools. Students in the Virtual School will meet live online for the first two weeks of a semester and on other required days throughout the week.

SeeSaw and Google Classroom are the primary content management systems (CMS) employed by the district for frequent communication and delivery of lessons.

Students will come on campus for state testing, health screening, some types of instructional support and intervention, etc.

Some students will come on campus to attend AAA competitive activity classes such as but not limited to art, choir, band, baseball, basketball, and soccer.



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.

Teachers will be assigned exclusively to Virtual School except in advanced instructional situations for singleton classes and electives (usually at the high school level).

Teachers in core subjects in lower grades will be completely employed serving Virtual students or students who attend on campus but not both. An advanced high school course such as AP Music Theory may not warrant a full time Virtual School teacher and therefore the teacher might have 4 sections of on-campus instruction and 1 section of Virtual student instruction to make up their 5 period schedule in a block schedule. On the other hand, should a music teacher need to teach 5 sections in the on-campus/ brick-and-mortar school model and still pick up a section of Virtual School students then that teacher would qualify for Virtual School stipend (like an extra period stipend).

Our stipend model for this has been in place since the fall of 2019 and is regularly discussed and vetted with our PPC.

All teachers in any model get paid for teaching over 150 students unless AR ADE DESE large group instruction (LGI) rules apply. All teachers in any model get paid a stipend if they take on more than a full load of sections/courses for their campus or grade level.

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

Virtual School teachers are expected to see their students live in person for instruction at the frequency prescribed on their grade-band schedule described above and advertised on our website.

<https://www.bentonvillek12.org/domain/6241>

Teachers will engage with students on asynchronous days by providing recorded lessons, projects, graded feedback, supervised testing sessions, small group instruction, comments, intervention sessions, etc.

Teachers should provide frequent achievement feedback to parents and students. This is prescribed differently at different grade levels. An example is that in grades 9-12 students and parents should see at least one grade every five days as a reflection of teacher review of student work.



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 do not plan to use this waiver. We will not plan to exceed the maximum class size permitted.

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 do not plan to use this waiver. We will plan to have a teacher of record only teaching students in one model at a time (remote/virtual or in-person).

Teachers will be assigned exclusively to Virtual School except in advanced instructional situations for singleton classes and electives (usually at the high school level). These teachers will have a “normal load” for their grade-band. This varies by grade-band. For example, in grades 9-12 with our block schedule five classes is a normal load for a semester.

Teachers in core subjects in lower grades will be completely employed serving Virtual students or students who attend on-campus but not both. An advanced high school course such as AP Calculus may not warrant a full time Virtual School teacher and therefore the teacher might have 4 sections of On-campus student instruction and 1 section of Virtual student instruction to make up their 5 period schedule in a block schedule. On the other hand, should a math teacher need to teach 5 sections in the on-site school model and still pick up a section of Virtual School students then that teacher would qualify for Virtual School stipend (like an extra period stipend).

Our stipend model for this has been in place since the fall of 2019 and has been discussed and vetted with our PPC.

Technology / Platforms



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

SeeSaw and Google Classroom are the primary content management systems (CMS) in grades K-4. The system in use in grades 5-12 is Google Classroom.

The learning management system (LMS) Canvas is used with our concurrent classes with the local community college. The LMS Buzz is used for a limited number of virtual classes in grades 9-12 where the course is not “home grown” and we rely on some third party support for our teacher. Course offerings for grades 9-12 that are not “home grown” are signified with one asterisk (*) in the course offerings list at <https://www.bentonvillek12.org/Page/26728> All courses, “home grown” or those supported by third party vendor are all managed and driven by our teachers using our state standards and local year-at-a-glance guidelines.

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.

In all grades (K-12), the digital content is developed, almost exclusively, by district staff (teachers and dedicated curriculum staff). The digital content is managed by Google Classroom (5-12) and SeeSaw (K-4) and is designed to effectively target state academic standards. Additional pedagogical supports that will be available to students include:

science resources Stem Scopes <https://www.stemscopes.com/science/> (K-8) and Discovery Ed(9-12)

<https://www.discoveryeducation.com/programs/science/>

Savvas social studies resources <https://www.savvas.com/index.cfm?locator=PSZu4e>

Lexia literacy improvement resource,

<https://www.lexialearning.com/>

the DreamBox <https://www.dreambox.com/> mathematics literacy improvement resource and others (StemScopes and Gizmos,

<https://www.explorelearning.com/>

There are very few instances in which the digital curricular content is developed by an outside group. The few exceptions are in grades 9-12 when resources such as Florida Virtual School will be utilized to best meet a specialized need. <https://www.flvs.net/>



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

The video communication software the district will use is the Google Meet application. The Meet application is a standard tool which all teachers and all students have available to them at all times using the district provided device (computer for teachers or Chromebook for students). In addition to the tools which Google Meet provides for effective video communication (ex. Chat, breakout rooms), effective interaction between teachers and students is supported by our district use of the GoGuardian management software. <https://www.goguardian.com/>

Parents and families without internet access have been given new, upgraded, public access in 2020 to outdoor wifi in parking lots at all 23 of our neighborhood campuses. The Outdoor Wi-Fi Locations can be found at <https://wifi.bentonvillek12.org/>

Families may qualify for a mobile hotspot and they can apply at <https://www.bentonvillek12.org/domain/5635>

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 students in the district are issued a Chromebook upon enrollment for their use while enrolled. Our students in our Virtual program will be issued a Chromebook with higher performing hardware (processor, memory, etc.) to better accommodate the demand of constant video communications. In addition to the higher performing devices issued to all students in our virtual program, our kindergarten and 1st grade students' Chromebook includes a "touch screen" display to make interactions easier and more effective for those young students.

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.



LEA INSIGHTS

It is important for our staff to see and interact with our virtual students in real-time. As a result, K-12 virtual students are required to be in numerous live virtual sessions over the course of each week, with their cameras on. This not only enhances student learning but it also allows staff working with students to note if there is anything amiss with the student or their home environment.

K-12 students who participate in virtual school will continue to receive instruction on the Guide for Life Standards.

<https://dese.ade.arkansas.gov/Offices/special-projects/addressing-unfinished-learning/academic-playbook--guide-for-life> Additionally, counseling services that are currently available to students who participate in in-person learning will also be available to virtual students. (example; small group and individual student counseling services; Student Success Plan support, grades 7-12 Course Selection, etc)

At various times of the year virtual students will be asked to report to a location within the district for state mandated health screenings. Vaccination requirements will be monitored for virtual students as well.

Virtual families have the option to participate in our weekly Meal pick-up Program on Monday of each week. The meal pick-up is at no cost for students on free lunch. Families who pay for meals will have the fees charged to their accounts once per week. Parents may pick up five breakfasts and five lunches per child on Monday of each week, at one of five sites that is most convenient for them. Frequent district communication regarding our Meal Pick-up Program is shared with our virtual families.

<https://www.bentonvillek12.org/Page/26551>

Teachers, counselors, and administrators assigned to our K-12 Virtual school are trained to notice when something may be amiss with a student's physical and/or mental well being. Should it be determined that a family is in need, quick action is taken to ensure the necessary resources are available to them. Home visits are a tool we utilize frequently.



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.

The links below include tired systems of responses for monitoring academic engagement. Our action for each level of disengagement (failure of a student to log in, complete work, attend class online, etc.) is outlined in the links below. The following guidelines are employed to monitor academic and student engagement and to support students who are struggling within the virtual setting:

Grades K-4

https://drive.google.com/file/d/11Psk_8M2Rbv8Ozdle8XYxux6kKDYGawJ/view?usp=sharing

Grades 5-8

https://drive.google.com/file/d/1YDHdf6-KFsE0jOcW6X_akk2Snc455uYN/view?usp=sharing

Grades 9-12

https://drive.google.com/file/d/10Z0VRr3ivDxIS4_CtH-3BATZLpKhJ_Jj/view?usp=sharing

In addition to the procedures noted above principals and the Office of Student Services consider change requests back to the on-site learning model if needed. Our program contracts also state that a campus has discretion to determine that shift back to on-site learning for the best interest of the student. The Student Success Plan (SSP) will be followed in the virtual setting or the blended setting back on campus. The SSP will me monitored or adjusted if needed.

K-4 Virtual School Parent/Student Contract

https://drive.google.com/file/d/1sHToInOH-ctWjYy1ji3MF6-_3zigJV9c/view?usp=sharing

5-12 Virtual School Student/Parent Contract

https://drive.google.com/file/d/1hzQzAxOJ2pfonMOiknBQ7_5edCpFIDAb/view?usp=sharing

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



All students are given universal screeners and monitored based on performance to determine if adequate progress is being met toward grade level standards. Students are provided supplemental instruction if they perform below grade level through a tiered structure of support. A blend of synchronous and asynchronous learning opportunities are offered.

Virtual students follow the same literacy and math flowcharts for academic support as our on site students. Parents are informed of their student's performance and contacted if supplemental instruction. Digital learning platforms (Lexia and Dreambox) are available for literacy and math to all students K-8. Teachers also offer instructional support by appointment as needed. At upper levels, grades are monitored, and students who are struggling to demonstrate mastery may be required to attend additional synchronous learning. Personnel is allocated by the district based on the student's needs.

Accommodations and modifications are maintained in our classrooms no matter the model. Teachers maintain collaborative work as co-teachers where applicable. Case managers maintain their collaborative work as monitors for this program delivery.

District RtI Process Flowcharts

K-4 Literacy

https://drive.google.com/file/d/1bYqG577XXLf7wSVn67kb_Zhghwimoce-/view?usp=sharing

K-4 Math

<https://drive.google.com/file/d/1Eay0wCWnOt4mQ7j4red3T-c9cnuqhXso/view?usp=sharing>

Middle School Literacy

<https://drive.google.com/file/d/1hsNB2-0bGZM2V2tGXW2F12nZvALFM3Kk/view?usp=sharing>

Middle School Math

https://drive.google.com/file/d/1LpxvYcN2lKIVkWD_3fgG1qYQy-kvU-Sz/view?usp=sharing

Jr. High Literacy

<https://drive.google.com/file/d/1ehBJyYeyPtemC2KCqIWmlCxM2Nva-WXZ/view?usp=sharing>

Jr. High Math

<https://drive.google.com/file/d/12Yex7U9OeWJZ10Xdiz150DeTJoOfu0a5/view?usp=sharing>

High School Literacy

<https://drive.google.com/file/d/1U2-qxaOJckiXXbsIFWjDbIm8I9RIJSgX/view?usp=sharing>



usp=sharing

High School Math

[https://drive.google.com/file/d/1TJrmSB3Xq4ZR4XfGXBGUiyM0Ht4-dkze/view?](https://drive.google.com/file/d/1TJrmSB3Xq4ZR4XfGXBGUiyM0Ht4-dkze/view?usp=sharing)

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

The District virtual teachers will use the current formative assessment plan in place which is embedded in the district curriculum. All course curriculum is aligned with state standards. The district curriculum specialists and building level PLC develop formative assessments that measure student understanding and drive instruction. PLCs will review formative assessment data to determine next instructional steps based on student needs. Instructional support will also be provided by the district academic coaches and specialists as needed.

New instructional support product was purchased this year to help with online formative and summative assessment - Go Formative. The use of Go Guardian along with Go Formative makes teachers much more adept at monitoring individual students computers, distractions, etc. Many teachers note in observations that they never used Go Guardian prior to this year and now it is a mainstay in their toolbox. Adequate training and availability of these two tools supports our teachers immensely.

Example of district assessment plans:

K-4

[https://drive.google.com/file/d/1O88J5yPQHdbJir8an5O2p9mj1c0eestd/view?](https://drive.google.com/file/d/1O88J5yPQHdbJir8an5O2p9mj1c0eestd/view?usp=sharing)
usp=sharing

The Student Success Plan (SSP) will be followed in the virtual setting or the blended setting back on campus. The SSP will be monitored or adjusted if needed.



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

The district will ensure dyslexia law requirements are met for virtual learners. Virtual students follow the same literacy flowcharts for identifying academic support needed including dyslexia intervention services. Screening Process: Universal and Level 1 screenings are done virtually based on the procedure of the assessment. One Page Assessment Overview: <https://docs.google.com/document/d/1SJGu4QK4LHag5BwRBgow9NbPycCibRWnFybEIGrnaVk/edit?usp=sharing>
Level II screeners are completed in person.
Virtual teachers are provided with the same training and information on the process of identifying students with dyslexia through ongoing training in the science of reading and the Response to Intervention process.

Services are provided in line with student’s instructional needs based on initial, level 1, and level 2 data including ongoing formative assessments within the program and progress monitoring as outlined in the literacy flowcharts. Students participate in services based on the students grade level-

K-4: Students will participate in virtual tier III intervention services with an interventionist trained in our dyslexia intervention program. The intervention teacher will be dedicated to virtual students based on numbers of students and groups needed. Students participate in synchronous instruction according to fidelity guidelines of the program for group size (4-6 students per group depending on the needs of the student) for 3 days per week with additional asynchronous assignments to practice independent reading skills based on the needs of the child. Digital student pages are available to instructors along with many created games and practice items through Seesaw, Google Slides, and other online platforms. Students will be provided with multisensory materials such as red word screens, tactile tray, and printed reading material such as fluency practice pages and passages.

5-12: Students in grades 5-12 will participate in dyslexia intervention in person at their zoned campus or virtually.

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



LEA INSIGHTS

Students in grades 2-5 are served through the resource center programming option (8.0-II-B). Full-time virtual GT students in grades 2-5 receive 210 minutes of asynchronous and synchronous instruction via Google Classroom. The GT facilitators interact with students through Google Meets. Their schedules have alternating Google Meet times with live interaction and instructions from teachers followed by brief periods of time to work either independently or with teammates. The GT teachers keep the Google Meet open even while students are working independently in case someone needs assistance; the students just call the teacher's name and she is available to answer questions. At least one GT teacher will be assigned to provide services for virtual students. Depending on final numbers of virtual students in the GT program, that teacher may also serve blended students. Additional GT teachers may provide services if student numbers exceed 75.

All Identified students attending virtually receive the same amount of direct GT instruction as students attending blended school.

GT teachers provide optional enrichment activities and extension activities for students that may complete their work ahead time and need something additional.

Whole group enrichment for grades K-1 is done digitally. The GT Facilitators provide at least one lesson each month by uploading them to SeeSaw for Kindergarten and first grade teachers to access. The classroom teachers provide the other lessons per month so students receive one 30 minute enrichment lesson per week. The GT facilitators share a Google folder with a Google Sheet where the classroom teachers document their observations and upload any work samples. This shared folder allows the GT teacher and the classroom teacher to view and discuss students.

Virtual students that are referred for testing, must come onsite to be tested. The GT programming option for grades 6-8 are Pre-AP courses (8.0-III-C). All GT students are assured enrollment in at least one Pre-AP course, but may request additional Pre-AP courses as well. The GT teachers also meet once monthly with GT students in grades 6-8 to provide an Affective lesson. This is being done through Google Classroom this year and will be provided for virtual students next year.

All requirements from GT Program Approval Standards were met and approved this year and will continue to be met in the future.

Advanced courses for grades 7-12 are offered in the Virtual School with the exception of the IB program. The IB program can be accessed on campus. However, a full menu of AP programs and college enrollment can be accessed in the Virtual School. See our course offerings at <https://www.bentonvillek12.org/Domain/6248>

Our Instructional Technology team also offers a website dedicated to Differentiation Tools that can be found at <https://1to1.bentonvillek12.org/differentiation-with-chromebooks>



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



When a new student enrolls in our district, a Home Language Usage Survey (HLUS) is completed. If the HLUS shows a language other than English, the ESL Center contacts the parent to confirm that ELPA21 screening is required and an appointment for screening at the ESL Center is scheduled. Once the student has completed the screener and we receive results, a Language Proficiency Assessment Committee (LPAC) meets to review all relevant information about the student to determine appropriate language services. We send copies of the screener results and the LPAC decision for services to the family in a language they can understand. The district will ensure LPAC law requirements are met for virtual learners.

Our ESL students participate in direct English Language Development instruction through Google Meets in small groups or individually if needed. These groups meet 3-5 days a week depending on the student's need for support to become fully proficient in English.

Our elementary and middle school students receive English Language Development instruction from ESL educators dedicated to virtual learning. These students also receive content instruction from classroom teachers dedicated to virtual learning.

Our secondary students receive English Language Development instruction from experienced educators delivering both virtual and on-site learning. These students receive content instruction from educators who are dedicated to virtual learning.

Our ESL students need support with their classroom content to meet grade-level standards. To accomplish this, ESL teachers collaborate with classroom teachers to properly scaffold instruction and to accommodate assessments. ESL teachers attend regular classroom meetings with students as needed, in order to support the student and the teacher. ESL teachers also attend PLC meetings regularly to discuss the best ways to meet student and teacher needs.

Our ESL teachers frequently communicate with families through the Google Meet format, phone calls and emails. Interpreters are provided for administrators, counselors and teachers to communicate with families and students. When needed, ESL staff make home visits to deliver instructional materials, help with technology issues, and/or to provide support and encouragement to the student and family.

All ESL students participate in the ELPA21 Summative Assessment in the spring. Students are required to participate in the assessment at a district location. We offer individual student testing at the ESL Center to families who are more comfortable with this option.

Our district is committed to our ESL students and their families. In addition to the methods of service and support provided above, our staff will continue to meet new needs as they arise with students, teachers and families.



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



Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education.

Assessments -

On-site assessments for DLM, MAP assessments, ACT Aspire

On-site evaluations for Special Education (could be home campus or other District facility)

Training -

Training Support for parents, students, teachers related to formats being used (BUZZ, Go Guardian, Google Classroom, etc).

Training support for teachers on how to implement IEP accommodations, READ/Write extension.

Conferences -

Conferences held virtually and/or on-site

An IEP team may determine the appropriateness of virtual learning for a student and what accommodations would be needed in that environment. If a student is not engaged in virtual the IEP team can meet and decide if they should return to blended

Instruction -

Instruction: (based on student need/response) Asynchronous and synchronous instruction. (use platforms such as Google Classroom, Seesaw, Ultimate SLP, Interactive Bitmoji Classrooms, etc. to provide content that aligns with grade-level standards)

Related Service Providers -

Virtual delivery

Determine need for equipment and if it will be school or parent provided

Other factors considered -

Determine need for 1:1 (if 1:1 para was provided for transitions, safety, etc, then the need may not be warranted for a virtual environment)

Communication between district special education teachers and district virtual teachers will occur at least one time weekly via video conference meet or phone call. A running agenda will be maintained and meeting notes will be input into the agenda representing the weekly communication between the team members. Data collection sheets and/or data input platforms will be shared documents between the team members, and both parties will be present during any scheduled IEP conferences.

504 services and supports will be provided by the virtual classroom teacher.

504 Evaluation and Review Conferences will be conducted virtual by the zoned BSD School.

The A Team Toolbox is also maintained on our Staff tab and is intended as a Universal Design and Assistive Technology support for teachers and students. It has a history of infographics and reviews of various tools. This goes further toward helping our teachers equitably engage learners with all types of needs and specializations.

<https://sites.google.com/bentonvillek12.org/ateamtoolbox/>

Our Instructional Technology team also offers a website dedicated to Differentiation Tools that can be found at



LEA INSIGHTS

Differentiation Tools that can be found at

<https://1to1.bentonvillek12.org/differentiation-with-chromebooks>

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 students are provided with a chromebook with access to a content management system based on the grade level and student proficiency with technology. Assistive technology is installed on each chromebook for all students including Texthelp's EquatIO to support writing digital math expressions and Read&Write for Google Chrome which gives students access to: text to speech, speech to text, predictive text, provides picture and word dictionary, vocabulary list, highlighting tool, screen masking, etc. digital libraries are also provided for teachers and students.

Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and strategies.
<https://1to1.bentonvillek12.org/>

Our Instructional Technology team also offers a website dedicated to Differentiation Tools that can be found at
<https://1to1.bentonvillek12.org/differentiation-with-chromebooks>

The Google Classroom Standards of Consistency is just one example of a resource developed to maintain a standard with teachers for the benefit of parents and students. https://drive.google.com/file/d/1Aeh_aQWRq-yG1mIW0e35VvRWELMMeyEY/view?usp=sharing

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Teacher Supports

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



LEA INSIGHTS

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New instructional support product was purchased this year to help with online formative and summative assessment - Go Formative. The use of Go Guardian along with Go Formative makes teachers much more adept at monitoring individual students computers, distractions, etc. Many teachers note in observations that they never used Go Guardian prior to this year and now it is a mainstay in their toolbox. Adequate training and availability of these two tools supports our teachers immensely.

Each elementary school has two staff members identified as SeeSaw Super users. These staff members work with new teachers in their buildings to ensure they are equipped to utilize SeeSaw with their students and parents.

Campus and district administrators actively monitor online instruction CMS (See Saw and Google Classroom) postings, and grading feedback in our virtual model. Campus and district administrators can “walk in” to online classes throughout any day to monitor instructional delivery and student needs.

We also collaborate with our NWAESC CoOp, AACIA group, AASCD, regional colleagues, and others to support our teachers, monitor and adjust our programs, and provide the help from various specialists.

Should a teacher’s virtual class exceed the student threshold, they will receive an increase in pay for each student they are over of an amount equal to 1/20 (5%), 1/25 (4%), 1/28 (3.6%) K-6 and for 7-12



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?



LEA INSIGHTS

The district provides a minimum of 200 minutes of scheduled planning time each week and every Professional Learning Community (PLC) of teachers enjoys the collaborative support of their PLC meeting once or twice in every two week period.

The district employs specialists and coaches in various subject areas, but also employs two full-time Instructional Specialists who are Google Certified Trainers and can assist individuals or teams of teachers as needed. These specialists have come out of the ranks of our teaching staff and are well-utilized throughout our grade-bands, campuses, and subject areas.

The district also has Virtual School teachers function as a PLC with meetings at least once every two weeks. Those same teachers may still participate in a subject area-specific PLC of teachers who might be in any instructional model. Some teachers also have co-teaching partners or aides for additional support.

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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.

All Bentonville students have a district-issued Chromebook to complete work in any of our learning models including Virtual School. Students have devices that are appropriate for their given grade level ranging from a touch-screen device for Kindergarten to a standard Chromebook, to much more diverse devices for students in certain CTE programming. Information about our 1:1 program is publicly posted at <https://www.bentonvillek12.org/Page/23617>

Families needing technical support can access our online chat at <https://onlinehelp.bentonvillek12.org/> This service has responded to 17,686 support chats since we went online last year with an average duration of 11:38 minutes per chat. That is an average of one assistance call per student since March 2020 by our technology team.

Families may qualify for a mobile hotspot and they can apply at <https://www.bentonvillek12.org/domain/5635>

Parents and families without internet access have been given new, upgraded, public access in 2020 to outdoor wifi in parking lots at all 23 of our neighborhood campuses. The Outdoor Wi-Fi Locations can be found at <https://wifi.bentonvillek12.org/>

Individual concerns related to student disengagement, poverty, homelessness, migrant status, foster care, military status, etc. will be addressed directly and individually with counselors, administrators, deans, student advocates, and our full menu of wrap around services.

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.

The district will conduct statewide assessments onsite. This is communicated in the parent letter about the program or Program Requirements, the Rubric for Choosing Virtual School, and the Parent Contract. These documents are maintained on our Virtual School website.

<https://www.bentonvillek12.org/Page/24304> Click on Academics and Program Commitments and choose a Rubric by grade band.

Families will be informed about their testing site. For upper grades the site will be their zoned campus. For lower grades the site may be a consolidated site.



Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The district will monitor the effectiveness of digital options with daily monitoring of attendance and grades as well as MAP testing of reading and math skills three times a year. Research questions used by the district include but are not limited to those listed below.

What is the comparison of virtual and on-site achievement on MAP? How does virtual student performance differ at various grade levels? Did students in poverty progress differently than others in Virtual school? How many students do we have who disengaged in each learning model? What are we doing for those who disengaged in Virtual School? How many students are in identified intervention programs in Virtual School compared to other models or past years?

Evidence of this monitoring was publicly posted to our board agenda on 2/23/21. See the attached data slides at <http://go.boarddocs.com/ar/bentonville/Board.nsf/goto?open&id=BWXTFG74143C> There are two attachments on this link in Board Docs. The second attachment has the slides. If it does not take you directly go to the 2/23/21 meeting and choose item 3A.

Campus and district administrators actively monitor online instruction CMS (See Saw and Google Classroom) postings, and grading feedback in our virtual model. Campus and district administrators can “walk in” to online classes throughout any day to monitor instructional delivery and student needs.

We will also collaborate with our NWAESC CoOp, AACIA group, AASCD, regional colleagues, and others to support our teachers, monitor and adjust our programs, and provide the help from various specialists.



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)

Communication of Virtual school activities, student support options, and daily events are shared by the administrators via email, robocalls, social media, and videos linked in many of these formats. Videos to teach parents nuances about access, lessons, and student monitoring are used profusely to equip parents as partners in the education of their children.

In a post-Covid world our Virtual School students will have opportunities to collaborate for labs, on-site tutoring circles, field study excursions, college visits, family events, and more.

Parents and families without internet access have been given new, upgraded, public access in 2020 to outdoor wifi in parking lots at all 23 of our neighborhood campuses. The Outdoor Wi-Fi Locations can be found at <https://wifi.bentonvillek12.org/>

Families may qualify for a mobile hotspot and they can apply at <https://www.bentonvillek12.org/domain/5635>

Our annual Parent and Family Engagement survey is the source of some of our most critical stakeholder input for the design of our Virtual School. Administrators at the campus and district levels pour over each parent comment and all feedback to hear the voice of the community and meet the needs. See the 2020 version of the survey at https://drive.google.com/file/d/1sbZkr-HXinbaIV_Wls91AWyFiJHR7b7t/view?usp=sharing

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

Our current waivers were reviewed and approved by our board as a Consent Age

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

Stakeholder feedback of this plan, any related waivers, and our AMI plan will be i

Policies

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

Policy 4.10 Absences is our attendance policy adopted in June 2016. In accordan

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

Policy 4.18 Student Discipline is our discipline policy adopted in June 2016. The



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

Policy 5.11 Student Performance is our policy that was adopted in June 2016. It c

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