



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Clarendon School District (4802000)

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 #: 4802000
Superintendent: Lee Vent
Email: ventl@lions.grsc.k12.ar.us
Phone: (870) 710-5180
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
4802010 - Clarendon High School	7-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning.</p> <p>Attendance in virtual learning courses shall be determined by the online attendance and the completion of assignments in the LMS by the Virtual Learning Facilitator (VLF).</p> <p>Engagement requirements: A student logs in weekly to the learning platform and submits assignments according to specified due dates. Students will also Zoom with their VLF and Advisor weekly.</p> <p>For extenuating circumstances that require longer periods of time to complete assignments, the building administrator and Virtual Program Coordinator will work with the student and family to create a student success plan.</p> <p>If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the district's AMI plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Class Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	
<p>Teaching Load Number of students:</p> <p>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.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	<p>Virtual students may have more control over the pace of their 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, take longer, etc. on some days and work less on other days.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Virtual students 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 some students will finish in less time. Instruction is designed so students master the standards and mastery time may vary by student.
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)	

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 Clarendon High School's Digital Learning Program is to offer students a rich, virtual learning experience as an equitable alternative to in-person learning on our campuses.

Clarendon High School of Innovation (CHSI) students will have asynchronous learning experiences. CHSI teachers have created courses in our Learning Management System (LMS) Canvas. These are similar to an online college course, in which students work at their own pace through modules. All units of instruction are aligned with Arkansas' Academic Standards. The end of each week serves as a deadline for that week's learning activities, and the Virtual Learning Facilitator will make sure students have completed their assignments. This facilitator will also Zoom with each virtual student weekly to check on their wellbeing and progress. Additionally each CHSI student is assigned an Advisor. Students check in with their Advisor daily and perform weekly grade checks. Completion of that week's assignments serves as attendance credit for those students. Students who do not complete the week's assignments will be counted absent that week. The core content area teachers will grade the submitted work and provide feedback to virtual students. Each week, teachers will notify the student, parent, Advisor, and Virtual Learning Facilitator if a student's grade falls below a C. Students whose grades fall below a C will be required to attend individual or small group intervention Zooms with the Virtual Learning Facilitator and/or content area teacher. If the student has a failing grade in a course or fails to complete assignments for two weeks in a row, they must return to on-campus, in-person instruction.



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.

Clarendon School District's Virtual Learning Program is virtual (online) and remote (distance).
At CHSI, Canvas is the primary LMS used. Advisors and the Virtual Learning Facilitator will use Zoom to conference with students weekly. Students will have control over the pace, place, and time they are completing assignments, with weekly due dates. Virtual students can come on campus to participate in band, choir, art or athletics as applicable. Some CTE courses, such as Parenting and Child Development, will be taught in a blended learning environment; whereas, some CTE courses such as Construction Fundamentals will only be offered in person. In addition, students in grades 10-12 who elect to participate in AP courses will be required to attend those onsite. Students will come on campus for ACT Aspire testing, health screenings, some types of instructional support, interventions, etc.

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.

CHSI teachers will be primarily dedicated to in-person teaching and learning. Department heads who are on contract during the summer will create/update and front load digital courses onto the school's learning management system. The Library Media Specialist will serve as a Virtual Learning Facilitator (VLF) whose major responsibilities include Zooming with virtual students, taking attendance, making sure they understand and are completing their learning activities, etc. The VLF will serve as the learning liaison between teachers and students. The VLF will distribute all content, assignments, and grade reports to virtual students. Content area teachers will still need to grade some of the work virtual students submit that the VLF cannot grade or is not graded by the LMS. These teachers will either have additional time in their schedule to complete these tasks (an extra prep period) or they will be compensated to complete the work after school.



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

Virtual Learning Facilitators will interact with students following a consistent schedule during regular school hours. Instruction will be provided primarily asynchronously. Pre-loaded content will be available by 6 week modules at CHSI. Each student enrolled in the Lion Virtual Academy will be assigned to the Virtual Learning Facilitator at their campus.

The VLFs will contact and Zoom with students weekly. The VLF will conduct weekly check-ins with each student to discuss progress, provide support, and make recommendations for student intervention when necessary. The VLF will make recommendations for additional services, including, but not limited to counseling, interventions, or additional synchronous times to meet students' individual needs. Students may work ahead or turn in assignments when due. CHSI Advisors check in daily with their students, provide weekly grade checks, weekly parent contacts, and support in their learning.

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

We are not requesting this waiver

If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

We are not requesting this waiver

Technology / Platforms

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

CHSI will utilize Canvas as the learning management system (LMS). This will be the third year CHSI teachers have used this LMS as a part of our blended learning model with School of Innovation.



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.

CHSI's digital curriculum is housed on Canvas LMS. Teachers have been developing digital versions of their classes for several years now. Content is varied and includes but is not limited to: recorded lectures, articles, videos, discussion boards, writing assignments, assessments, virtual labs, reading assignments, and text analysis.

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.

CHSI communicates with virtual students and parents/guardians via Zoom.

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.

Clarendon School District is 1:1 with electronic devices. All students are issued a Chromebook at the beginning of each school year. Students who do not have internet access can check out a hotspot through the CHSI media center. Free drive-up Wi-Fi is offered through the public library and on both campuses in our district. Classwork can also be downloaded on a USB drive and delivered to students.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.

All students (virtual or in person) receive free breakfast and lunch at Clarendon School District. Breakfast and lunches are packed to-go for virtual students and can be picked up for the week on Mondays at the CHSI cafeteria. If a parent or guardian is unable to pick up meals the district social worker or the virtual facilitator can arrange delivery.

At a minimum the CHSI digital facilitator will Zoom weekly for wellness and safety checks on remote students. If a student is not responding to Zoom invitations or phone calls, then the facilitator and/or district social worker will make an in-person visit. Each student will also have an advisory teacher who will be making weekly wellness and safety checks. Students who are found to be in need will be referred to the appropriate department (counselor, social worker, food services, etc.)



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.

Weekly progress monitoring will take place using observations from VLF and Advisors (CHSI) during Zooms, reports from the learning/content management systems, and attendance records of virtual students.

VLFs will identify students not showing progress, offer support and arrange interventions such as parent phone calls, Zoom sessions with content teachers, synchronous learning, or in-person learning. If interventions are not successful, students will transition back to face-to-face instruction.

Our Virtual Academy contracts state that the administration has the discretion to require that a transition back to onsite learning if it is in the best interest of the student related to academic progress, engagement, and/or attendance.

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



LEA INSIGHTS

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

If a student is not making the required daily academic progress or is not engaging consistently, the Virtual Learning Facilitator (VLF) and/or the content teacher will intervene. The interventions may include, but are not limited to:

***Teacher activity:**

- A phone call to students and parents
- Create and implement an intervention plan
- Zoom sessions

***Student activity:**

- Completion of 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
- Remediation with a teacher to ensure success on assignments
- If intervention data does not show improvement or gains in student learning, the student will transition back to face-to-face instruction.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available.

Students may be required to meet onsite for specific services and assessments.

Support Personnel include:

- Counselor(s)
- Gifted and Talented Teacher
- Virtual Learning Facilitator
- Special Education Coordinator
- Dyslexia Specialist
- English Language Learner Coordinator
- District Content Area Specialist
- Response to Intervention Team
- Great Rivers Educational Service Center Specialists



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

The District will use the current formative assessment plan in place which is embedded in the district curriculum. All course curriculum is aligned with state standards. The department heads work in content-specific PLCs to develop formative assessments that measure student understanding and drive instruction. PLCs will review formative assessment data to determine next instructional steps based on student needs. Instructional support will also be provided by the campus and district coaches and specialists as needed. The Virtual Program will utilize a multi-tiered system of support process to monitor and support student growth.

Instructional decisions will be made using multiple data points, including assessment results - formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years. Virtual students will be required to come to campus to complete mandatory diagnostic and state testing. CHSI gives the NWEA MAP assessment three times per year on-site.

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

Any 7-12 student struggling with literacy, identified by the parent/guardian, Virtual Learning Facilitator, or teacher, will be scheduled for on-site dyslexia screening.

Virtual learning students needing dyslexia services will be served via Zoom or on-site. These virtual interventions will be scheduled and carried out by the CSD dyslexia specialist. The Clarendon School District will ensure that all Dyslexia Law and requirements will be met by all virtual learners.

*See CHSD Dyslexia Plan https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/778781/2020-2021_Dyslexia_for_Website.pdf

The district will ensure all dyslexia law requirements are met for virtual learners.



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

CHSI students who qualify for GT services and supports are served by taking Pre-AP versions of their core courses. These Pre-AP teachers are required to submit portfolios detailing how they are modifying and differentiating GT students to the district-level GT coordinator. The Clarendon School District will ensure that the GT Program Approval Standards will be followed for virtual students.
The district will ensure all GT Program Approval Standards are met for virtual learners.

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

ESOL/ESL students will report to campus for any screenings, meetings with the ESL coordinator, or ELPA testing required. The ESL coordinator has an additional period scheduled in her day to observe, monitor, and meet with ESL students. She will be using this time to also Zoom with (when needed) any virtual ESL students. The Clarendon School District will ensure that all requirements of the English Learner plan are met for remote learners.

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

Virtual students who qualify for special services will also be monitored by the Special Education Teacher and District Special Education Coordinator. 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 meet the needs of the child and agreed upon by all parties, including the district, teachers, and parents/guardians. Accommodations may be provided through the learning management system when necessary. Students will be scheduled onsite 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 proportional to student enrollment. The special education teacher will be responsible for providing synchronous instruction to students attending virtually at a scheduled time each day to meet the requirements of the IEPs. Students who qualify for self-contained services and whose parents have opted for virtual instruction will be served using TeachTown and/or Google Classroom. Special education will be provided based on rules and regulations.



Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

All students are provided with a Chromebook with access to a content management system. Digital accommodations include, but are not limited to: digital copies of notes, text to speech embedded in the platform, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services committees may determine additional accommodations based on individual student needs.

Teacher Supports

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

CHSI has completed their third year of building courses in Canvas, our preferred learning management system. Teachers use a variety of digital content including but not limited to Reading Plus, iXL math, No Red Ink, NewsELA, Readworks, PHeT simulations, FlipGrid, JamBoards, the Google Suite, and EdPuzzles.

Teachers receive training on Canvas every summer during the summer professional development retreat. Similar training is available during inservice at the beginning of the school year. Content teachers attend departmental PLCs in which they train each other on subject-specific digital supports. When creating the professional development plan for the year, the district takes needs that teachers identify during a Needs Assessment conducted each summer.

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 district provides a minimum of 200 minutes of scheduled planning time each week. A Professional Learning Community (PLC) of teachers enjoys the collaborative support of their PLC meeting on a regular basis as scheduled at each campus.

Department heads and specialists will have pre-loaded the course content onto the LMS and CMS while on extending contracts during the summer months. The district employs specialists and coaches in various subject areas who can assist individuals or teams of teachers as needed. These specialists are certified in their content areas and are well-utilized throughout our grade-bands, campuses, and subject areas.

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 Clarendon 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:

CSD will provide equitable access for traditional and virtual instruction by providing every student, regardless of living situations, with a Chromebook, IPAD or other digital device. Chargers will be provided. Equal access to technology devices and support in connectivity will be provided. If necessary, a mobile hotspot will be provided for internet access. Low cost insurance for Chromebooks and devices may be purchased. These costs may be waived for qualifying students.

CSD will provide basic needs such as clothing, food, and school supplies for students in need of these services and to remove barriers to student learning. CSD ensures budgeting and use of state and federal funds to provide equitable access to educational services is available to all students and handles inquires regarding non-discrimination policies.

The district will use the following measures to ensure equitable access by budgeting state and federal funds to provide equal access to all educational services. This includes coordination with district support service programs, including Special Education, 504, ESL, GT, counseling services, etc. Additionally, utilization of the district Multi-Tiered System of Supports Process for student support and intervention.



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

The district will conduct statewide assessments onsite. Summative ACT/ACT Aspire, ELPA, and NWEA MAP assessments are administered onsite for digital learners.

Parents will be notified of the onsite testing requirement:
During initial enrollment and acceptance in the virtual learning environment
Via district communication for all students leading up to each test administration

The district will utilize DESE guidelines when testing virtual students, which includes:

Testing virtual students as a separate cohort from their grade-level group

Students will test in their grade level buildings

The assessment plan/schedule will be directed by the building test coordinator

Assessments will be scheduled in advance.

Coordinators will communicate to students/parents test dates, times, and options

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

The district will monitor the effectiveness of digital options with weekly monitoring of attendance, engagement levels, and grades as well as NWEA Map testing of literacy and math skills multiple times each year.

Campus and district administrators actively monitor online instruction in the LMS and grading feedback in our virtual model. Surveys will be sent to virtual students and parents and VLFs each semester to monitor satisfaction.

Shareholders surveys will be conducted to gather data to determine effectiveness of platform navigation, what is going well, what needs improvement, and family needs. Advisory committees will be formed and evaluate effectiveness.



Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)

Communication of virtual school activities, student support options, and daily events are shared by the administrators and teachers via email, all-calls, social media, letters, and videos linked in many of these formats.

Teachers will facilitate an orientation for students and families provide the following:

- Overview of expectations
- Training on navigating learning management systems
- Strategies on successful online learning

Tutorial videos to teach parents about access, lessons, and student monitoring are provided to equip parents as partners in the education of their children. Mandatory parent and student training on Chromebooks, CMS, LMS, email, etc will also occur at the beginning of the school year.

Parents and families without internet access will be given mobile hotspots. Free drive-up wifi is offered through the public library and on both campuses in our district. Class work can also be downloaded on a USB drive and delivered to students.

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

<https://drive.google.com/file/d/1T5ei4MEP7J6et-8b32CUC5skSVvigO9A/view?us>

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

<https://docs.google.com/document/d/13DAdxTORrDxAqU1yjbXR6HwWp55eiMz>

Policies

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

Absences for virtual students will be taken and entered on a weekly basis by the

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

Virtual students are subject to the same discipline policy as in-person students fo

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

Virtual students are subject to the same grading policy as in-person students on