Act 1240 Digital Learning Waiver Request

Status: Reviewed

🏛 Greene County Tech School District (2807000)

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 #:	2807000
Superintendent:	Gene Weeks
Email:	Gene.Weeks@gctsd.k12.ar.us
Phone:	(870) 236-2762 Ext. 1010
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2807008 - Greene Cty Tech High School	10-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
2807009 - Greene Cty Tech Junior High School	8-9	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
2807007 - Greene Cty Tech Middle School	6-7	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
2807011 - Greene Cty Tech Intermediate School	4-5	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
2807004 - Greene Cty Tech Elementary School	2-3	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS

LEA INSIGHTS

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.
				The Greene County Tech School District will not provide a virtual learning option for students in K-2, as all instruction must be on site. The district will outsource students in grades 3-6 who qualify to enroll in the virtual program to Edgenuity. Students in 7-12 will be outsourced to Virtual Arkansas. A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains daily engagement in the learning platforms. The nature of digital learning provides students and families some degree of control over time, pace, path, and place for learning. Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course. Engagement requirements: A student must log in daily to the learning platform on a district issued device and submit assignments according to specified due dates. Students in grades 3-5 must login to Edgenuity which uses the Buzz LMS as grade 6 will log in with Edgenuity Platform. Both systems will utilize the Genius sign on system. Adjustments may be needed to accommodate an individual student based on their IEP, 504, or LPAC plan. Special attendance consideration is given to students who may be working at an accelerated pace. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual School Facilitator and building administrators will work with the student and family to create a student plan that will work based on the situation as it occurs. . Virtual students in grades 3-6 will enroll in Edgenuity using BUZZ LMS for grades 3-5 and the

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.

Edgenuity Platform for 6th grade both utilizing the Genius sign in system which provides students daily access to district-issued devices to complete asynchronous learning.

The district will utilize the Virtual Arkansas LMS Canvas to document when the students 7-12 log into the system which should be daily to complete asynchronous learning assignments.

If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the district's approved AMI plan.

District policies and practices regarding student absences apply to virtual academy students as well as to onsite instruction students.. Edgenuity and Virtual Arkansas each have their own attendance policies, which are found in their student handbooks. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.

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	6-17-812(a)(2)	

Waiver Topic	Standard for Accreditation	Class Size and Division Teaching Rules Code	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				The DESE Rules Governing Distance and Digital Learning, Section 6.07, state that distance learning courses, as defined in the rule are considered "large group instruction" courses for the purposes of the Standards of Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology based instructions are the primary instructional delivery and teachers are providing instruction through technology based applications utilizing a LMS with a digital content and allowing for some degree of flexible, or self-paced access.

The district will be outsourcing instruction for students in grades 3-5 with Edgenuity who will have a student to teacher ratio of 1:50. The district is requesting a class size waiver for virtual students enrolled with Edgenuity in grades 3-5. Grade 6 in which the teacher ratio with Edgenuity will be 1:150 students will not require a waiver.

The class size wavier for grades 3-5 will be used by the district for virtual learning students enrolled in Edgenuity courses. |

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.
Teaching Load Number of students: 150 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	Students in grades 7-12 will be enrolled in Virtual Arkansas who will follow the state rules and regulations on class size of 150 students to 1 for Virtual Learning courses of instruction.
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.
				Students enrolled in a virtual school setting where learning is asynchronous and synchronous will learn in their own time, place, and pace. The 6-hour instructional school day may not be needed by all students to master the course standards. Virtual students may have more control over the pace of coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, and take longer, etc on some days and work less on other days. Virtual learners will use a technology based approach to learning that provides flexibility in time, place and pace. Students who are enrolled in Edgenuity for 3-6 can typically complete 6-7 activities in one hour. They can plan on working at least 1 hour per day per course or at least 5-7 hours per week per course. Each student is different, so they may spend less or more time depending on their pace and lesson mastery. Students who are enrolled in Virtual Arkansas for 7-12 will be working asynchronous, and working at their own personal pace, as some students may require a six hour day of instruction to complete assignments, while some students could engage more than 6 hours and or less than six hours depending on their content knowledge and skill levels within the designated courses. Virtual Arkansas courses will require an average of 45 minutes per course/core content area per day which would provide for (60 hours for .05 credit). Students taking 6 courses will spend a maximum of six hours per day working on the online platform.

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LEA INSIGHTS

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			

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.
				Virtual students will have more control over the pace of their instruction and learning, mastery of grade level standards and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards, and that could take different amounts of time depending on each student. Students who are enrolled in Edgenuity for 3-6 can typically complete 7 activities in one hour. They can plan on working at least 1 hour per day per course or at least 5-7 hours per week per course. Each student is different, so they may spend less or more time depending on their pace and lesson mastery. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. Students enrolled in Virtual Arkansas 7-12 will be working asynchronously and working at their own personal pace, as some students may require more or less hours of instruction within the designated courses. While students are working at their own pace to mastery content, it could mean that 60 hours of seat time or clock hours per credit may not be needed to master the course standards.

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

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.
				The district will request the recess waiver for students in a virtual setting for grades 3-6.
				Students in grades 3-6 will be enrolled in lessons that are outsourced virtually with Edgenuity. The assigned lessons in the system will support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for physical activity.
				Edgenuity courses will encourage students to engage in supervised, unstructured, social time, free play, and vigorous activity scheduled as part of the day; however given the nature of virtual school, following the DESE Rules listed in this section.
				The requirement for recess will not apply to students enrolled in Virtual Arkansas 7-12 as they will follow the guidelines set forth in each course enrolled. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.

LEA INSIGHTS

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.

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.

The goal of the Greene County Tech School District is to provide students and their families with a flexible and supportive learning option for families and students who need an equitable alternative to onsite learning through a quality virtual learning program. However, the Greene County Tech School District recognizes the most effective way to provide quality instruction to students is through onsite instruction and face to face interaction.

Greene County Tech will NOT offer virtual learning to students in grades K-2 as all instruction will on site and in person.

Students in grades 3-6 will enroll in virtual learning with Edgenuity and participate in asynchronous instruction. For Rise Reading lessons, the district will supply a certified teacher to provide required synchronous daily instruction via Zoom with students five days a week for 60 minutes a day at at a determined time daily.   Students who are enrolled in the Edgenuity virtual program will, in larger part, have control over their pace of instruction and location of learning management system access except for the assigned time of daily reading instruction provided by a certified teacher in the district. Instruction will include digital coursework, and computer based platforms in the Edgenuity platform.

Content for grade-level general education curriculum is developed by Edgenuity Learning, a DESE approved digital provider utilizing the BUZZ LMS.

In additional to the daily reading lessons for RISE reading provided by certified district staff the Edgenuity Language Arts Courses 3-6 are based on the Science of Reading and include the five essential components of reading instruction which include:
-- Phonemic Awareness
-- Phonics
-- Vocabulary Development
-- Reading Fluency
-- Reading Comprehension strategies.

The language arts courses in Edgenuity set the foundation for young learners with the exposure to Concepts of Print, decoding, language and reading comprehension through teacher led lessons taught in a systematic, explicit, and sequential way as well as online and at home practice with their learning coach. Edgenuity virtual students will take Benchmark and Synchronous assessments aligned to standards taught in the course.

 The 3-6 Edgenuity courses are designed to support the district provided Rise Reading synchronous sessions and will continue to dive deeper into language comprehension, word recognition and skilled reading. The courses will also have will have module exams aligned to standards. The Edgenuity curriculum is designed to help students master the art and science of reading.

Students in grades 3-6 will focus on Language Arts instruction designed to address Scarbororogh's Rope Model of reading by

address Scarborough's Rope Model of reading by
participating in word recognition activities, which includes:
a) awareness of sounds in words
b) knowledge of how the sounds are encoded and decoded by the
   alphabet
c) automaticity with frequency occurring words, and with 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 with fluency and understanding and reading for both learning and
pleasure. Some of the specific skills provided by district staff in daily
synchronous reading sessions designed to meet the components of rise that will
be addressed by Edgenuity teachers in grades 3-6 will include:
--background knowledge (inside information on stories)
--vocabulary (words literally and figuratively)
--language structure (syntax and semantics)
--verbal reasoning (inference, metaphors)
--literary Knowledge (print concepts, stories)

 Teach Town is a resource that can be utilized to meet the learning needs of
students with individual education plans. All units of instruction whether
purchased or locally developed will be aligned with Arkansas Academic
Standards.

Virtual students who will be using learning and content management systems
which will require special training prior to navigating the platforms will attend
orientation sessions prior to enrolling in the digital programs to know how to
access the content, and curriculum. (Buzz, Canvas). Students and parents
should attend a Virtual Parent Night hosted by the Virtual Learning Facilitator to
learn how to sign into district issue devices and learning content management
and Learning management systems to access both lessons, assignments, and
email.

The Virtual School Facilitator will monitor student progress in virtual enrollment
courses. Based on performance results, students may need to be provided
additional Tier 2 and Tier 3 Interventions.

Students who fail to make adequate progress in their coursework, as
determined by their completion of coursework and meeting learning targets,
will be required to attend schedule virtual meetings and if asynchronous
learning does not lead to progress in learning, the student will be referred to the
campus intervention team for additional support. Students could be referred
back to campus for on-site instruction as a result of not completing the
requirements set forth in the virtual learning environment.

Students will come on campus for state testing, health screenings, and other
types of instructional support.

Students who are enrolled in Edgenuity for 3-5 can typically complete 7

Students who are enrolled in Edgenuity for 3-5 can typically complete 7 activities in one hour. They can plan on working at least 1 hour per day per course or at least 5-7 hours per week per course. Each student is different, so they may spend less or more time depending on their pace and lesson mastery.

Students in grades 3-5 will have one core teacher who will provide instruction. Students in grades 6 will have a different teacher for every course enrolled and the LMS for the 6th grade will be the Edgenuity Platform that employs the Genius sign in system for logging in to the system.

Virtual Arkansas will be used for grades 7-12 and is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and may request additional Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. The Greene County Tech School District expects students to attend two scheduled zoom sessions weekly with Arkansas Virtual Academy Teachers.   Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

Some students in grades 7-12 may come on campus to attend AAA competitive activity classes such as but not limited to art, choir, band, and athletics as scheduled and approved by the Virtual School Facilitator and virtual school review committee.

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.

Virtual School options will NOT be offered to K-2 students. Students in 3rd-6th grade may enroll in the outsourced virtual program of Edgenuity. Certified district staff will provide Rise Reading synchronous daily sessions for students daily for 178 days of instruction. The delivery model for the other curriculum for grades 3-5 in the Greene County Tech Virtual School will be Virtual (Online) and Remote (Distance) for asynchronous learning and synchronous learning at least twice weekly on a zoom with Edgenuity teachers. A variety of additional interactive technology tools will be provided and utilized to meet the needs of the digital classroom.

For students enrolled in Edgenuity grades 3-6 students will be expected to zoom with instructors at least twice a week and should access course materials and complete assignments daily to be able to be successful in the virtual learning environment. Students in grades 3-6 will also be required to synchronously zoom with GCT certified staff to complete Rise Reading classes daily at a specified time.

The Greene County Tech School District will utilize online virtual remote learning through Virtual Arkansas for grades 7-12. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

Some students in grades 7-12 may come on campus to attend AAA competitive activity classes such as but not limited to art, choir, band, and athletics as scheduled and approved by the Virtual School Facilitator and virtual school review committee. Students who participate in AAA activities and come to classes on campus for these activities will participate in blended hybrid virtual learning program.

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 Greene County Tech School District will partner with Edgenuity for grades 3rd-6th for the delivery of instruction for students who enroll in the Virtual option for 2021-2022. Edgenuity will provide a fully certified teacher of record who will be teaching the required courses and the district will provide a district Virtual Learning Facilitator to serve as the point of contact for the program.

The Greene County Tech School District will provide a certified GCT Rise Reading Teacher who will zoom in synchronous sessions with students in grades 3-6 daily for 178 days of instruction.

A licensed special education teacher(s) will provide instruction for virtual students identified with disabilities on an IEP in grades 2-12. A licensed special education teacher(s) will provide academic classes for virtual students.

The Greene County Tech School District will be using Virtual Arkansas for its delivery of instruction for 100% virtual students who enroll in the virtual program in grades 7-12. Virtual Arkansas provides a fully certified Arkansas teacher of record while the district will provide a district virtual learning facilitator. The Virtual School Facilitator will be a fully certified teacher and counselor who will provide instructional guidance and course selection support to virtual students.

A licensed special education teacher(s) will provide instruction for remote students with disabilities. The special education teacher(s) will serve a dual role - they will teach remote and in-person sped classes. The sped teacher(s) will not provide simultaneous instruction to remote and in-person students. They will have "on line" class periods devoted only to sped students..

The GCTSD created a new job description entitled, Virtual School Facilitator which will be filled by a certified teacher/counselor who will have the responsibility to check grades, advice on course selection, and monitor progress of virtual students enrolled in Virtual Arkansas for Virtual Learning. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a model with asynchronous targeted instruction partnered with synchronous course content and activities The district's Virtual Learning Facilitator will provide assistance with students in selecting courses that will count toward receiving course credit and work with the district's placement committee to ensure students are successful in completing courses to receive credit and making adequate progress while enrolled in the Virtual Arkansas Program. The GCT Virtual School Facilitator will be the central point of contact for all questions and issues related to Virtual Learning.

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

Students enrolled in Virtual Learning with digital providers will primarily interact with teachers from the outsourced vendors and will NOT interact with Greene County Tech School District Teachers unless they receive specialized services such as daily Rise Reading Instruction for grades 3-6, Dyslexia Therapy, Speech and ESOL services. The Virtual School Facilitator will be the contact for virtual school students to serve as a resource for students to receive additional services needed in the district and will check the weekly progress of students with learning and meeting digital goals.

In grades 3-6 virtual students will participate in daily synchronous instruction with GCT certified rise reading teachers for 178 days of instruction. In addition, grades 3-6 virtual students must participate in asynchronous learning with the Edgenuity provider. Edgenuity teachers will engage with students on asynchronous days by providing recorded lessons, projects, graded feedback, supervised testing sessions, small group instruction, comments, interventions sessions, and etc. Teachers will interact with students synchronously at least twice weekly following a set schedule of zoom and other technology applications used by Edgenuity including but not limited to the buzz LMS system. Additional Concept coaches (in addition to the classroom teacher are available as needed to provide additional instructional support for students).

For students utilizing Virtual Arkansas courses 7-12, teachers actively monitor student progress in courses, provide synchronous sessions, and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

If utilizing district waivers for **class size**, what

supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

The class size waiver for grades 3-5 who are enrolled in digitally learning in Edgenuity will be used by the district as the teacher ratio will be 1:50. District provided services will adhere to the standards of accreditation and will follow all class size guidelines outlined in the standards. The other grades 6-12 of virtual students will NOT use the class size waiver as large group instruction rules and regulations will be followed.

LMS training for the district's adoption of Schoology will be provided prior to students using the system for the Virtual School Facilitator and ongoing, job-embedded professional development will be provided as needed, including support from the Northeast Arkansas Educational Cooperative content specialists.

Outsourcing the Virtual Learning for students in grades 3-6 to Edgenuity and 7-12 students to Virtual Arkansas is one of the most important components of providing virtual learning options to students along with providing the district provided services as needed and previously outlined in the district's virtual learning plan.

The district will provide necessary instructional supplies and materials to all students. This includes student-issued IPAD for grades 3-5, and HP laptop for 6th grade, chargers, and any additional instructional supplies necessary for effective institution and student success. The district will provide a mobile hotspot if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity, although it is noted that high speed internet works the best.

District ESOL, Special Education, Gifted Education, and Student Services will provide assistance to Virtual School Facilitator when needed to ensure all the student needs are being met.

The district will determine the effectiveness of student supports by analyzing various data sets including but not limited to students' attendance, levels of engagement, and mastery of essential standards, as well as results from teacher's student and family surveys.

The Greene County Tech School district will utilize Virtual Arkansas in grades 7-12 to serve students who wish to enroll in the Virtual Academy who meet the district's criteria for enrollment as determined by the district's selection committee. Virtual students 7-12 will take courses off campus, and will be provided district issued HP laptops, to complete virtual assignments. The district will also provide a Virtual Learning Facilitator who will provide guidance and assistance as needed should any issues or challenges arise during the virtual learning process in partnering with Virtual Arkansas.

The Greene County Tech School district will utilize Virtual Arkansas in grades 7-12 to serve students who wish to enroll in the Virtual Academy who meet the district's criteria for enrollment as determined by the district's selection committee. Virtual students 7-12 will take courses off campus, and will be

committee. Virtual students 7-12 will take courses on campus, and will be provided district issued HP laptops, to complete virtual assignments. The district will also provide a Virtual Learning Facilitator who will provide guidance and assistance as needed should any issues or challenges arise during the virtual learning process in partnering with Virtual Arkansas.

If additional tutoring support or interventions are required the facilitator will work with the student to ensure that the best educational supports needed are provided in order for the Virtual students to be successful in completing the Virtual Arkansas program, and at times may have to recommend that students come back to campus for on-site instruction and additional supports and interventions.

If additional tutoring support or interventions are required the facilitator will work with the student to ensure that the best educational supports needed are provided in order for the Virtual students to be successful in completing the Virtual Arkansas program, and at times may have to recommend that students come back to campus for on-site instruction and additional supports and interventions.

Some students in grades 7-12 may come on campus to attend AAA competitive activity classes such as but not limited to art, choir, band, and athletics as scheduled and approved by the Virtual School Facilitator and virtual school review committee.

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?

The Greene County Tech School District will hire a Virtual School Facilitator that will provide assistance with scheduling, and monitoring student progress of the students enrolled in the Virtual Academy both housed in the district for 3-6 with Edgenuity and those students who are outsourced to Virtual Arkansas for grades 7-12.

The district virtual school facilitator will monitor student progress using coursework assessments and formative assessments and other reports available by the digital providers.

Student performance data will be monitored weekly by the Virtual School facilitator. Students and parents will also have access to the Home Access Center (HAC) to monitor individual student progress at any time and the digital platforms of the outsourced providers.

For students enrolled in Virtual Arkansas for grades 7-12, the Greene County Tech School District created a new position of Virtual School Facilitator that is staff with a certified teacher/counselor which was created to provide an additional layer of support for students/parents who enroll in Virtual Arkansas in order to serve as a primary point of contact t provide assistance with technology questions, provide guidance with course selection that will count on the path of students gaining credits for graduation.

The Greene County Tech School District will monitor the effectiveness of supports by observing the student performance on ASPIRE testing, formative assessments and other data.

The Virtual School Facilitator will provide support and serve as a primary contact with the Digital Learning providers should additional services need to be provided. If Digital providers exceed approved teaching loads, the Virtual School Facilitator will look and review schedules to see if changes could be made in courses to keep the threshold of numbers of students enrolled in courses to state suggestions.

Technology / Platforms

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

Greene County Tech will outsource virtual learning for students enrolled for 3rd-6th grade with Edgenuity (BUZZ). The Virtual School Facilitator will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).

District provided services to students will be delivered through the newly purchased district, LMS, Schoology, and using other applications, such as Google Classroom, and Zoom.

The Canvas Learning Management System (CMS) will be utilized through Virtual Arkansas. The LMS is supplemented with Student Information Systems (SIS), Genius (which a registration, progress monitoring and reporting tool which provides a daily snapshot of each students progress, attendance, and progress level). The Greene County Tech School District Virtual Learning Facilitator may require students to complete reflections of how learning is going in google forms or google documents and through Gmail to keep a check on students to ensure learning is occurring without difficulties and hurdles. Students may also be required to participate in coaching sessions with the GCT Virtual Learning Facilitator who may need to provide assistance with any virtual learning issues that arise or provide assistance with questions that could also occur.

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 Grades 3-6 teachers will facilitate learning using core content from provider Edgenuity with the Buzz LMS. Courseware curriculum in Edgenuity is grounded in research and aligned to state standards. Course combined direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery of concepts serve as key components of the Edgenuity Virtual platform.

TeachTown may serve as the primary curriculum resource in self-contained learning environments (SLE) or to provide interventions for students with specific IEP goals in need of additional support.

The Greene County Tech School District will partner with Virtual Arkansas for grades 7-12 to provide Virtual courses for students. Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas Academic Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support.

The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing

digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

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

The video communication software used will be determined for grades 3-5 by Edgenuity (Buzz LMS). Edgenuity will use the Edgenuity Platform LMS with access provided through the sign on system of Genius to provide video communication utilizing zoom between students and teachers.

For virtual students enrolled in Virtual Arkansas for grades 7-12, Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software will be downloaded to the district provided HP laptop device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Greene County Tech School District will expect students to log in and complete zoom links with Virtual Arkansas instructors at least twice a week. Zoom provides a suite of teaching and learning features which include recording, polling, break out rooms, whiteboard with collaborative options and annotative tools, chat, translations, screen sharing, hand raising, reading emotions, and remote controlled options. The remote control option is a where a virtual teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The zoom link and Zoom schedule is placed in a common location within each course and communicated with students and the Virtual Facilitator. Virtual Arkansas provides a student handbook providing information of student expectations.

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.

The Greene County Tech School District will provide a district issued iPad and charger to students who are enrolled in Virtual Learning through Edgenuity for grades 3-5 and will provide an HP laptop and charger to students in grades 6. The Greene County Tech School District will provide an HP Laptop and charger for students to participate in Virtual Arkansas programs grades 7-12.

All students in the Greene County Tech School District in grades 3-5 will be provided an IPad and students in grades 6-12 will be provided an HP laptop with access to a content management system offered by the provider. For grades 3-6, the district will contract with Edgenuity using the Buzz system and for grades 7-12 the district will partner with Virtual Arkansas who will be using the Canvas Content management system. Assistive Technology will be installed for students who need additional supports, in text to speech, speech to text, predictive text, and provided a picture and word dictionary, vocabulary list, highlighting tool, screen masking, and etc. Digital libraries will also be provided for teachers and students.

Parents and families should have access to high speed internet to provide the best opportunities for students to complete virtual online courses. Parents and families without internet access have been provided opportunities to public access Wi-Fi spots in school parking lots and in community areas Drive up WiFi is available in the parking lot on each campus.

Mobile hotspots provided courtesy of the state, will be available for students who need additional access to the internet. A mobile hotspot agreement will be signed in order to use the state to provide mobile hotspots. Technology department staff will have to ensure that the state provided mobile hotspots provide adequate coverage for students to complete virtual learning assignments as coverage is lacking in some remote areas of the school district.

Students experiencing temporary internet outages or the inability to connect are instructed to contact the Virtual School Facilitator to establish a plan for missed days of instruction due to a lack of connectivity.

The Greene County Tech Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues in the event a need arises after hours. The technology staff is also able to access district owned student devices remotely to troubleshoot any issues that could arise.

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.

To ensure that families are prepared for learning from home, the Greene County Tech Virtual School Facilitator will require every virtual student and parent/guardian to attend a program entrance orientation. During this event, parents/guardians and students will be instructed in virtual learning schedules, introduced to the learning management system Edgenuity/Buzz for grades 3-6 and Virtual Arkansas/Canvas for grades 7-12.

Each virtual 3-6 student will be monitored for academic progress by the Virtual School Facilitator. The Virtual School facilitator will monitor student progress, attendance, measure engagement and may also make recommendations when student interventions become necessary. Virtual students may also request additional support through the Virtual School Facilitator.

The GCT Virtual School Facilitator will check student grades weekly and host zoom meetings/ or initiate phone calls as needed to help provide students with additional support while enrolled in Virtual Arkansas and will serve as the primary point of contact for all questions and inquiries and assistance needed with Virtual Learning for students who are enrolled in the Edgenuity program for grades 3-6 and Virtual Arkansas program for grades 7-12.

Support for families will continue through the school year in the form of weekly virtual program updates, weekly grade reviews, and the monitoring of student progress at each grade level. Additional support information may be recorded and uploaded on the GCT Virtual Academy website by the Virtual School facilitator. Parents who are unable to attend the orientation meeting will be given the opportunity to complete the session(s) asynchronously.

Edgenuity teachers in grades 3-6, and Virtual Arkansas teachers 7-12 are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies. The Greene County Tech School District will provide a Virtual School Facilitator who will serve as the point of contact should any issues arise surrounding mental health, and etc. and will be available to provide interventions and assistance as needed and required.

Students and parents will be asked to complete a virtual learning survey at the end of each semester to provide data and information to the Virtual School Facilitator to review students' needs and additional supports that could be needed such as access to food, social and emotional well-being and other academic supports. These survey results could be used by the district as part of the yearly program evaluation to determine the overall effectiveness of the Virtual program for students in the district.

virtual program for students in the district.

If families experience changes where they are no longer able to adequately support students in a virtual setting, they are encouraged to return students to onsite learning. Home visits are a tool used frequently by social workers in the district to address family needs and could be used to help when a need arises for a virtual school student/family. If onsite learning is not an option, GCT staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support or families may elect to enroll in homeschool.

Meals will be provided for virtual students who choose to participate in the district child nutrition program. Drive through meal pick up is available at GCT Primary School for all virtual students daily when school is in session from 11-12. 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. On Fridays, weekend food backpacks are also available for virtual students who quality for the program. Food, clothing, school supplies, and support for accessing community resources is available by contacting any social worker at GCT and all of these needed services can be coordinated by the Virtual School Facilitator.

Families Inc. provides school-based therapists to GCT virtual students through a referral process initiated by the family or school. Sessions with digital learners are typically conducted using telehealth services made available through the service provider. However, families may request face-to-face interventions.

The GCT School District reserves the right to determine based on all of the data that a shift in virtual learning to onsite learning may be in the best interest of the student.

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 Greene County Tech School District Virtual School Facilitator will have access to the Edgenuity (BUZZ) for students in grades 3-6 and to Virtual Arkansas 7-12 with Genius, SIS, and the Canvass to monitor students in real time.

Weekly progress monitoring will be reviewed by the Virtual School Facilitator by reviewing reports generated from the learning management system. If students fail to show progress in weekly assignments or if an overall grade drops below 70%, the GCT Virtual School facilitator will review placement by the student in the virtual learning enrolment.

Edgenuity instructors will contact a parent or guardian if a student is struggling with the academic workload. Signs of struggling may include: not taking quizzes, low grades on assignments, missing assignments, lack of participation in class meetings, and failing to maintain communication with virtual instructors.

Edgenuity Concept Coaches provide additional tutoring and coaching by reviewing concepts directly from the student's curriculum. Concept Coaches are excellent resources through chat, phone, and email to assist on-demand six days a week.

Virtual Arkansas teachers 7-12 will initiate interventions when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact the Virtual School facilitator if the initial intervention is not successful.

If interventions fail to prove successful while the student is engaged in virtual learning, alternate placement to onsite instruction may be recommended by the district's student's assistance team (SAT) to promote student engagement in learning.

Describe the Academic Response to Intervention plan for remote (virtual) students, including

additional supports and personnel.

If a student fails to make daily academic progress or is not engaging consistently in virtual learning, the GCT Virtual School Facilitator will intervene. These interventions could include but are not limited to:

Virtual Facilitator Activity:
* A phone call to students and parents
* Create and implement Student Individualized Intervention Plan
* Academic Coaching
* Weekly Check in meetings

Student Activity:
* Specific completion of specific daily and/or weekly goals determined
   by the teacher and accomplished by the student.
* Mandatory in-person or virtual meetings with the teacher, student,
   and or/parent to monitor progress.
* Increased time spent on coursework
* Additional remediation assignments for additional learning

If intervention data fails to show improvement or gains in student learning, the student will be referred to the campus intervention team. Edgenuity Concept Coaches provide additional tutoring and coaching by reviewing concepts directly from the student's curriculum. Concept Coaches are excellent resources through chat, phone, and email to assist on-demand six days a week. Interventions may include but are not limited to weekly check in with the Virtual School Facilitator, parent and student meetings with campus administration, or a transition of face to face instruction conference. The district maintains building SAT (Student Assistance Teams) to support students and families who fail to show improvement in the Virtual Learning process.

Students may continue or elect to enroll in school-based counseling services on campus or remotely.

All services provided by support programs, including Special Education, English Language Learners, or 504 plans, will be provided remotely as available. Students may be required to meet onsite for specific service and assessments.

Additional Support Personnel include (but not limited to):
* Virtual Learning Facilitator
* Social Worker
* Counselors
* Behavior Interventionists
* Gifted and Talented Coordinator
* Alternative Learning Environment Principal
* Special Programs Director
* District Testing Coordinator
* English Language Learner Coordinator
* Northeast Educational Cooperative Service Center Specialists

If student interventions have failed to provide improved student performance

If student interventions have failed to provide improved student performance within a 4 week timeframe, the student will be referred to the school's assistance team (SAT) for consideration of more intensive support. The SAT team consists of an administrator, counselor, and at least one other licensed staff member. Guest experts are also included when appropriate. For example, if the SAT team is considering a referral for Level II dyslexia screening, the reading interventionist is invited, or if the student is being recommended to receive speech services, a Speech Pathologist would be invited to attend the intervention meeting.

Students may access school based counseling services onsite or remotely as outlined by the district referral process. All services provided through special education, ESOL, gifted education, and dyslexia interventions will be provided remotely or onsite based on family preference and or student need. Students may be required to meet onsite for specific services and assessments.

All services provided through special education, ESOL, gifted education, and dyslexia interventions will be provided remotely or onsite as outlined in a agreed upon Student Assistance Team (SAT) meting. Students may be required to meet onsite for specific services and assessments.

The Greene County Tech Virtual School Facilitator, will serve as the contact with Edgenuity and Virtual Arkansas Teachers when assistance is needed in providing interventions to students who demonstrate a need for additional academic or social emotional support systems.

Edgenuity courses (3-6) are designed to provide many interventions that are commonly required in a Response to Intervention plan. Edgenuity courses that are designed to provide many interventions that are commonly required in a Response to Intervention plan.

Additionally, Virtual Arkansas teachers 7-12 have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, Virtual Arkansas will reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

If intervention data does not show improvement or gains in student learning, the student will be referred to the campus Student Assistance Team (SAT).

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

To support student learning, the Greene County Tech School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence based instructional decisions in the best interests for the students the district serves.

Additional data to review includes attendance, discipline, mobility, and etc. Depending on the analysis of the data, the building Student Assistance Teams (SAT) monitor and support students who fail to show improvement in the multiple points of data.

The Greene County Tech School District will follow guidance as set forth by the Arkansas Department of Education Division of Elementary and Secondary Education when administering all required statewide assessments to students with characteristics of dyslexia enrolled in the Greene County Tech School District in compliance with ADE/DESE Digital Learning Guide. A summary of this guidance for the 2020-2021 academic year is provided for reference; however, it should be noted guidance for the 2021-22 assessments may look different.

The Arkansas Division of Elementary and Secondary Education Office of Student Assessment provided guidance to districts on recommended best practices regarding remote testing. It is important to note that remote testing was not available for all assessments. Remote testing was available for the 3-8 Ready for Learning assessments, ACT Aspire Periodic assessments (Interim and Classroom), and the Civics Exam. Remote testing was not available for the ACT Aspire Summative assessments, DLM, ELPA21, ACT, or PSAT. When utilizing the available option for remote testing, districts should be mindful to balance the flexibilities provided by remote testing with the potential loss of test security and the validity and reliability of results. The most ideal scenario is one in which students adhere to the Arkansas Department of Health and Division of Elementary and Secondary Education guidelines, test at school with a test administrator who is an employee of the district, who has been trained in test administration and test security, and who has signed the appropriate test security agreement. To this end, the Office of Student assessment has provided flexibilities to allow on-site testing outside of a traditional school schedule. When testing at school is not an option (e.g., when students are receiving instruction in a 100% virtual setting), precautions must be taken to mitigate the risk of remote testing on test security and the validity and reliability of results. Remote testing is not currently available for ELPA21, DLM, the ACT, PSAT, or any summative assessments.

Students in grades 3-8 will complete the Edulastic formative assessments given in person on campus 3 times a year in the core content areas as outlined by each building administration.   Assessments will include reading, math, and science content areas. The English assessment is administered at the discretion of the building principal in collaboration with the Virtual School Facilitator who will provide reports individually with students digitally/ or in person as requested by parents for face to face conferences to review formative assessment results in order to celebrate success areas and set goals for growth

assessment results in order to celebrate success areas and set goals for growth.

Based on individual need, in special circumstances, digital administration of the 3-8 Edulastic Interims may be administered. Additionally, the initial screening assessment criteria, as mentioned above for 3rd grade, will be used when needed to identify student deficit areas in grades 3-8. Based on individual need, in special circumstances, digital administration of the assessments could be employed.

The Greene County Virtual School Facilitator will monitor virtual students' progress weekly in order to ensure students are meeting academic goals or targets within the digital curriculum providers. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved.

In the rare instance a student is administered any district or state formative assessment though a digital format, the Virtual School Facilitator will be accessible by phone or email to provide technical assistance along with the support of the Greene County Technology Department.   Families may also submit a help desk ticket.

The Greene County Tech Virtual School Facilitator will provide support and assistance with Virtual Arkansas Teachers for students enrolled in grades 7-12 to ensure students are completing formative assessments as designed as part of the Virtual Arkansas Curriculum. Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

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

The Greene County Tech School District will NOT provide digital learning opportunities to students in grades PK-2. The GCT School District will ensure all requirements of dyslexia laws are met for onsite, and remote virtual learners.

Students in the Greene County Tech School District Virtual Learning Program in grades 3-12 identified with characteristics of dyslexia, as defined by and in compliance with Arkansas Dyslexia Resource Guide (December 2017,) will include synchronous interventions. Dyslexia instruction and learning will take place synchronously. The delivery method will require interventionists and/or therapists to be trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence based research. The delivery approach for students with characteristics of dyslexia.

The Greene County Tech School District shall screen students as required by the Arkansas Department of Education rule using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener. Additional screening assessments will be administered to measure components that are not measured by DIBELS or the equivalent screener. Initial screening measures consist of short, informal probe(s) given to all students to identify those at risk or at some risk for not meeting grade-level standards.

The Dyslexia Screening Process shall include: Initial Screening
The initial screening of students shall be performed with fidelity and will include without limitation (Ark. Code Ann. § 6-41-603):
1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

Initial screenings for digital learning students will be conducted synchronously by teachers or reading interventionists for virtual students in grades 3-8 either onsite or Via Zoom/Google meet when screening data can be obtained in this format. If the screener under subdivision (a)(1) of the law shows that a student is at risk, or at some risk then a level I dyslexia screener shall be administered (Ark. Code Ann. § 6-41-603). If the (initial) screener under subdivision (a)(1) of section 6-41-603 shows that a administered (Ark. Code Ann. § 6-41-603 (3)(A)). The level I dyslexia screening of a student shall be performed with fidelity and include the components listed under subdivision (a)(2) of this section (Ark. Code Ann. § 6-41-603 (3)). The level I dyslexia screening process shall include documentation of the components of literacy to include but not limited to the following:
1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and

5. Rapid naming, and
6. Encoding skills.

Level I Screening:
The level I dyslexia screening is a process of gathering additional information that should include progress monitoring data, work samples, formative literacy assessments, parent interviews, teacher questionnaires, early indicator checklists and additional age and grade appropriate dyslexia screening tools for the six areas. Level I screenings will be conducted virtually when screening data can be obtained in this format. The determination of existing characteristics of dyslexia should be based on multiple sources of data. A school-based decision-making team should meet to review student records and progress, inform parents of concerns, and obtain parental consent when additional assessments are needed to determine if characteristics of dyslexia exist.

Universal and Level 1 screenings are done virtually based on the procedure of the assessment. Level II screens are completed in person. Teacher to student ratios for dyslexia services are based on the fidelity of the program. The GCT School District will ensure that all requirements of the dyslexia law are met for onsite and digitally remote learners.

Students who exhibit characteristics of dyslexia will be administered state required screens to digital learning students onsite, if at all possible, to identify students. Reading interventionists will administer Level II dyslexia screeners to digital learning students'' onsite, if at all possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings are available if absolutely necessary. Staffing ratios for intervention services will be scheduled during the day for providing virtual services proportional to student enrollment.

3rd- 12th grade students will participate in virtual tier III intervention services with a trained interventionist in the district's dyslexia intervention program. Students will participate in a synchronous instruction 3 days per week or more as outlined by the specific program of instruction with additional asynchronous assignments to practice independent reading skills.

Interventionists will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor. Digital learning students will receive dyslexia interventions from the district's dyslexia interventionist in a state approved dyslexia program. Digital learning students' will be able to choose either virtual or onsite intervention sessions.

Students in grades 3-5 enrolled in the virtual instructional delivery option who have been identified with characteristics of dyslexia will receive general education instruction delivered through Edgenuity, Inc. platform with allowable accommodations provided as documented in each student's IEP/Section 504 Plan/ELPAC plan. Special education services will be provided per each student's IEP/Section 504 Plan/ELPAC plan. These students will receive evidence-based dyslexia interventions through a virtual/remote delivery

evidence-based dyslexia interventions through a virtual/remote delivery method with an interventionist trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence-based research.

Students in grades 3-5 enrolled in the virtual instructional delivery option who have been identified with characteristics of dyslexia and have an IEP/Section 504 Plan/ELPAC will receive both general and/or special education services per his/her an IEP/Section 504 Plan/ELPAC plan. If applicable, general education instruction will be delivered through Edgenuity, Inc. platform with allowable accommodations provided as documented in each student's IEP/Section 504 Plan/ELPAC plan. These students will receive evidence-based dyslexia interventions through a virtual/remote delivery method with an interventionist trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence-based research.

Students in grades 6-12 enrolled in virtual instruction delivery option who have been identified with characteristics of dyslexia will receive general education instruction delivered through Virtual Arkansas platform with allowable accommodations provided as documented in each student's IEP/Section 504 Plan/ELPAC plan if applicable. These students will receive evidence-based dyslexia interventions through a virtual/remote delivery method with an interventionist trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence-based research.

Students in grades 6-12 enrolled in the virtual instructional delivery option who have been identified with characteristics of dyslexia and have an IEP/Section 504 Plan/ELPAC will receive both general and/or special education services per his/her an IEP/Section 504 Plan/ELPAC plan. If applicable, general education instruction will be delivered through Virtual Arkansas platform with allowable accommodations provided as documented in each student's IEP/Section 504 Plan/ELPAC plan. These students will receive evidence-based dyslexia interventions through a virtual/remote delivery method with an interventionist trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence-based research.

The digital approach interventionists/therapists and students with characteristics of dyslexia use to engage with the content and each other will be varied as noted below:

Asynchronous: Interventionists/therapists and students engage in teaching and learning at different times and different locations through educational and instructional technology. Can be effective   depending on the specific intervention being used, the age of the   student and the level of training the interventionists has achieved.
Synchronous: Interventionists/therapists and students are engaged in teaching and learning at the same time through educational and instructional technology. May be more effective for younger learners or those for whom asynchronous interaction may not effectively meet IEP goals and objectives.

asynchronous interaction may not effectively meet IEP goals and objectives. Can be effective depending on the specific   intervention being used and the level of training the interventionists
has achieved.

Synchronous: Interventionists/therapists and students are engaging in teaching and learning at the same time and at different times through educational and instructional technology.

The Greene County Tech School District Virtual School Facilitator will provide support and serve as a liaison when students exhibit a need to receive additional services. Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

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

The Greene County Tech School District is committed to providing opportunities for Gifted and Talented Students to excel in the virtual academy.

GT services will be delivered to 3rd-12th students in accordance with GT Program Approval Standard requirements for the program options being utilized, including teacher training, documentation of services and required minutes of service. Whole group enrichment will be provided for students in grades 2 weekly in accordance with GT Program Approval Standards. Documentation of student actions/responses will be recorded in grade level data collection spreadsheet used for virtual students. This collection will be maintained by the GT coordinator for use in the long-term identification process.

GT services will be provided remotely utilizing GT staff, google classroom, and the learning management system that will be determined in early summer of 2021. Staffing ratios for GT services will be based on program standards, and time will be scheduled in the day with class periods for providing virtual services proportional to virtual student enrollment in grades 3-12.

Full time GT students receive a minimum of 150 minutes of asynchronous and synchronous instruction via Google Classroom. The GCT facilitators interact with students through Google Meets/Zoom sessions.

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

The GT department will accept referrals for virtual students in the same manner as students attending school on site. Virtual students who are referred for testing, must come onsite to be tested. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in person or via Zoom.

All current Virtual Arkansas teachers 7-12 have been trained with the GT Program Option of Secondary Course Content (IC. page 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of these program options in GT Approval Standards.

The GT Virtual teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher) employed by the participating school district maintains oversight of

teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to 10th-12 grade students through Virtual Arkansas: AP English Language 11, AP English Language 12, AP Calculus AB, AP World History, and AP US History. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

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

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students

Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year.

The Virtual Academy will become a component of the annual program evaluation of the gifted program.

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

ESOL Services are provided for identified English Learners (EL's) in grades 3-12.

Program evaluations will be scheduled on-site with the ESOL Coordinator. ESL services will be provided remotely utilizing ESOL staff. Accommodations will be provided through the Learning Management System that will be determined in late spring of 2021. Students will be scheduled on site for ELPA 21. Staffing ratios for ESOL services will be based on program standards. EL Services will be scheduled as recommended by the students LPAC.,

Daily English Language Development classes will be offered synchronously or asynchronously by an English Speakers of Other Languages (ESOL) licensed teacher using the programming guidelines.
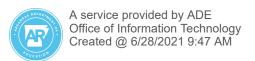
Curriculum, grouping and pacing will follow that of the GCT ESOL Department guidelines. The district approved English Language Development Curriculum, EL Achieve, will be implemented. The EL Achieve Curriculum addresses secondary language acquisition by addressing the national English Language Proficiency Standards. Students' language progression will be monitored through annual state testing using the ELPA21.

Meaningful access to core curriculum standards will be provided in all content areas using grade appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. Testing accommodations will be listed in each English Learners' Language Proficiency and Assessment Committee's form, updated annually.

ESOL staff frequently communicate with families through Google/Zoom formats, phone calls, and emails. Interpreters are provided for administrators, counselors, and others as needed to communicate with families and students. When needed ESOL, staff make home visits to deliver instructional materials, help with technology issues, and/or provide support and encouragement to the student and family. ESOL students will be provided district devices (Ipads or laptops) for their remote instruction.

Virtual Arkansas for grades 7-12 provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. The Greene County Tech School District Virtual School Facilitator will make contact with the district ESOL/ESL Coordinator if additional services are needed in order to make progress and be successful in Virtual Arkansas in addition to the services they provide

The Greene County Tech School District is committed to the ESOL students and their families. In addition to the methods of service and support provided above, the GCT staff will continue to meet new needs as they arise with students, and families. Staffing ratios for ESOL services will be based on

students, and families. Staffing ratios for ESOL services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.

The Greene County Tech School District will ensure that all requirements of the District English Language Learners plan are met for both on-site and digitally remote virtual learning students.

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 services and supports will be determined by the student's IEP Committee. The committee will determine the method of delivery of services that best meets the needs of the child and agreed upon by all parties, including district parents/guardians. Accommodations will be provided through the learning management system, Schoology, purchased by the district in June of 2021. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of parent-either virtually or onsite.

Staffing ratios for Special Education services will be based on program standards, and time will be scheduled in the day for providing virtual services as detailed in the students IEP. The IEP committee will determine the type, frequency and duration of services to address students needs.

The special education teacher will be available to provide instructional strategies; modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

GCT Special Education Teacher, the Virtual School Facilitator, and parents/guardians, and other instructional staff as needed will meet together by phone or online session at least once each year for the IEP meeting. Special education conferences will be completed through zoom or in-person. All evaluations for initial and continue eligibility will be conducted on campus in a face to face setting. Student evaluations will be conducted on-site due to validity requirements. All safety precautions as stated by the CDC will be followed for testing purposes. All speech, occupation, and physical therapy evaluations and re-evaluations will be conducted on campus in a face to face setting. All safety precautions will be followed as stated by the CDC.

The special education teacher(s) will conduct regularly scheduled progress monitoring and provide progress data to students, families, and the Virtual School facilitator. This regularly scheduled progress report will be provided the same as regular education students - 5 weeks and 9 weeks. Progress monitoring is extremely important in determining each student's progress toward their IEP goals and objectives. The parents will be provided a report of each student's progress toward meeting IEP goals. Special education conference will be held at the end of 5 weeks and 9 weeks reporting times. Students that are not demonstrating adequate progress

Special Education students are required to meet the same attendance policies as their peers unless stated differently in the IEP.

ASSESSMENTS:
*   All summative state assessments such as DLM, ACT Aspire, ACT will be provided on-site and administered by licensed personnel.
*   All initial and continued eligibility evaluations will be conducted on-site by licensed professionals.

TRAINING:
*   Training supports for parents, and students, related to formats

Training supports for parents, and students, related to formats being used (BUZZ, Edgenuity, TeachTown, Zoom, Canvass and etc)
* Special education staff will be trained in the district's chosen evidenced-based intervention/learning programs such as TeachTown, Sonday System, etc.
* Training support for special education teachers on how to develop and implement appropriate IEPs for students with disabilities.
* Training will be provided for staff in how to implement IEP accommodations as set forth by students' IEPs.
* All staff must be trained to protect the student's privacy, health, and educational records as stated in the state and federal special education law.
* Staff must be trained in the delivery and transfer of learning that occurs when multiple representations of information are used. Staff must be trained that there is no single means of content delivery.
* Staff must be trained to use a variety of reminders, models, checklists or external aides to optimize performance in remote learning environments.

CONFERENCES:
 * Conferences held virtually and on-site
 * An IEP team may determine the appropriateness of virtual learning for a student and what accommodations should be needed in that environment. If a student is not engaged in virtual learning, the IEP team should meet to review progress data. Virtual students must report for onsite instruction.

INSTRUCTION:
 * Based on student need response (Asynchronous and Synchronous instruction) platforms that will be used could include Google Classroom, Edgenuity (BUZZ), Zoom, an etch that align with grade level standards.
 * Accessibility of instruction and educational materials is crucial to students' success. Students with disabilities may require different materials, strategies and/or assistive technology to access the learning platform. Instruction could be video with audio connection or other supplemental features to facilitate or enhance interactive lessons
 * The learning platform should allow students with disabilities to utilize tools that will provide the most optimal matches between their abilities and the demands of strong academic tasks.

The essentials of Digital Learning For Students with Disabilities shall include:

Delivery: The digital approach teachers and students with disabilities use to engage with the content and each other.
1. Blended (hybrid) - Students learn at least in part through virtual (online) learning, with some element of student control over time, place, path, and/or pace; and at least in part in a supervised, brick and mortar location away from home (school or learning center)

and mortar location away from home (school or learning center).

2. Virtual (online) / remote (distance) - Teachers and students are not in the same place. Instruction and learning may take place asynchronously and/or synchronously.

3. Platforms: What software will be used to communicate and deliver content and instruction for digital learning for students with disabilities?

Edgenuity, Grades 3 –6

A. Students with disabilities who receive both general education and special education instruction will receive general education instruction through the Edgenuity, Inc. platform in conjunction with students without disabilities with allowable accommodations as documented in each student's IEP.

B. Students will receive primary services such as speech therapy on campus with a licensed speech pathologist/speech therapy assistant.   Students will receive related services such as occupational therapy and physical therapy on campus with a licensed occupational therapist/certified occupational therapy assistant or licensed physical therapist/physical therapy assistant.

C. All therapy services will be provided as stated in the student's IEP using evidenced-based therapy strategies per their IEP goals and objectives.

Virtual Arkansas; Grades 7-12

A. Students with disabilities who receive both general education and special education instruction will receive general education instruction through the Virtual Arkansas, Inc. platform in conjunction with students without disabilities with allowable accommodations as documented in each student's IEP.

B. Students with disabilities who receive both general education and special education instruction will receive special education instruction through district staff licensed in special education. All class instruction will be in compliance with the district's academic frameworks via virtual courses according to each student's IEP.

C. Students will receive primary services such as speech therapy on campus with a licensed speech pathologist/speech therapy assistant. Students will receive related services such as occupational therapy and physical therapy on campus with a licensed occupational therapist/certified occupational therapy assistant or licensed physical therapist/physical therapy assistant.

Students with disabilities in a self-contained educational setting: 3-12 who receive all educational services within the special education setting will receive instruction from a district licensed special education teacher using the TeachTown Program. TeachTown consists of:
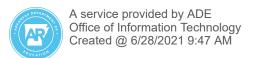
A. The Meta-Play Method offers a play-based, systematic approach to fostering the development of imagination and related social and cognitive skills in young children diagnosed with Autism Spectrum Disorder (ASD)

diagnosed with Autism Spectrum Disorder (ASD), developmental delays, intellectual disabilities, and social and emotional disabilities.

B. TeachTown Basics provides an ABA- and evidence-based curriculum that addresses the academic, cognitive, and social/emotional challenges faced by students with developmental delays, intellectual disability (ID), and Autism Spectrum Disorder (ASD). Basics provides an ABA- and evidence-based curriculum that addresses the academic, cognitive, and social/emotional challenges faced by students with developmental delays, intellectual disability (ID), and Autism Spectrum Disorder (ASD).

C. TeachTown enCORE is an adapted, comprehensive core curriculum designed to meet the needs of students with moderate and several disabilities. The program provides a blended classroom solution of hands-on, interactive whiteboard, and independent technology-delivered student lessons. Based on the science of applied behavior analysis (ABA), and systematic instruction, enCORE provides educators with scripted lessons that are easy-to-implement and differentiated across three student support levels. A comprehensive classroom library of differentiated, adapted literature expands inclusive educational opportunities for this population by providing students with high quality books that are commonly found in general education classrooms. Data tracking across all instructional platforms provides districts with student progress state-specific standards and student specific IEP goals. Designed by content experts in the field of general curriculum access and age-appropriate content to this student population utilizing a blend of instructional platforms.

D. TeachTown Social Skills is a comprehensive, character-based video modeling curriculum that targets a range of social and emotional learning needs in the areas of communication, social interaction, pragmatics, self-management, problem solving and emotional awareness. The newly combined curriculum targets a total of 85 skills designed to teach socially significant behaviors across the elementary and middle school domains.

E. BE SAFE is a safety education program that teaches teens and adults with special needs how to interact safely with law enforcement and emergency personnel.

F. Transition to Adulthood is a comprehensive curriculum designed to teach students with disabilities in secondary and post-secondary programs critical skills to increase independence, community access, and employability.

RELATED SERVICES PROVIDERS:

Virtual Delivery and Determine the need for equipment and if it will be school or parent provided.

parent provided

OTHER FACTORS:

Determine the need for a 1:1 paraprofessional (if a 1:1 paraprofessional was

provided for transitions, safety, etc., then the need many not be warranted for a

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.

Digital accommodations include, but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. Student Assistant Teams may determine additional accommodations based on individual student need.

Edgenuity Course grade 3-6 employ features and accommodations for students including ELL and students holding IEPs or 504s. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations.

Virtual Arkansas 7-12 courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including Read Speaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

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

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.
The Greene County Tech School District will provide a Virtual Learning Facilitator who can provide assistance in securing any additional accommodations or services that are required by students in order for them to be successful in the digital learning environment.

Teacher Supports

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

The Greene County Tech School District will be offering Virtual Learning for students in grades 3-6 with a partnership with Edgenuity who will be providing the instructors for students who wish to enroll in Virtual Learning.

The Greene County Tech School District will be utilizing Virtual Arkansas as the digital content and digital instruction solution for grades 7-12. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.

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

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 Greene County Tech School District will be contracting with Edgenuity to provide instruction for grades 3-6 and will be contracting with Virtual Arkansas to provide digital instruction to students in grades 7-12.

Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

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.

The Greene County Tech School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices, or procedures.

The district will use the following measures to ensure equitable access:
 ----The budgeting and use of state and federal funds to provide
    equitable access to educational services.
---Equal access to technology devices and support in connectivity
---Coordination with district support service programs, including
   Special Education, 504, ESL, and GT
--- Utilization of the district SAT Team process for student support and
   intervention.

www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/411_Equity.pdf

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

Virtual Arkansas requires trained proctors for all assessment for students enrolled in Virtual Learning in grades 7-12 . The Greene County Tech School District plans for all students, including virtual students to take assessments. The district will provide a virtual school facilitator who will coordinate all assessments with proctors as required by Virtual Arkansas. The Virtual School Facilitator will also be responsible for providing scheduling of exams and serve as the primary point of communication with parents and students for all required assessments..

The District's partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted in the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.

All parents of students enrolled in 3-12 in Virtual Learning will be notified concerning the onsite testing requirement during initial enrolment in the district's Virtual Learning program. The Informational Handout on Virtual Learning and the Virtual Learning Contract will outline the expectations for virtual students in grades 3-12 to come onsite to take interim and state assessments.

The Greene County Tech School District will utilize DESE guidelines when testing virtual students, which includes:
1) Testing virtual students as separate cohorts from their grade level group
2) Organizing small group virtual testing rooms to accommodate the need for additional social distancing.

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.

In order to monitor and evaluate the effectiveness of the virtual learning program, the district will:
* Conduct student learning surveys in the first week of the program to determine student support needs and survey to reassess those needs at mid-year and in the spring.
* Survey parents after each orientation session to determine immediate needs and develop support response
* Analyze student data of course progress and ACT ASPIRE growth to determine instructional effectiveness
* Analyze student engagement data and ACT ASPIRE growth to determine effectiveness of program supports for engagement
* Conduct and analyze parent and student forums and surveys two times per in each grade band.
* Conduct and analyze Edgenuity and Virtual Arkansas Surveys
* Utilize the SAT (Student Assistance Teams) and the Northeast Arkansas Educational Cooperative to analyze relevant data and program effectiveness.

The Greene County Tech School District will provide a Virtual School Facilitator who will be trained in the Virtual Arkansas Power Panel to access information in the SIS and CANVAS LMS of Virtual Arkansas. The GCT Virtual School Facilitator will monitor student grades and attendance weekly to ensure adequate progress is being made for students enrolled in Virtual Arkansas and will serve as the primary point of contact for communication between Virtual Arkansas expectations for students provided to parents. . Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

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

Curriculum Effectiveness: The content in the learning management system will

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

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

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

The Greene County Tech School District maintains information on the Virtual Learning Program for 2021-2022 on the district's web page on the left hand side under the corresponding tab at: https://www.gctsd.k12.ar.us/

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)

Family feedback and input served as a key component in the development of the Greene County Tech Virtual Learning Program for the 2021-2022 school year as parents who responded to a district survey provided their request to provide additional Virtual Learning Opportunities for students for the upcoming school year. The only survey information the district has received follows in the URL Link listed below.

A revised current survey link is provided on the district's webpage for comments from parents on the revised Ready to Learn plan as well on the left hand side of the home page.

To date as of 6-2-2021 the district has yet to receive feedback on the district's ready to learn plan revisions which are on the district's web page. The district sent out a family survey concerning the wearing of masks, and since that first survey was deployed, additional comments have not been received on the revised learning plan.
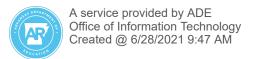
The Greene County Tech Virtual School Facilitator will communicate with parents/students enrolled in both Edgenuity for grades 3-6 and Virtual Arkansas grades 7-12 through email, and will be available to answer questions, provide assistance with course selection, and serve as the primary point of contact should additional intervention or remediation services be needed.

Building activities, calendars of events, and activities will be posted on the district's website for students and families to review and information will be available on each building's facebook page for specific information such as school picture days, field trip opportunities, and clubs and organizations.

In addition, Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students' activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/2021-2022_Vir
tual_Arkansas_Parentguide.pdf).

Please note that the district had links to the following questions, but they would not accept them in google documents, so URL's were created that are listed below. The Greene County Tech School District currently has a link on the district web page for community and patron feedback on the District's current Ready to Learn Plan but zero feed back has been provided. Patrons, students, and parents took a survey on whether they wanted the mask mandates to continue and took a survey on the option of enrolling in a Virtual Learning Program for 2021-2022 pending approval by DESE and the State Board of

Program for 2021-2022 pending approval by DESE and the State Board of Education. The survey results of the parents wishing to enroll in Virtual Learning is loaded and provided in the URL Link below.

Comments were not part of the Virtual Learning survey so none exist. https://www.gctsd.k12.ar.us/ on the left hand side of the page in yellow will show the district link to the Ready to Learning Plan, the revised plan, and the link to the survey that was posted on April 15th, 2021 with zero comments provided by stakeholders who had previously answered surveys on wearing masks.

The Greene County Tech School District policies will apply to both onsite and virtual digital remote learners as listed below.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	http://www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/state_1240_waiver.
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	http://www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/Survey_and_Resul

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/2021-2022_Absence.pdf

| Please provide a link (URL) to the discipline policy for digital learning students. | www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/417_Student_Discipline.p |
| Please provide a link (URL) to the grading policy for digital learning students. | www.gctsd.k12.ar.us/images/Ready2Learn/2021-2022/515_Grading.pdf |

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