



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Rector School District (1106000)

School Year 2021-2022

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 #: 1106000
Superintendent: Johnny Fowler
Email: jfowler@rector.k12.ar.us
Phone: (870) 595-3151 Ext. 1001
Duration Requested (not to exceed five years): 1 Year
(School year 2022-2023 to 2023-2024)

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

LEA(s)	Grades/Courses	Interaction		Delivery	Platforms
1106022 - Rector Elementary School	K-6	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)	Instruction will be provided through the cooperative consortium. Attendance will be determined by module completion. The student will be counted present if all weekly module assignments are completed. The district is requesting the waiver.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Not needed - the District will not exceed class size limits.
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	Teaching Load does not apply to K-6.



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	The district is requesting this waiver for virtual students to complete assignments and support time constraints for parents. Students will be working at their own pace. So some students may take more or less time to complete coursework.
Clock Hours	1-A.2			Not needed
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6- 102(a)(5)	K-6 Tri-Region is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.

Digital Model

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

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.



Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other common assessments such as DIBELS, PAST, Decoding Survey, and DSA. Instruction will occur synchronously five days a week and be offered in real time. For those students who may need to attend asynchronously, the synchronous lessons will be recorded and made available for students and parents to view.

Students:

Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content if they are synchronous learners. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours. Students will be required to maintain a cumulative 2.0 GPA in core classes to satisfy academic requirements for remaining virtual.

Asynchronous students are expected to follow the policy set by their districts regarding the standards for completion of work in a timely manner. Additionally, they will receive the same instruction based upon the science of reading, as set forth by the Right to Read Act.

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



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

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.

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

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

K-6 TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. It is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions for additional support or for missed meetings.



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 will not exceed class size limits.

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?

None will be needed

Technology / Platforms

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

Students in the K-6 TRVP will use Google Classroom as the CMS.

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 K-6 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-6 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.



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 K-6 TRVP teachers and students will be utilizing Zoom/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date.

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 virtual students will be assigned a district chromebook, mouse (if needed), and headphones (if needed). The district has 32 state approved hot spot connections that will be prioritized for off site virtual students. The district also provides drive up access, as well as access at the local public library. Information for the Emergency Broadband Benefit will be distributed to students without connectivity. Families in need are encouraged to apply at <https://www.fcc.gov/broadbandbenefit>

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.

The K-6 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

Virtual students will have access to all supports provided to on-site students including food services, backpack program, summer school, tutoring, mental health services, digital intervention programs, counselors, administrators, and the virtual facilitator (CCC).

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 district will have access to the K-6 Google Classrooms in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students.



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

the district will utilize RTI to intervene through Tier II instruction when a student is not reaching proficiency. Tier II might include more time on task, more repetition, or differentiation in instructional methods. The district's CCC will coordinate tier 3 interventionists to work with students as the need arises.

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

In the K-6 TRVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice). Assignments will be aligned to SoR, QuEST, and GPS, and will include recognized assessments such as DIBELS, PAST, Decoding Survey, DSA, and others as needed.

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

The district will provide accessibility tools (phonological awareness and phonics strategies) to support students with dyslexia characteristics based on level 1 and level 2 screeners. A certified dyslexia specialist from the district will be available for screening students for characteristics of dyslexia. The district will provide intervention to students who demonstrate characteristics of dyslexia, using Wilson Dyslexia Program. The district will ensure that the dyslexia law requirements are met for virtual learners.

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

Teachers will embed enrichment activities into core content. Education Cooperative GT Specialists will have input in the development of K-6 curriculum in order to ensure rigorous activities are embedded in core content courses. The district gifted and talented teacher will be available to administer assessments onsite, and she will ensure that students receive the required minutes for GT instruction. PreAP and AP courses will be offered at the secondary level. The district will ensure all requirements of the Gifted and Talented Program Approval Standards are met for virtual learners.



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

ELPA screeners and other assessments will be used in determining necessary accommodations and modifications on students' LPAC plans. The district will ensure all requirements of the District English Learner Plan will be met for virtual learners.

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

Teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed, in the capacity of a general education teacher. The district LEA supervisor and special education teacher will oversee Special Education services and processes. Edgenuity provides a special education coordinator who will work with 7-12 district LEA supervisor, special education teachers, and district CCC.

Onsite evaluations are performed by a licensed school psychology specialist, speech language pathologist, and occupational/physical therapist, as well as certified special education teachers.

Speech, Occupational Therapy, and Physical Therapy services may be accessed virtually or onsite.

The district Special Education teacher will oversee the IEP process, including necessary assessment, required IEP instruction, and conferences. The district LEA Special Education supervisor, as well as Edgenuity's Special Education supervisor will also assist in the process.

Special education will be provided based on rules and regulations.

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.

Assisted technology will be utilized as necessary to ensure all virtual students have access to learning.

Teacher Supports



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

The K-6 TRVP will address the support for professional development for online teachers and how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year.

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?

The K-6 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

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.

Rector will provide appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary. In addition, general school supplies, chromebooks, mice, and headphones will be made available for all virtual students. Rector School District will ensure that all digital learners will be given equitable access to all district services via drive up options or delivery.



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.

All virtual students will be required to participate in statewide summative and school/district required testing at the building/district site. A battery of formative, interim, and summative assessments may include iReady, ACT Aspire, RAN, DSA, DIBELS, PAST, Decoding Survey, MasteryPrep, ACT, ASVAB, SAT, and/or Level 2 dyslexia screeners or other testing. These tests will be conducted and monitored by the testing coordinator, testing administrators, literacy/dyslexia interventionist, and math facilitator. All testing data will be shared by the school/district for analysis. Data will be shared with students and parents through video conferencing, telephone, or mail. Testing expectations will be communicated to parents during virtual registration and will be followed up through email, LMS communication, telephone, and video conferencing. If students are unable to come onsite for testing, the CCC will make arrangements to meet at a mutual location to ensure the fidelity and validity of the assessment process.

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.

To ensure student success. Student assessment data, participation, parent communication (conferences, surveys), and collaboration between the district and virtual providers will be evaluated for effectiveness. Additionally, students must maintain a 2.0 gpa to participate in virtual learning. This will be monitored per 9-weeks.

The district seeks a 2-year approval for the digital learning plan; however, ongoing monitoring and end-of-year evaluation will determine what, if any, changes need to be addressed for the 22-23 school year.

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)

All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. Rector will provide support through the CCC, technology, instructional materials and supplies, and grade updates. Grades will be made available through the Home Access Center.



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

https://drive.google.com/drive/u/0/folders/12m6JUr37ltN40Rmsu2bU_ywpFKvc

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/e/2PACX-1vQNaJGsbjY5zLOot1K30Zolt>

Policies

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

<https://docs.google.com/document/d/e/2PACX-1vQte9mEz8oT6Oh7WA94aoP1A>

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

<https://docs.google.com/document/d/e/2PACX-1vQte9mEz8oT6Oh7WA94aoP1A>

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

<https://docs.google.com/document/d/e/2PACX-1vQte9mEz8oT6Oh7WA94aoP1A>

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