




Act 1240 Digital Learning Waiver Request

Status:

SBE

 Clarendon School District
(4802000)

School Year 2021-2022

Please use this Addendum to update your State Board approved Act 1240 Digital Learning Waiver Request.

Add grade levels not included on the initial application.
Remember to address each section of the application to include the grade level information being added.

All additions should be in red font.

Please do not remove or revise any information in the approved application.

Email updated application to Melissa.Matus@ade.arkansas.gov .

Updated applications are due September 1 by 5:00 p.m.

District:

LEA #: 4802000

Superintendent: Lee Vent

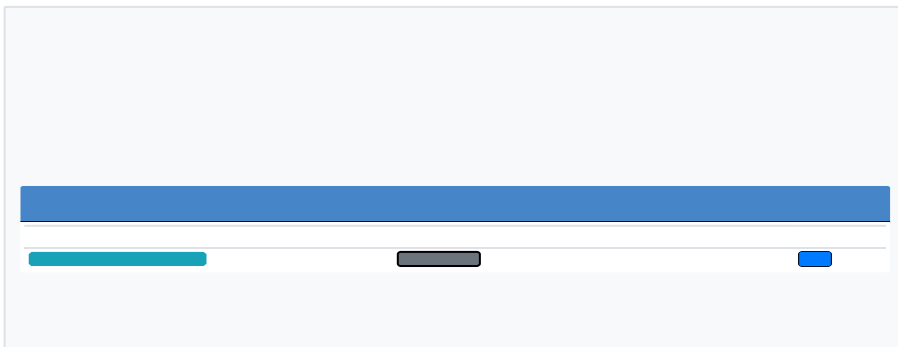
Email: ventl@lions.grsc.k12.ar.us

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 Clarendon Elementary School K-6	7-12	Virtual (Online) / Remote (Distance)		





Waivers

Waiver Topic	Waiver	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.
--------------	----------------------------	----------------	-------------------	---



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.

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).

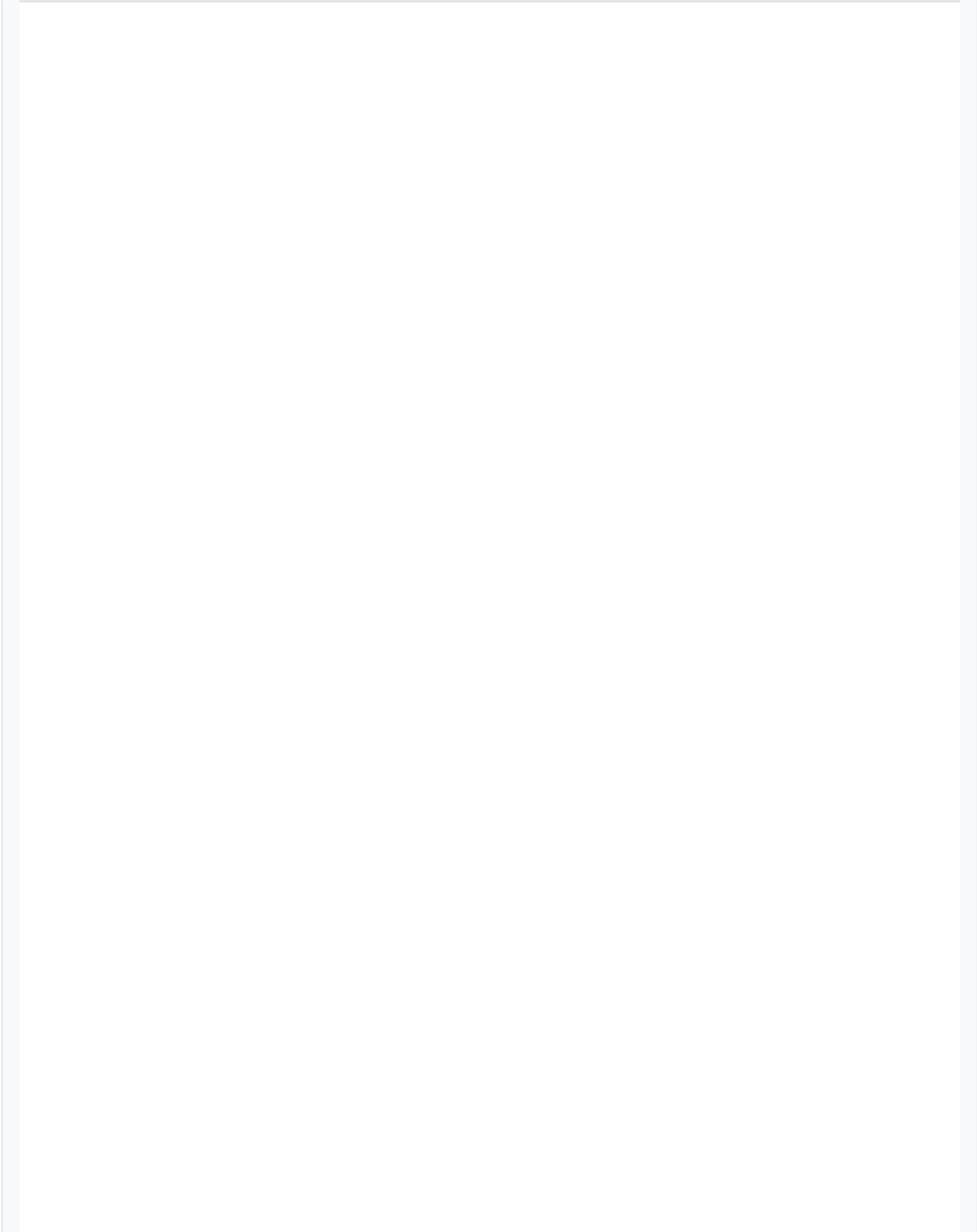
Engagement requirements: A student logs in weekly to the learning platform and submits assignments according to specified due dates. Students will also Zoom with their VLF and Advisor weekly.

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.

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.

Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the K-6 Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software. District policies and practices regarding student absences apply to virtual students.

Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator will work with the District Connection Coach to create a personalized student success plan.







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 Class Size and Teaching Load	6-17-	<p>We are not requesting additional waivers for class size.</p> <p>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: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf , and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load: http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf 812(a)(2)</p>
Teaching Load Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>We are not requesting additional waivers for the teaching load.</p> <p>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: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</p>
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	<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> <p>We are requesting the waiver. Research shows students in grades K-6 benefit</p>



from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.



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) <i>We are requesting a waiver. We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.</i>	

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.

The Clarendon School district will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power Clarendon Elementary Virtual academy or virtual option. ARESK will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the *Connection Coach*: <https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing> that will serve as the liaison for virtual families, ARESK, and the District. The District will work hand-in-hand with ARESK to serve the needs of every virtual student.

A combination of high-yield asynchronous and synchronous methods will be utilized for *Virtual Teachers*: https://docs.google.com/document/d/1lpvdA-KJQzyuVIJk4B_7Qle9Rp7kt-oB96kJusr8hvM/edit?usp=sharing and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional



materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature 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 content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. *Virtual Paraprofessionals:*

https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVIfq_A2AN3ER3UIYfE/edit?usp=sharing

will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. In order to meet the requirements of K-2 R.I.S.E, virtual students will meet through required asynchronous and synchronous sessions daily to address key elements such as: phoneme awareness, decoding, and vocabulary. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the [Virtual Campus](#)

Coordinator: <https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing> and the *District Connection Coach:* <https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing>

On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual

Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning. Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of reading
- Point-in-time intervention
- Enrichment opportunities
- Math quest
- Grasping phenomenal science
- Virtual office hours for support
- Educational games
- Interactive online quizzes



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.

As a member of the ARESK K-6 Virtual Academy Consortium, the Clarendon School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned. Students may need to test face-to-face. They may also check out books from our library.

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.

As a member of the ARESK K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.



A service provided by ADE
Office of Information Technology
Created @ 7/23/2021 1:08 PM



LEA INSIGHTS

LEA# 4802000



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.

During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily. Virtual Teachers employed by ARESC will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely. Virtual Teachers will also have office hours where students may receive additional support or ask questions.

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.

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](#).

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.

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](#).

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.

The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.

The learning management system will be layered with supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.



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 as Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards. 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 content is designed to provide point-in-time resources and support.

The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River Education Service Cooperative Content Specialists, and the Virtual Campus Coordinator.

Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.

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.

Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, 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.



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.)

Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior. <https://www.indistar.org/app/Forms/Answers.aspx?AnswerFormID=319491&AccessLevelInstanceID=370×tamp=2021820144821311>



A service provided by ADE
Office of Information Technology
Created @ 7/23/2021 1:08 PM



LEA INSIGHTS

LEA# 4802000



A service provided by ADE
Office of Information Technology
Created @ 7/23/2021 1:08 PM



LEA INSIGHTS

LEA# 4802000



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.

Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff and Virtual Staff will partner to provide solutions and support.

Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed. The district will regularly check with the virtual teachers from ARESC and check for any student needs and student attendance. Any students that are struggling will need to be seen by the administrator of the school to determine any special requirements or services for the student.

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

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



LEA INSIGHTS

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

Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.

Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.

Virtual Teachers will have additional support and resources through the SIT team, the Virtual Campus Coordinator, Cooperative staff, and resources provided by the State. If the School Intervention Team determines a student needs additional services and supports, Virtual staff and District staff will work together to coordinate these services and supports.

The District staff will assist the Virtual Staff with any interventions necessary. We have an onsite district dyslexic interventionist as well as a math interventionist if needed.



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.

Virtual Teachers will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions, very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as one-to-one, peer groups, additional tiered support as needed. Each student will be closely monitored on the RTI tiers to see if progress is being made. Virtual Teachers and students will meet virtually or face-to-face to determine a weekly goal. In addition to the 4 ½ week progress reports required by law, we will provide a weekly progress report to parents. The school district may provide Tiered Intervention for those students struggling academically by allowing students to meet with learning loss facilitators and dyslexia interventions.

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.

The 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 are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

K-2 Screening- Virtual Teachers will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

Virtual Teachers will provide Level 1 screeners if they see that students are at risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by District Dyslexia Staff 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.

3-6 Screening-Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.3-6 students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.

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 I screening results and progress monitoring.

The District will communicate by phone or email the Level II screening results, how the child will be progress monitored and receive dyslexia services. 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 and 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 RTI 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 the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer the 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.

Student Expectations-

Students should attend all Zoom sessions and complete assignments in a timely manner. Students may be asked to return to onsite learning if they are not submitting assignments and fully participating in the Zoom sessions.

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors.

Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature— as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes.

Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions. All equipment and resources needed to provide services to virtual students will be provided by the District.

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

<https://drive.google.com/file/d/1Jf-loMpm16DgwD0u4j5nFmh0Ybqq7ZPb/view?usp=sharing>



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.

For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule.

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.

<https://docs.google.com/forms/d/e/1FAIpQLSdiOL30UYj4C9JdI9knfH9Nmkc2-s-3Cf6O9WuWqNCNSe3Tow/viewform>

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.

The 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.

During virtual learning, students who have been identified as needing ESOL/ESL support will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL 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), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. 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 Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL 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.

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.

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 IDEA/Arkansas Rules and Regulations for Special Education. 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.

A schedule of meetings will be held based on the needs of the student/family, that 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 IDEA 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 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 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 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.

All Virtual Teachers and Virtual Paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online sensory tools and assistive technology. Online sensory tools and assistive technology available to Special Education teachers will also be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, speech-to-text transcribers, and pencil-type stylus.

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.

Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital



resources. Supplemental digital resources will include district, cooperative, and state digital content resources. 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 identified, 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. The Virtual Campus Coordinator will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs. The district may offer training in Google Classroom, i-Ready reading and math, as well as STAR reading.

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.

Virtual 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.

Prior to the start of school, the ARESC K-6 Virtual Academy Consortium will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district and cooperative staff. Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

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.

The district contact, Principal, Cheryl Smith, will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement. The Virtual Campus Coordinator will work with the District Connection Coach to provide daily support and communication. Reminders for parents will be included during parent teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications.

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.

The K-6 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with



the Virtual Campus Coordinator, Cooperative Teacher Center Coordinator, and the Cooperative Director of the Arkansas River Education Service Cooperative. Components that affect student achievement are addressed below.

Teacher Effectiveness: ARES Virtual Academy will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed annually by district staff and virtual staff to ensure Arkansas standards are being met.

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 Staff and District Staff.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent and staff (virtual and district) surveys will be conducted once each semester to monitor the effectiveness of the services.

Timeline: ARES will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.



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.

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.

The District will provide a dedicated staff member (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support.

In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.)

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Families will be provided the office hour schedules of Virtual Teachers, District Connection Coach, and Virtual Campus Coordinator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support. Families will receive a schedule for assignments and class meetings to engage students in both the local school community and the virtual school community. In partnership with the District Connection Coach, and Virtual Staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e., morning announcements, bulletins from the school.)



One of our goals is to keep students connected to their local school campus. In addition to the strategies listed above, the virtual campus will hold district-specific Zoom sessions where the teacher will utilize the district logo/colors as his/her background for that session. On set days, the Virtual Teacher will wear district spirit shirts while meeting with students from a specific district. Students will be asked to explore their communities in assignments and projects.

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.

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/13DAdxTORrDxAqU1yjbXR6HwWp55eiM>

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 f

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

[Back to Top](#)