




Act 1240 Digital Learning Waiver Request

Status: Reviewed

 Bay School District (1601000)

School Year 2022-2023

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 #: 1601000
Superintendent: Luke Lovins
Email: LLOVINS@BAY.K12.AR.US
Phone: (870) 781-3711 Ext. 9040
Duration Requested (not to exceed three years): 3 Years 
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1601002 - Bay High School	10-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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>The district will apply for an attendance waiver for 10th- 12th grade virtual students. This waiver will allow virtual students the flexibility to participate in classwork in a way that fits the student and family’s schedule.</p> <p>Attendance for BHS virtual students who are interacting asynchronously with the digital content will be calculated each Monday for the previous week of learning. In order for a student to be counted “present” every day of the previous week, he/she will have had to complete a learning log for each instructional day in the calendar describing how they were engaged academically for that day. The District is requesting a waiver for attendance for the asynchronous virtual students in order to calculate and report attendance for the previous week of learning.</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)	The District is not requesting this waiver.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	The District is not requesting this waiver.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	The District will apply for this waiver. Instruction will be provided asynchronously and six hours may not be required each day for students to complete their activities.



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			The District will apply for this waiver. Instruction will be provided to students asynchronously. Students in a virtual setting will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.
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)	NA

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.

Teachers and students will interact with digital content asynchronously. Students will be assigned content from the LMS to work on with due dates throughout each 9 weeks. Students will submit a learning log each day that will track their engagement through reading assignments, instructional videos, quizzes, etc. Zoom sessions will be offered each week, but they will not be mandatory unless the student's grade falls below a "C". The teachers will coordinate with the Virtual Learning Facilitator to plan instruction. They will meet before each 9 weeks begins, and periodically throughout the 9 weeks based on the needs of the individual subjects being taught.

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 school will utilize an online delivery approach to meet the needs of both teachers and students. Since an asynchronous online option is being utilized, the students will use a Learning Management System to access content. Students will be assigned content from the LMS to work on with due dates throughout each 9 weeks. Zoom sessions will be offered each week, but they will not be mandatory unless the student's grade falls below a "C".

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 serving in a dual role with a virtual learning facilitator assisting. The teacher will not serve remote and in-person students at the same time.

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

The teacher will work with the virtual learning facilitator to assign instruction from the LMS. The teacher and/or facilitator will be in contact with students through email and Zoom meetings. These interactions will take place as needed but no longer than 2-week intervals.

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?

NA



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?

NA

Technology / Platforms

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

The LMS that will be utilized is Buzz and the CMS will be Google Classroom.

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.

The district plans to utilize Lincoln Learning for content areas and some CTE classes and iCEV for some CTE classes. These will be used for grades 10th through 12th. All courses offered on campus will be available in the Virtual Option.

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.

Zoom will be the communication software that is required for any remote student. Gmail will also be used for other communication.

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

All students are provided with a device and a hotspot if internet access is required.

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.

Students will have the opportunity for breakfast and lunch each day. The food service manager will provide meals to be picked up during the week. The counselor will either meet in-person or on Zoom after Interim Progress Reports are released. However, more often may be required is the need is there. Zoom sessions with the instructor will be offered each week, but they will not be mandatory unless the student's grade falls below a C. BHS also partners with Families, Inc., so that is another resource available to students.



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.

When Interim Progress Reports are released, the school Virtual Learning Committee will assess students grades and absences to see if they are being successful. If a student is failing any course at after IPR, they will be required to return to in-person learning. This same process will take place at the end of each 9 weeks as well. Students will have the opportunity for after-school tutoring.

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

Tier 2 Interventions will be provided as determined by Formative and Summative Assessments, class grade, and other data gathered by the Virtual Learning Coordinator/Teacher and may include but is not limited to, after school tutoring sessions onsite, required zooms, additional practice assignments, etc. If students require extensive Tier 2 Interventions or Tier 3 Interventions, they will be required to return onsite. Interventions will be provided by the Building Interventionist, Virtual Learning Coordinator, Content Teacher.

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

The district uses iReady for diagnostic testing. It also uses an online program for remediation of targeted areas.

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



Dyslexia screening for virtual students will be completed in grades 10-12 when a student shows a substantial deficit in reading and spelling. This will be based on a combination of grades, local/state assessments, parent/guardian and/or student requests, teacher observations, and other available sources of data.

If it is determined that a virtual student needs to be screened for Dyslexia, the student will need to be evaluated at school by the Dyslexia interventionist at a time scheduled by the interventionist. This is to ensure the validity of the assessments.

After Level 1 or Level 2 dyslexia screening, if a student demonstrates characteristics of Dyslexia, that student will be provided dyslexia services. Virtual students needing dyslexia interventions will Zoom during a designated period to be determined at time of placement in those services.

All virtual students, who are eligible for and participate in Dyslexia interventions, will be provided with all of the needed Dyslexia program's materials (student books, manipulatives, etc.). The dyslexia interventionist will prepare such materials and communicate a designated drop-off/pick-up with that student and parent at the beginning of the year; as the curriculum and manipulatives change, the interventionist will update the materials in the same manner.

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



The Gifted and Talented Teacher will present professional development to staff at the beginning of the year that demonstrates the differentiation needed for gifted students.

Gifted students perform best when they are allowed to work at their own pace and they are given a choice in the material they are studying or assignments they are completing

Gifted students need to fulfill their social and emotional needs by asynchronously engaging with their peers through assignments

Teachers should not automatically assume that gifted students know how to use a digital tool or platform used in an assignment

Teachers should create or provide tutorials that show students how to use material

Teachers should clearly express their expectations in assignments

Teachers should understand that gifted students may want to dive into a topic deeper than what it was explored in class

Teachers should provide links to extension activities for students who finish early or wish to explore the material further

Teachers should not automatically assume that gifted students will know how to structure their time

Teachers should supply sample schedules or templates for students to help them complete their work on time

Teachers should ensure students know how to communicate with their peers and teachers properly by providing useful examples



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

At this time, there are no ESOL students expressing an interest in becoming a digital learning student. However if an ESOL student chooses to become part of the ROC program, the following tools will be utilized:

Teachers will utilize the Arkansas ELP Standards to support content-area instruction.

Teachers will provide asynchronous videos that will allow the student more instruction time as needed.

Teachers will teach ELL students to use Google Translate to assist in understanding new words and deciphering images .

Teachers will provide scaffolded instruction and access to texts via audio recordings and graphic organizers.

Teachers will allow ELL students to respond to text orally or written in their home language.

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 teachers will be available for additional support whenever requested by the student or the parent.

Students may use the text-to-speech option for modifications when working with IXL, or any other remediation programs.

Special Education teachers will use Google Meet to schedule and conduct evaluations of students. They will also use this tool to hold conferences with families of remote students if they are unable to attend in person meetings. In-person meetings are favorable to the SPED department due to the high volume of paperwork that needs to be completed to support a student's placement. However, if a parent or legal guardian is unable to attend, the meeting can be held via Google Meet. Paperwork can be hand delivered to those parents who are unable to attend these conferences in-person so that proper signatures may be obtained.

Any special education student partaking in digital learning who does not have adequate access to the Internet will be given a mobile hotspot.

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.

Students have access to the entire Google Suite of add-ons. They have access to text-to-speech and speech-to-text software.

Teacher Supports



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

Teachers will be provided training at least quarterly, and more frequently as needed/requested, in LMS and CMS programs and resources. Asynchronous content is being provided. Teachers will work with the Virtual Learning Coordinator to ensure that the proper standards are covered and that pacing is well planned. Virtual Team will meet at least each 9 weeks to discuss additional content and instructional supports.

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?

Teachers will spend approximately 45 minutes weekly to develop and plan for standards based instruction and pacing in the LMS. This time will occur during their regular planning time. The Virtual Learning Facilitator will assist with all instructional planning and support for digital content.

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.

By offering mobile hotspots and various services to targeted populations (low socio-economic students, special education students, English-language learners, etc.), Bay School District will offer equitable access to each student in the Virtual Learning Option. The application process will take into consideration the need for devices and mobile hotspots, along with a student's accessibility to the breakfast/lunch options, school-based mental health services, and the food backpack program. No Bay School District student will be eliminated from the Virtual Learning Program based on any of these factors mentioned above. The application process will be non-discriminatory.

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.

We will utilize our mass email and texting app, along with social media to communicate with parents about testing. We will also use individual emails, phone calls, and Zoom to communicate as well.



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 initial application will be reviewed and approved or denied based on the findings of the Virtual Learning Committee. The committee will discuss each student's success level at IPR's and the end of the grading period to determine the effectiveness of the program for each student. Data used will be grades, test scores, and attendance. The data will be collected at mid-9 weeks and the end of each 9 weeks. The data will be used by the committee to determine the overall effectiveness of the program. The committee will review grades, test scores, and attendance to make this determination. The Virtual Learning Committee will be responsible for the evaluation of the program. The timeline for the evaluation of the overall program will be at the end of each semester.
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)	We will utilize our mass email and texting app, along with social media to communicate with parents about the digital learning process. We will also use individual emails, phone calls, and Zoom to communicate as well. We will provide devices and hotspots as needed. We will have a parent training session on the LMS and CMS platforms.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://docs.google.com/document/d/1OCxzz6hvF9BiJ840rJjmk6cJNOB7GU
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/spreadsheets/d/1aPNBFfa3UcWXvwxS7zFyx_BH DU2
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1UhrDhxII6SP2u2nb6SvdLmBFmbNl8
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1UhrDhxII6SP2u2nb6SvdLmBFmbNl8
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1UhrDhxII6SP2u2nb6SvdLmBFmbNl8