



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 White Hall School District (3510000)

School Year 2022-2023

**!** 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 #:** 3510000  
**Superintendent:** Doug Dorris  
**Email:** dorrisd@whitehallsd.org  
**Phone:** (870) 247-2196  
**Duration Requested (not to exceed three years):** 1 Year  
(School year 2022-2023 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
3510076 - White Hall High School	All Subjects in	Asynchronous	Virtual (Online) / Remote	LMS
3510081 - White Hall Middle School	Grades 7-12	Synchronous	(Distance)	



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)	The district is requesting a waiver of the attendance policy. Students will follow the White Hall School District attendance policy.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(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.
				We are not requesting additional waivers for the class size. The Virtual Teacher 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 class size would not apply as per DESE Rules Governing Class Size and Teaching Load.



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.
<b>Teaching Load</b> Number of students:  Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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.



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.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	We are requesting the six-hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to engage with the learning successfully.



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			We are requesting the clock hour waiver. 100% of virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' bichronous (asynchronous and synchronous) and blended learning opportunities, student learning may not equal a total of 120 clock hours.
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)	N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.

## 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.

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses, often called bichronous learning. This model allows instructors to develop relationships with students, address needed “just-in-time” instruction, and provide flexibility in learning. Students are provided the opportunity to attend two Zoom sessions per week per course and request additional one: one Zoom sessions as needed. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS messaging system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 work hours. Students are expected to read and interact with messages in their courses on a daily basis during the school week. In addition, students are expected to engage in the online content and assignments on a daily basis.

Participation in the class means engaging in the course content.

Participation includes viewing videos completely, reading the course content and assigned readings completely, studying and preparing for assessments, and reviewing all information required for each week.

Attendance in an online course means logging into the Student Information System (SIS) and engaging in the course on a regular basis. Attendance also includes attending live Zoom sessions. This course requires both participation and attendance to be successful.

Career Technical Education courses will be offered in a blended learning environment. Students learn in part through virtual technical 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 in school or learning center. Students may use the blended model to participate in extracurricular activities such as clubs, sports, band, or choir.



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.

White Hall School District will provide online opportunities through Virtual Arkansas, the State Virtual School (SVS). Virtual Arkansas utilizes a bichronous model of learning, which incorporates a synchronous and asynchronous approach to teaching and learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students have access to this content 24 hours a day and 7 days of the week. Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. In addition, students have the opportunity to request additional live assistance. Career Technical Education courses will be offered in a blended learning environment. Students learn in part through virtual technical 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 in school or learning center. Students may use the blended model to participate in extracurricular activities such as clubs, sports, band, or choir.

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 White Hall School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a certified Arkansas teacher in each course who is fully dedicated to our online learning students.

The White Hall School District will monitor students' progress through an assigned facilitator and principal. The responsibilities of the principal include collaborating with parents, students, and Virtual Arkansas staff.





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

For students utilizing Virtual Arkansas courses, teachers actively monitor their 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. Students are provided the opportunity to attend two live Zoom sessions with each of their teachers.

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 additional waivers for class size. The Virtual Teacher 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.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support are solely the responsibility of Virtual Arkansas.

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 additional waivers for teacher load. The Virtual Teacher 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.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support are solely the responsibility of Virtual Arkansas.

## Technology / Platforms



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

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS is supplemented with the Student Information System (SIS) Genius.

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.

Virtual Arkansas provides access to over 150 courses in grades 7-12 which are designed by Arkansas certified teachers and subject matter experts (SME's). In addition, course designers and developers are trained through Quality Matters and Virtual Arkansas course design and development internal training focused on the National Standards of Quality (NSQ) for online courses. Virtual Arkansas courses 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 provide support and instruction to students effectively.

The digital content is available to students within the Canvas Learning Management System (LMS) platform that provides student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons and tools that support learning, including text-to-speech software that includes translation capabilities. Digital content combines direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage students to help ensure subject-area mastery.



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.

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district-provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, a whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the 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 are placed in a common location within each course for easy access.

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.

Virtual Arkansas requires the district to provide a device to our students for access. The White Hall School District will provide a Chromebook and hot spot upon request for our students to access their teacher and coursework. Internet access is available at each campus in the district, as well as designated spots in the community.

## 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.



Virtual Arkansas employs a Student Success Counselor who oversees the Off-Campus and Fully Online (100% Virtual) student wellness and safety program. Virtual Arkansas teachers receive professional development to assist in monitoring the physical and mental health of students. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school to step in to provide additional intervention and/or assistance. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services.

The White Hall School District supports the social-emotional needs of all students. White Hall virtual students have access to the counselor's google classroom for mental health and wellness resources. School counselors partner with the virtual principal, Virtual Arkansas facilitator, and parents to counsel individual students. The White Hall School District contracts with Pinnacle Pointe and Southeast Arkansas Behavioral Center for mental health services. Referrals are made through the school counselors.

Breakfast and lunch are offered to virtual students. Parents or students can email their campus facilitator to request meals.

District Wellness Policy: <https://5il.co/1av2m>



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 White Hall School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real-time. The LMS and SIS both have the capability to easily produce login, participation, and grade reports to help identify student activity and engagement levels. This data is accessible to school officials, including building leaders, counselors, and facilitators. Additionally, grade reports are sent to parents on a weekly basis.

VA has wrap-around supports built into its program to assist struggling students. These supports include a dedicated Principal, Student Success Counselor, Special Populations Coordinator, Math Student Success Coach, ELA Student Success Coach, and a Reading Specialist. Virtual Arkansas engages in robust intervention strategies and techniques that are employed through the Student Intervention Team (SIT).

The White Hall School District has a dedicated principal for the virtual program. Coordination of student services, concerns, and celebrations will flow to the virtual principal. School counselors and mental health services are available to assist in addressing student engagement. The principal of the virtual program will conference with parents and students to build a strategic plan for increasing engagement and academic growth.



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

Virtual Arkansas teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined not to be successful. They are trained to deliver Tier I and II interventions and, if those are not successful, refer students to the Student Intervention Team (SIT).

Additionally, Virtual Arkansas has wrap-around student supports built into its program. The support personnel includes a dedicated Principal, Student Success Counselor, Special Populations Coordinator, Math Student Success Coach, ELA Student Success Coach, and a Reading Specialist. Virtual Arkansas engages in robust intervention strategies and techniques that are employed through the Student Intervention Team (SIT), which meets weekly. This team reviews individual student referrals and data to determine the next steps in accordance with appropriate RTI strategies.

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

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the course content that is 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. These formative assessment strategies, both formal and informal, are utilized to guide the RTI process and methods of intervention.

The White Hall School District supports this process and will monitor formative data through the Virtual Arkansas facilitator and principal.

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



The White Hall School District will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that is experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring.

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. Districts will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing.

District interventionists will deliver Tier II and III interventions.

Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the Response To Intervention process. The Virtual Teacher will monitor how the student is doing on grade-level work. This will be communicated with the interventionist. District interventionists administer



communicated with the interventionist. District interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer Level II.

Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous ZOOM sessions will be scheduled when interim and progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student.

All dyslexia law requirements will be met for on-site and virtual learners.

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 the partnering school. The response to intervention team monitors students' data and communicates with the assigned building principal when concerns or "flags" of markers of dyslexia may be evident. The data is reviewed by the Student Intervention team and if determined level I screeners will be administered. The results of the level 1 screener will determine if a level II assessment should be completed. If the student meets the criteria for services for markers of dyslexia intervention will begin.

Students that demonstrate the need for dyslexia services are offered the blended (hybrid) model or may receive their intervention through synchronous Google Meet sessions. Attendance is expected at all synchronous and or onsite sessions. The district provides instruction through the Take Flight and Barton programs. Digital resources for implementing Take Flight in the virtual setting are provided for each Take Flight trained certified teacher. Digital interventionists utilize the Barton digital tiles to provide intervention to digital learning students.

Virtual Arkansas provides accessibility tools to support students with dyslexia, including ReadSpeaker, which will read any text in the course to students. Virtual Arkansas will provide specific accommodations as described in the Virtual Arkansas Accommodation Guide. Virtual Arkansas employs a dyslexia-certified Reading Specialist and a Special Population Coordinator to provide additional interventions and support to students who have been identified as dyslexic.





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



All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 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 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. An approved teacher of the gifted (licensed GT coordinator/GT 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.

Furthermore, our students have access to twenty Advanced Placement courses and seventeen Concurrent Credits through Virtual Arkansas.

The White Hall School District provides support and services to students identified as Gifted and Talented through the blended (hybrid) model or the virtual model. Asynchronous and synchronous instruction is included through the virtual model. Students are expected to attend all synchronous sessions and be active oral and visual participants. Asynchronous assignments include an extended timeline and choices of projects or performance evidence. The Gifted and Talented certified teacher provides the instruction. The Gifted and Talented teacher has a Google Classroom that includes additional resources such as digital books, audio recordings, videos, and digital resource links. Students may choose the blended (hybrid) model and attend Gifted and Talented classes on their home campus.

Digital learning students may be referred to the Gifted and Talented program by a teacher or parent. Screening includes the student's assessment data, grades, teacher observations, creativity, and work samples.

All requirements from the Gifted and Talented program approval standards are met for the GATE program for remote learners.

Gifted and Talented Approval Application: <https://5il.co/1av3j>



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



The White Hall District will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

English Language Learners that are identified and are served through the White Hall Digital Learning program receive accommodations through their LPAC plan. Supports are given through identified areas for intervention. The intervention may be in areas of vocabulary development, reading fluency, following directions, etc. The White Hall School District employs a support staff member that provides one-on-one Google Meet sessions with students that are not making significant progress academically and or need additional academic support. The district also utilizes Lexia Learning English for the Elementary Grades to provide vocabulary and language support. Rosetta Stone is also used in grades 7-12 as a support for vocabulary and language. Progress monitoring in the programs is a data source to monitor student growth. The district-assigned principal ensures each student has access to the site and has log-in information.

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the district's Language Proficiency and Assessment Committee (LPAC) and will be shared with Virtual Arkansas who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with Virtual Arkansas regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.



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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 Arkansas teachers will provide information for evaluations and the White Hall School District will upload the accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations can be met in the course in conjunction with services provided by the partnering school. These applicable accommodations are described in the Virtual Arkansas Accommodation Guide.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. Accommodations will be provided according to students' IEP.

Virtual Arkansas Teachers use curriculum and instructional strategies that include evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities.

If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents.

Special Education programs delivered in a virtual learning environment will follow all Individuals with Disabilities Educational Act /Arkansas Rules and Regulations for Special Education. The information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to the student's Individual Education Plan. During virtual learning, students who have been identified as needing special education services will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, which will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone, or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to Individuals with Disabilities Educational Act guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols



the parent needs to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all-district protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:

1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. 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.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. The White Hall School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. The assigned principal will work with the Virtual Arkansas facilitator to begin the referral process.

Special Education programs delivered in a virtual learning environment will follow all Individuals with Disabilities Education Act/Arkansas Rules and Regulations for Special Education. The information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students' IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices including Universal Design for Learning



following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

## White Hall School District Special Education Plan

Digital Learning students that are identified as needing a comprehensive evaluation, based on a referral request by the parent and or Student Intervention Team, have a referral conference scheduled in the same manner as the on-site student referrals. The parent/guardian is given the option to come on-site and meet with the team or attend virtually through a Google Meet. All required committee members will be present. Consent forms are mailed to parents/guardians that choose the virtual conferencing with a stamped return envelope. A scheduled time for the student to come on-site for testing is arranged with flexibility. A designated location away from on-site students is suggested and at a time when there is little traffic in the building. Evaluation conferences will be held on-site, or virtually through a Google Meet with the parent receiving a copy of the evaluation prior to the meeting. All required evaluation conference members will be present. White Hall School District certified special education teachers will provide the services through synchronous and asynchronous instruction.

Special Education Self Contained: Digital special education learners that are in need of the self-contained setting and more special education time, receive services under the blended (hybrid) or virtual program. Students have access to the digital content program Teach Town for interactive lessons to reinforce IEP goals. This program can be accessed from home. Digital teachers/therapists partner with parents/guardians, or adults at home with students, to provide resources such as manipulatives, sensory items, visual schedules, books, appropriate accessibility equipment, etc. Synchronous instructional sessions are scheduled in collaboration with the home partners. The district expectations include synchronous instructional sessions a minimum of three times a week and that the student attend the Individual Education Plan required therapy sessions. Blended schedules are constructed in partnership with parents/guardians. The White Hall School District digital students work with the teacher and or therapist on campus, or in an agreeable location, in a designated selected area at minimum twice a week. The Digital Special Education teacher assists parents/guardians with





a week. The Digital Special Education teacher assists parents/guardians with logging into Google Classroom and locating resources. Students come on-site to complete state assessments.

Special Education Resource: Digital learner special education students that require special education services through this setting, receive services under the blended (hybrid) or virtual models. Digital Learning certified special education teachers provide the services based on the Individual Education Plan goals, schedule of services, and accommodations. Instructional lessons are provided through synchronous and asynchronous communication. Students are encouraged and expected to attend all scheduled synchronous sessions. Asynchronous instruction includes resources found in the Digital Learning special education teacher's Google Classroom. Resources include videos, audiobooks, directions for using interactive tools, and teacher contact information. Students submit assignments through Google Forms, Google Meet, and or email. Digital learning special and general education teachers monitor student progress and communicate with the building administrator and parent/guardian when there are concerns regarding attendance and or engagement. Students come on-site to complete state assessments. Special Education accommodations documented in the Individual Education Plan are given to general education teachers for implementation. Students are expected to attend all synchronous and blended model sessions.

Speech Therapy/Occupational Therapy/Physical Therapy: Services are offered through the blended (hybrid) and virtual model. Therapists schedule services based on the student's Individual Education Plan. Special Education services and supports are offered through both the blended (hybrid) and virtual models. Therapists partner with the parent/guardian and or home partner to ensure an understanding of technology tools and provide an understanding of technology tools and provide accessibility materials for use at home. Students are expected to attend all synchronous and blended model sessions.

Services are provided by certified district special education teachers and or therapists through a dual role. The Individual Education Plan team determines the appropriate accommodations and additional resources the student with a disability may need.



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 are described in the Virtual Arkansas Accommodation Guide.

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. The course syllabus includes VPAT (Voluntary Product Accessibility Template) statements for each of the digital products used in the course.

Virtual Arkansas courses meet the guidelines of IDEA and Section 504. 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.

## Teacher Supports



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

The White Hall School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution. 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.

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 White Hall School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SMEs) aligned to Arkansas standards.

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. Additionally, teachers receive training that includes guides for recommended pacing, adding supplemental content, and navigating the platform.

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.

It is the policy of the White Hall District to ensure equitable access to opportunities for all students without regard to race, religion, national origin, sex, age, or disability. The White Hall School District affords the same services and educational opportunities to foster, migrant, military, and /or students in poverty that are afforded other children and youth whether digital learners or on-site.



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.

Students are required to come on campus for state summative assessments. White Hall School District plan for students to take proctored assessments includes:

White Hall School District students are required to take all state assessments on a district campus. The district-assigned administrator will work with students to provide a safety plan and flexibility in scheduling based on the state assessment guidelines.

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within 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.

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.



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. 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 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.

Career Technical Education courses will be offered in a blended learning environment. Students learn in part through virtual technical 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 in school or learning center. Students may use the blended model to participate in extracurricular activities such as clubs, sports, band, or choir.

**Data Sources:** Monitoring, assessing, and reflecting 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.



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)

Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.

Based on individual needs and requests, students/families will be connected to school, district, community, regional, and state resources (counseling services, additional training, food pantries, clothes closets, and assistance programs).

Teachers will encourage and expect parents and student's voices, choices, and agency. We will build capacity in students and families to effectively engage in digital learning.

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 student's 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 ([https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)).

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

School Board Approval: <https://5il.co/19hzz>



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

Communication Plan: <https://5il.co/1av37> Timeline: <https://5il.co/1aw> Fee

**Policies**

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

Attendance Policy: <https://5il.co/1av4q>

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

Discipline Policy: <https://5il.co/1av4v>

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

Grading Policy: <https://5il.co/1av5b>

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