

Pocahontas Virtual Plan

Attendance

Yes, The Pocahontas School District is applying for the Attendance waiver.

Pocahontas School District will have a 6 hour instructional day of virtual learning. Some students may work more or less than 6 hours daily using the digital platforms. Attendance will be taken at the end of each week as students sign on virtually and determined by students' progress on completing assignments each week.

Families that want to enroll in virtual learning will have to meet criteria set forth by a committee. The committee will consist of administrators, counselor, special education teacher and general education teacher. The committee will meet weekly to discuss any new applicants applying for virtual learning.

All students will physically attend on-site unless approved to attend virtually if approved by the committee. Students that are virtual will attend Buzz through Lincoln Learning. They will have units to complete per course to count as their attendance for 7-12. Example: If a student is enrolled in Math and there are 5 units assigned for that week, if the student completes 3 out of 5 assignments they will be counted present 3 periods. K-6 will have attendance taken by their active participation in the synchronous reading instruction. Students in K-6 will be expected to complete all work assigned, especially the reading work assigned and given during the synchronous sessions.

Students that meet the criteria for virtual learning set forth by a committee may participate in virtual learning. Students that are virtual learners will be assigned a liaison/facilitator and assigned to a teacher of record in Eschool. The liaison will contact the student weekly and check on grades and attendance daily.

Pocahontas School District virtual learning criteria is as follows:

Criteria to be considered a Virtual Student

The following criteria will be reviewed by a committee made up of Pocahontas Public School Personnel.

- 1. Must have quality internet access for 6 to 7 hours a day to view videos and livestream. Students should be able to submit classwork via google drive, Lincoln Learning, etc.**
- 2. Must be in good standing attendance wise. (District Attendance Policy).**
- 3. Must have and maintain a 2.00 GPA.**
- 4. Students must login/join class during the scheduled class time. If a student fails to login/join they will be counted absent. Students must join class on time.**
- 5. Students should actively participate in class daily.**
- 6. Students should consider the virtual environment as a regular school day. (7 period school day).**
- 7. Students will not be allowed to work during the school day rather than attend class. We do not have a work release program at PHS.**
- 8. Students are responsible for completing their own work.**
- 9. Students should not under any circumstance be driving while participating in class.**
- 10. Students will be allowed to participate in extracurricular activities, they must understand that they will be in contact with students during such activities/participation.**

WILL BE REVIEWED BY THE COMMITTEE

Class Size

Yes, The Pocahontas School District is applying for the Class Size waiver.

Any student enrolled in virtual learning will participate in a remote location but still be assigned in Eschool to a teacher of record onsite. Families with students wanting to attend the virtual program will be subject to a rigorous criteria set forth by the committee and approved by the committee. There will be no more than 50 students per class per teacher for virtual learning.

The curriculum will be provided by a Division of Elementary and Secondary Education approved digital provider Buzz through Lincoln Learning.

Teaching Load

Yes, The Pocahontas School District is applying for the Teaching Load waiver.

This is needed because virtual learning facilitators of the school may be required to assign and help with content outside of their area of expertise. For example, a math teacher may be expected to help a student with English or science work. Also, in grades K-6, the facilitators will be expected to give instruction in reading for all of the grades in their building and not just the grade that they originally were teaching. The various content they assign in grades K-6 also constitutes a greater teacher load than previously required of them.

Six Hour Instructional Day

Yes, The Pocahontas School District is applying for the Six Hour Instructional Day waiver.

Virtual learners will need to access their Buzz accounts daily. Virtual learners may or may not work for the full six hours daily but will work at their own pace on the assignments given. Virtual learning allows for flexibility of time and space in which to work.

Clock Hours

Yes, The Pocahontas School District is applying for the Clock Hours waiver.

The students attending virtual school may or may not meet the minimum requirement of 120 clock hours. However, the goal is to complete and pass all units of instruction that are aligned with the Arkansas Curriculum Standards on the Arkansas approved Digital Learning Providers list. Some students may obtain well over 120 hours and sometimes may obtain under 120 hours as long as they pass the units in a timely manner they will obtain credit.

Recess

Yes, the district will be applying for a recess waiver. Students are working virtually and at their own pace, so they will not have a scheduled recess. This responsibility will be on the guardians of the students to ensure they get their physical activity daily. This only applies to K-6.

DIGITAL MODEL: 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.

Students will participate in both Asynchronous and Synchronous learning using Buzz through Lincoln Learning online curriculum. They will have learning content, practice, and assessments. Those students who are virtual will participate in asynchronous learning. Facilitators will communicate weekly with virtual students to monitor their progress, answer questions, offer suggestions, provide extra resources, and put in grades. Teacher-led lessons (synchronous) will be taught in a systematic, explicit, and sequential way. K-6 instruction will be based on The Science of Reading and include the essential components: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Synchronous sessions will be accomplished through google meets in small groups or one on one at least three times a week for K-6. K-6 will receive daily synchronous lessons in reading.

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.

Our on-line instruction is available for all core subjects in grades K-12 and various electives in K-12. Students in K-12 who need interventions can come to campus to participate in one on one or small group interventions or attend virtually. Students in grades 7-12 may come on-site to participate in extracurricular activities. Students in grades K-12 will be onsite for all required standardized examinations. Facilitators will be provided with a chromebook and/or desktop to facilitate the content of Buzz for grades K-12 and the synchronous reading sessions for grades K-6.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?

There will be a K-3, 4-6, 7-9, and 10-12 facilitator for online students. The K-6 facilitator will serve in a dual role by providing synchronous reading instruction. The facilitators for K-6 will also supply students with content in other subject areas through Buzz. The 7-12 facilitator will simply provide the content given through Buzz.

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

The expectation for instruction is for the facilitator to provide support in answering questions about the curriculum, providing synchronous sessions in K-6, and communicating with virtual students weekly. K-2 will focus on the bottom part of Scarborough's Rope, and 3-6 will focus on the top of the rope with systematic, explicit and sequential instruction.

The facilitator for K-3 will have completed the RISE training and will be coached by the district's Science of Reading Assessor to ensure components of the Science of Reading are embedded in student instruction. Interventions, face to face and/or virtual, will be provided based on student data and need.

For virtual learning, students will be using interactive activities and videos that are aligned for the science of reading. For phonological awareness, students will participate in interactive Heggerty videos. For phonics,

fluency, comprehension, and vocabulary, students will participate in interactive lessons and activities using Buzz/Google Classroom. For the “Bottom of the Rope Reading Skills,” students in grades K-2 will also participate in synchronous sessions through google meets with the virtual classroom teacher who is trained in the Science of Reading. Those students in 4-6 who have not mastered these skills will receive intervention during the synchronous sessions or with an interventionist. Students will participate in instruction using Heggerty for phonological awareness and 95% Group chip kits for phonics to address decoding and sight recognition of words. The teacher will also utilize decodable text during synchronous sessions.

K-6 will focus on Word Recognition instruction that will address Scarborough’s Rope model of reading by participating in word recognition activities which include: awareness of sounds in words, knowledge of how the sounds are encoded and decoded by the alphabet, automaticity with frequency occurring words, and the spelling pattern words which prove irregular.

Students will also be provided synchronous instruction in Language Comprehension, which includes the comprehension skills necessary for readers to read fluently and understand and read for both learning and pleasure. Some of the specific skills being addressed will include: background knowledge, vocabulary, language structure, verbal reasoning, and Literary Knowledge.

There will be an online facilitator who can assist teachers both in elementary and secondary. The online facilitator will be in contact with parents, students and teachers each week to provide support, answer questions, supply resources, and help virtual learners.

For grades 7-12 the online facilitator will be expected to make contact with the student and parents weekly by email, phone, or Google Meet while checking grades and work daily.

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 a digital learning setting?

We will have one teacher who will be the online facilitator for K-3 dedicated to those virtual students. They will participate in both asynchronous learning and live instruction for reading instruction. There will also be an online facilitator for 4-6 providing learning in the same manner.

Grades 7-9 and 10-12 will have one online facilitator each with several paraprofessionals to service the online students in an asynchronous learning environment through Buzz Lincoln Learning.

The facilitators will be supported by being provided PD over Lincoln Learning and facilitating virtual teaching programs. The facilitators will only have virtual students so their class size will only be those students who are virtual. They will have no on-site students during the school day.

The facilitator will meet with a building level administrator weekly to discuss the workload and class size to determine if the supports are adequate. Through these discussions, more training, resources, or actions can be taken to ensure that the facilitator receives all the support they need.

If utilizing the district waives 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 class size in digital learning settings?

Facilitators will solely have virtual students which allows them to focus on those students. Once again, they will not have any on-site students so that will allow them to have more students than a normal teaching load. Student data and engagement will be used to determine if more support is needed. Facilitators, once again, will have PD that will help with virtual instruction and managing those students in the virtual setting. Facilitators will have access to other resources through our local co-op to support instruction if needed. The district will monitor and determine if the supports are adequate by conversations with the facilitator weekly on how the workload is affecting them and their ability to complete their job and by offering other training or services needed to accommodate the facilitator's needs.

Technology/Platforms

In grades K-12 Pocahontas School District, Buzz will be used to operate courses available in Lincoln Learning for students that are 100% virtual.

Students participating in our virtual program will have access to all course content and courses offered through Buzz Lincoln Learning. Those students will participate in asynchronous learning through Buzz via Lincoln Learning. Buzz through Lincoln Learning will service students K-12. Synchronous learning will be available when necessary through Google Meets and Google Classroom for teaching reading and other necessary content to students K-6.

All teachers and students will utilize Google Classroom and Google Meets for synchronous learning. Through Google Classroom, teachers and students will have the ability to collaborate and ask questions. With Google Meets, both teacher and student will have the opportunity to participate in live video lessons and receive live support or feedback.

Each student participating in the virtual option will receive a student chromebook in order to participate in a virtual learning environment. Mobile hotspots will be issued when available with the requirement that students' residence has a reliable cell phone signal in order to utilize the hotspot. Parking lot Wi-Fi will be available at the district for those students who the hotspot is ineffective or cannot get quality internet access.

Student Supports

The district will monitor the wellness and safety of students through weekly communications from online facilitators to check their social and emotional needs alongside their academic needs. In K-6, the online facilitators will monitor that through their reading content. For 7-12 the school counselors will send a weekly email along with the facilitators to check on the needs of the students. The counselors and facilitators will also do a monthly Google Meet with the students to check on their social and emotional needs as well as to provide a physical check-in. If the student has needs, the building counselor will be briefed and contact the student to set up the help needed. Breakfast and lunch will be provided to students every day of the school week if they choose to pick them up. Students will also have access to the backpack program available at the school.

Student progress will be monitored daily by the facilitator. Students will be communicated with weekly on their work and the progress they are making in the class. They will receive feedback on their work during this weekly

communication. If a student is not meeting the expectations for virtual learning, their parent(s) or guardian(s) will be notified at progress reports (semi-quarterly) and their status for virtual will be evaluated at the end of the nine weeks (quarterly) if necessary. This is to give students time to recover their grades before any major decisions are made.

If a student is in either tier two or three on their RTI plan, they will receive support by either coming to campus and meeting with the RTI coordinator in K-6 or meeting virtually via Google Meets. Grades 7-12 will receive RTI through online interventions. Students in tier one can receive interventions through communication with their teacher and their coursework. Students in tier two or three will receive RTI through a regularly scheduled intervention on campus or virtual for K-6. Grades 7-12 will receive RTI through digital methods offered by the school and via Google Meets if necessary. All students will have equal access to interventions.

Students are progress monitored using AIMSWEB and NWEA three times per year in K-6. NWEA is also used to monitor student progress in 3-10. Teacher made assessments will be used to monitor student progress as well K-12. Students will be required to come to campus for all standardized tests.

Any student already diagnosed with dyslexia or dyslexia characteristics will receive services on campus or virtually through Google Meets. If a student or parent feels like the student needs to be screened for dyslexia, they will schedule an appointment to do the screening at school with the identified dyslexia intervention specialist. Our dyslexia specialist will oversee and provide interventions implemented by teachers and paraprofessionals. The district will ensure all dyslexia laws are met for both on-site and virtual students.

The gifted and talented coordinator will serve those identified students in multiple ways: one on one work, engage in regular online activities, and communicate resources that prompt challenging situations to the students. Students recommended to GT will be screened on campus and the results brought to the committee. The district will follow all standards set forth from the GT Program Approval Standards for both on-site and virtual students. Whole group enrichment will be for K-2 with recorded videos to provide that enrichment alongside activities provided to the facilitator. Grades 3-6 will have GT synchronously at least three times per week for 50

minutes. Grades 7-12 Pre-AP and AP courses will provide their minutes of GT instruction.

ESL or ESOL students will receive support and services through our Migrant tutoring program at the school. The migrant tutors will meet with students virtually three to four days per week for 45 minutes each session. This will provide students with the opportunity to receive help if needed and communicate with the tutors. From there, tutors will communicate with classroom teachers to ensure accommodations are being made for those students who need them. The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners.

Virtual students who have an IEP or 504 plan will receive their accommodations or modifications from their teachers. Teachers will eliminate items, shorten assignments/assessments, and more. Conferences can be held in person, by phone, or by Google Meet. All evaluations will be completed on-site (psych testing, speech, OT, PT). On-site evaluations are performed by a licensed school psychology specialist, speech language pathologists, and occupational/physical therapists, as well as certified special education teachers. The SPED teachers will monitor their students closely to ensure that all accommodations are being made for those students. All required special education IEP minutes will be provided synchronously by a special education teacher.

Classroom teachers will be issued a teacher chromebook to use both at school and at home. If needed and available, hotspots will be provided for those who do not have access to Wi-Fi but do have a reliable cell phone signal at their residence. Classroom teachers have received training in Google Suite and Go Guardian in order to communicate with students effectively during their virtual learning. Students will also have the opportunity to come to campus outside of school hours and receive internet access in the school parking lot. The student chromebooks have a text to speech extension (Immersive Reader) that will read website text to students.

Teacher Supports

DISTRICT and SCHOOL SUPPORTS to PROVIDE ONGOING CONTENT and INSTRUCTIONAL SUPPORTS for TEACHERS:

SUPPORTS for TEACHERS:

The district-level leaders and building-level leaders work closely in the Pocahontas School District. Weekly leadership meetings with administrators and instructional leaders and monthly content and/or topic-centered leadership meetings ensure that the PSD is a united district, working together to support each other as we support learners as they progress through the K-12 virtual experience.

All educators in the Pocahontas School District are presented with a variety of professional development and support opportunities each year. Administrators, Instructional Facilitators, and Tech Coordinators have presented/continue to present summer PD to provide district and building-specific training to meet our staff needs in regards to training educators to teach in the virtual setting. Virtual specific PD will be provided for those facilitators that will be solely dedicated to the virtual students and allow them to take that knowledge and show students/parents how to be involved in Buzz. Google Classroom is offered to all teachers in the Pocahontas School District. This feature allows teachers to engage their students in virtual learning.

DAILY/WEEKLY TIME TEACHERS NEED TO DEVELOP and PLAN INSTRUCTION:

Teachers will work in collaborative teams during professional development sessions as well as periodically throughout the school year to review, pace, and modify online content for students. Facilitators of Buzz will have a planning period each day. Teachers will likely spend approximately 2-3 hours per week grading student work, contacting students/parents, and/or providing online support and feedback to students. Teachers in PSD will not teach on-site and virtual students at the same time.

DISTRICT SUPPORTS

EQUITABLE ACCESS to OPPORTUNITIES for DIGITAL LEARNERS:

The Pocahontas School District's mission statement states, "To prepare students to accept and succeed in the challenges of tomorrow, the Pocahontas School District is committed to: providing a safe, quality, learning environment in which all students master grade level content, perform at their highest academic ability , and develop positive and healthy self-worth; to distributing resources with fairness and accountability; and to engaging in cooperative relationships with district parents and patrons.

All students will be provided all instructional materials (including internet) necessary to be successful in their learning. Virtual students will also be provided individual support to meet their learning needs.

Students in grades K-12 will learn virtually utilizing Buzz and synchronous reading instruction for K-6. Facilitators will adopt a teaching method that best fits the needs for each student.

Access to technology is a key to success in the digital world. PSD issues each virtual student a Chromebook and a mobile hotspot(if needed).

District level administrators and building level administrators work in partnership to ensure each student's safety and security. Special Education coordinators and migrant coordinators will work with PSD administrators to ensure that all students identified in these populations (including homeless and high poverty students) are receiving services needed during the virtual experience.

COMMUNICATING that STUDENTS MUST PARTICIPATE IN STATE TESTING:

Prior to students entering into the virtual program, parents are informed and will agree to follow and participate in the state testing guidelines provided by DESE. Individualized accommodations can be made for those students who cannot come on-site to take their tests. Examples of such accommodations could be offering limited access to other students in a secure testing location on or off campus if being around too many students is an issue, testing at a secure location that the school could set up off campus, testing in the parking lot using parking lot wifi, etc. Testing that will be included but not limited to are NWEA interim testing, ACT Aspire, ACT and ELPA testing for ELL students .Throughout the school year parents and students will be contacted using various methods to communicate testing requirements. These methods may include: email, phone, letters home via mail, social media posts, district website posts, or home visits.

EFFECTIVENESS of the DIGITAL OPTION:

The PSD will monitor the effectiveness of the virtual program by weekly monitoring student progress and testing data. Student engagement and success in completing coursework will be closely monitored daily by the facilitators. Testing data from resources such as ACT, ACT Aspire, NWEA, and AIMS Web will be monitored to evaluate the effectiveness of the content provided to students. Stakeholders of the school district will be surveyed at the end of each semester to determine effectiveness of the digital learning platform.

ENGAGING FAMILIES in the DIGITAL LEARNING PROCESS:

The Pocahontas School district understands the value of creating a collaborative and caring learning environment and knows the important correlation between parent/guardian engagement in a student's learning and a student's success as a student. Parents have access to the district's web pages, HAC account to monitor their student's grades, and google classroom access to get an instant snapshot of what their child is doing in the classroom. Parents will be shown how to access this content and are encouraged to participate in their child's progress. Throughout the school year, support is provided individually to families. Parents are encouraged to attend parent/teacher conferences and any other activity that takes place on campus or virtually. Parents may email facilitators (and vice versa) on a weekly basis to keep them informed of the progress of their child's learning and to offer any needed support. The virtual plan will be monitored by district and building level administrators on a semester basis to ensure compliance and participation. Facilitators will also communicate with parents through the google classroom platform providing daily updates and lessons to help them keep up-to-date with their child's learning progress. Parents can also call the school district or request a Google Meet with a particular facilitator to address any needs or concerns that they might have with their child's academic progression. All communications will be offered in their native language when possible.

Need to add: digital policy to handbook for grades, attendance, and discipline (add URLs to handbook and attach to plan)