



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Clinton School District (7102000)

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 #:** 7102000  
**Superintendent:** James Chalk  
**Email:** chalkj@clintonsd.org  
**Phone:** (501) 745-6000  
**Duration Requested (not to exceed three years):** 3 Years   
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
<b>7102006 - Clinton High School</b>	9-12/All	<b>Asynchronous</b>	Virtual (Online) / Remote (Distance)	<b>LMS</b>
<b>7102008 - Clinton Jr High School</b>	6-8/ All	<b>Asynchronous</b>	Virtual (Online) / Remote (Distance)	<b>LMS</b>
<b>7102005 - Clinton Elementary School</b>	K-5/All	<b>Asynchronous</b> <b>Synchronous</b>	Virtual (Online) / Remote (Distance)	<b>LMS</b>



## 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.
<b>Attendance</b>			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning.</p> <p>Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course.</p> <p>Engagement requirements: A student logs in weekly to the learning platform and submits assignments according to specified due dates. For extenuating circumstances that require longer periods of time to complete assignments, the building administrator and Virtual Program Coordinator will work with the student and family to create a student success plan.</p> <p>If the district decides all students will be learning remotely based on the AMI plan, attendance will be determined by the District's AMI plan.</p> <p>For K-6, 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 for K-6, 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.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	District policies and practices regarding student absences apply to virtual students. Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Discrimination 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.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Class Size</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812(a)(2)	<p>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.</p>
<p><b>Teaching Load</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



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	<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, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place and space. This may mean that the 6 hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages 6 hours per day or 30 hours per week for 100% virtual learners due to the fact that technology based approaches are the primary instructional delivery with flexibility in time, place and pace.

District coursework requires an average of 45 minutes per course/code content area per day (60 minutes for .5 credit). Students taking 7 courses will spend a maximum of 6 hours per day working in the online program.

We are also requesting the waiver for K-6. Research shows students in grades K-6 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 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			



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.
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Yes, we are applying for this waiver in order to facilitate our virtual students in asynchronous curriculum, subject matter competency and mastery of grade level standards may not require 120 clock hours. Some students may require longer and some shorter to complete their coursework. Instructional facilitator's goal will be to help students to master the standards; the time that takes may vary with each student.



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>Recess</b> (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)	We are requesting a waiver for K-6. 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.

## 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 Clinton District will participate in the Virtual Arkansas 7-12 courses to power our Clinton virtual option.

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom.

Students and teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

Students are expected to follow all requirements of Virtual Arkansas to successfully complete their courses. An area will be designated at the high school and junior high school if students need a space to Zoom or complete any requirements.

The Clinton School District K-6 virtual students will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our virtual option. ARESC 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-RJn35Cs7mpjqSSIPnnp8lO801mxCEczMdSh66sTXVE/edit?usp=sharing> that will serve as the liaison for virtual families, ARESC, and the District. The District will work hand-in-hand with ARESC 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-KJQzyuVlJk4B\\_7Qle9Rp7kt-oB96kJusr8hvM/edit?usp=sharing](https://docs.google.com/document/d/1lpvdA-KJQzyuVlJk4B_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



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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/1rO217ddGEV6Z0pvy2ejS9ywOzVlfq\\_A2AN3ER3UIYfE/edit?usp=sharing](https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVlfq_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 aligned with the Science of Reading 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 synchronous sessions daily to address key elements such as: phoneme awareness, decoding, and vocabulary. Additional synchronous sessions will be required, 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. 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.

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-0vruW0d1vof87Xa17en->



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<https://docs.google.com/document/d/11Dn2Wv0tWvQ1y017Kd2gpviTRD9bmsMdAsndc/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.

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

As a member of the ARESC K-6 Virtual Academy Consortium, the Clinton 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. Virtual students will have access to academic, social-emotional, and extracurricular activities. Such examples may include interventions, awards assemblies, pep assemblies, counseling sessions, and peer mentor groups.





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 Clinton School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

The district will use our distance learning facilitator, who is employed by the district as a paraprofessional.

The district has one paraprofessional who is trained by Virtual Arkansas to be a facilitator and in the Canvas LMS.

As a member of the ARESC 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.

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 with course content. Students are highly encouraged but not required to attend all Zoom sessions. The district requires all virtual students to attend a minimum of one synchronous session per week, per core content course. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

For K-6 virtual students:

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 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 is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

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 teaching 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.

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## Technology / Platforms

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



The Clinton School District will utilize a learning management system for the 7-12 Digital Program layered with a 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.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas.

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 a 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.

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

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

The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

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



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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.

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, 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 is placed in a common location within each course and communicated with students and virtual facilitators.

K-6 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.

Each student will be provided from the district a chromebook as the device needed to meet the requirements of our virtual option.

A student without home internet will be provided a hotspot free of charge for connectivity purposes. There will be several destinations in the community that students will be allowed to use for connectivity if needed.



## Student Supports

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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.





The Clinton School District health and wellness plan can be found at:  
<https://drive.google.com/drive/folders/1aO5IJ-tPUTAU7cUcnKY2Demqp--HGFdg>

Our program partners will help us in supporting our health and wellness plan.

Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

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.

All students will be eligible for meal pickups during the week and students who participate in our weekly supplemental food bag program will still be able to receive their normal care package.



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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 Clinton School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact the administrator or request the administrator to be contacted if the initial intervention is not successful.

The school's virtual facilitator will monitor engagement and achievement through the LMS. The facilitator will contact students and families concerning academic progress.

The school will monitor and assess if virtual students need RTI and tutoring and will work with families to provide opportunities to achieve academic success.

K-6 Virtual 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 Clinton school employee on each campus who takes the role as the virtual facilitator will monitor the academic progress and engagement of virtual students. The virtual facilitator will communicate between the families and school personnel if problems arise in student academic progress or engagement to determine what type of response is needed. Additional supports may include after school interventions, parent conferences, counseling services, or other appropriate services.



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



# LEA INSIGHTS

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

K-6 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.

Students may be required to attend Tier II and/or Tier III interventions that will take place with a Clinton School District staff member. This may include dyslexia services, speech, special education, or PT/OT.



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 modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

K-6 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.

Clinton School District campus virtual facilitators will communicate regularly with virtual teachers to ensure that student needs are met including the need for Tier II and/or Tier III interventions. Students will also be asked to regularly test on our iReady progress monitoring platform for math and literacy.

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



# LEA INSIGHTS

The district will ensure that all dyslexia law requirements are met for 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 partnering school

## District Dyslexia Information

<https://drive.google.com/drive/folders/1NG-Td-ZASDfhtIDBx7p5xmwlWg9KCyM>

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



# LEA INSIGHTS

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 1 screening results and progress monitoring. District dyslexia staff will communicate through email, telephone, or in person conferences with virtual parents regarding Level II screening results, progress monitoring, and student engagement in 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 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 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





# LEA INSIGHTS

progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student.

- o Clinton School District Intervention Specialists will serve a dual role, teaching both remote and in-person learners.
- o Clinton School District dyslexia staff will provide dyslexia interventions using one of the following programs: Phonics First, Barton, Lexia, and/or Take Flight. Students will receive instruction for the amount of minutes that meets the fidelity of the chosen program. The interventions may take place either virtually or in-person.
- o The Lexia program has a dedicated LMS. All K-5 students will have access to Lexia.
- o Lexia offers digital content including word lists, sentences, passages, reading passages, and teacher tools.
- o Our dyslexia interventions have been trained in Canvas, Zoom, and Google Classroom. They will also receive continued support from digital specialists at Arch Ford Co-op.

## Student Expectations -

- o All students are expected to attend all required intervention sessions. Parents will need to be equal partners in ensuring that their child attend all intervention 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.





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



# LEA INSIGHTS

The district will ensure that all requirements from the Gifted and Talented Program Approval Standards will be met for virtual 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. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to 10-12 grade students through Virtual Arkansas: (list courses available and districts would only include those that they will utilize for their students). Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

The following concurrent credit courses are available to 10-12 grade students through Virtual Arkansas: (list courses available and districts would only include those they will utilize for their students). The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.

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.

2020-2021 Gifted and Talented Program Approval Application

Due October 15, 2020

Email address \*

smithma@clintonsd.org

GENERAL INFORMATION

School District Name \*

Clinton School District

School District LEA Number \*

7102

Gifted and Talented (GT) Administrator/Coordinator's Full Name as it appears on Arkansas Teaching License (6 01 6 02 6 03) \*



# LEA INSIGHTS

appears on Arkansas Teaching License (6.01, 6.02, 6.03).

Marcia Renee Smith

List the full names of all additional licensed GT teachers or teachers on an approved Additional Licensure Plan (ALP) for GT providing direct services to GT students as the names appear on the teachers' Arkansas Teacher Licenses (6.01).

None

Advanced Placement (AP) Coordinator Name(s) for each high school \*

Kristen Hensley

AP Coordinator Email Address(es) \*

hensleyk@clintonsd.org

Changes - List any changes from previous GT services or policies regarding Community Involvement (4.00), Staff Development (5.00), Personnel (only GT Administrator/Coordinator or GT Teachers) (6.00), Identification (7.00), Program Options (8.00), Curriculum (9.00), or Evaluation (10.00).

Program Options in sixth through twelfth grades changed from Pre AP to Honors and Advanced Classes, Acceleration and/or Special Classes.

Full-Time Virtual Students - If the district is offering a full-time virtual option for students, and the virtual gifted programming differs from the district's on-site gifted programming, describe how the virtual program provides K-12 gifted services, including whole group enrichment for any grades where this program option is used.

Full-Time virtual option does not differ from on-site gifted programming.

Blended Learning - If the district needs to pivot from on-site to remote learning, and the remote gifted programming will differ from the on-site gifted programming, describe how K-12 gifted services (including whole group enrichment for any grades where this program option is used) will be provided during periods of remote learning.

All classes have Canvas for their LMS. Enrichment/GT Classes have been set up for each grade level/student. Gifted programming will not change if the district needs to pivot.

## GIFTED AND TALENTED SERVICES - 2020-2021

Please respond to the prompts about Program Options listed below that are utilized by your district to serve students. Please do not respond to the prompts about Program Options that are not currently used by your district. To reference details about requirements in GT Program Approval Standards, please visit

[http://dese.ade.arkansas.gov/public/userfiles/Learning\\_Services/Gifted%20and%20Talented/2009\\_GT\\_Revised\\_Program\\_Approval\\_Standards.pdf](http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf).

The following program options and student enrollment is reported by districts in the SIS / eSchool system. DESE Office of Gifted & Talented and Advanced Placement will pull this data from the system. Check all of the options that your district provides.

GT Seminar (Course Codes 596100 and 970800, Secondary) - p. 24, GT Standards

Advanced Placement (Secondary) - p. 23-24, GT Standards

International Baccalaureate (Secondary IB Courses with designated course codes) - p. 24, GT Standards

Endorsed Concurrent Enrollment Courses (Secondary) - p. 24, GT Standards



# LEA INSIGHTS

## 4. Honors and Advanced Classes (Secondary) – p. 23, GT Standards

Sixth Grade- 7 identified students- Language/Math/Science/Social Studies

Seventh Grade- 13 identified students- Language/Math/Science/Social Studies

Eighth Grade- 16 identified students- Language/Math/Science/Social Studies

Ninth Grade- 11 identified students- Language/Science

Tenth Grade- 12 identified students- Language/Biology

Eleventh Grade- 4 identified students- Chemistry

## 5. Course Content (Secondary) – p. 21, GT Standards

Sixth Grade- 3 identified students- Social Studies

Eighth Grade- 2 identified students- Language

Ninth Grade- 7 identified students- English 9

Tenth Grade- 1 identified student- English 10

Eleventh Grade- 4 identified students- English 11

Twelfth Grade- 2 identified students- English 12

6. Special Classes (Secondary) – p. 24, GT Standards - Courses offered in subject matter fields not normally offered in high school which may be interdisciplinary in nature. Note: GT Seminar (Course Codes 596100 and 970800) will be pulled from SIS / eSchool and do not have to be listed here.

Ninth Grade- 1 identified student- Robotics

Tenth Grade- 2 identified students- Robotics

Eleventh Grade- 7 identified students- American Sign

Language/German/French/ Foundations of Healthcare/Computer Science with Cyber Security

## 7. Acceleration – p. 22, GT Standards

Eighth Grade- 6 identified students- Algebra I

Ninth Grade- 6 identified students- Geometry

Tenth Grade- 9 identified students- Algebra II

## STATEMENT OF ASSURANCES REGARDING THE GT PROGRAM APPROVAL APPLICATION

Entering your name on the line below affirms that the information contained in this application is complete and accurate to the best of your knowledge and that all requirements from GT Program Approval Standards are in place for each program option used in the district. \*

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 APESC



# LEA INSIGHTS

Application: virtual teachers will be supported by the ARLESC 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.



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





# LEA INSIGHTS

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 districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers 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 the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

For students choosing your virtual option, complete the following to describe how ELD services will be provided:

We provide ELD for grades 9-12.

Development will be accomplished by assessing through ELPA21 and the use of Rosetta Stone software will serve as a supplement tool. Speaking, listening, reading and writing will be addressed. The district also has developed an ELD course on Canvas.

The school's ELD coordinator will be responsible for implementation of the program.

Clinton Junior High 7-8 students will receive the same ELL process and supports listed above for grades 9-12.

For K-6 virtual students, 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



# LEA INSIGHTS

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.

Identified ELL/ESOL students will be required to come on campus for ELPA21 assessments in the spring. Any students who indicate a need for ELL/ESOL services will be required to come on campus for screening within their first two weeks unless the State offers a provisional placement. All K-5 students will have access to Lexia online curriculum to help with English Language Development. Alicia Stripling, Clinton School District ESL instructor, will be responsible for providing the ELD instruction through Google Classroom, Zoom, or Face-to-Face instruction.



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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.



# LEA INSIGHTS

The district will ensure that all requirements for Special Education are met for virtual learners.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. The Clinton 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.

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.

Virtual Teachers use curriculum and instructional strategies that include the 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, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

Our Special Education Department will provide in-person services or virtual services to meet the IEP of all students. If needed services will be provided with homebound services.

Conferences and evaluations will be conducted in-person if possible with an agreed upon time and place. If in-person is not possible, then conferences and evaluations will be conducted via zoom or teleconference.

For K-6 virtual students:



# LEA INSIGHTS

## FOR K-6 VIRTUAL STUDENTS:

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. ARESC will 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. ARESC will provide special education services for K-6 virtual students with IEPs and will hold all special education conferences, including annual reviews. ARESC will work with Clinton School district for new referrals for special education services.

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).

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



# LEA INSIGHTS

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.

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

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

All ARESC 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.

Clinton School District provides several supplemental online learning resources such as Lexia, IXL, iReady Literacy and Math Instruction. Virtual Teachers could be given access to serve students through these platforms if needed.



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





The Clinton 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.

Digital content-specific professional development will be required for all ARESC 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.

ARESC Virtual Teachers will be welcome to attend any professional development provided at the district level including our partnership with Solution Tree and the Professional Learning Community process occurring in Clinton.



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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?



# LEA INSIGHTS

The Clinton 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 (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator. Prior to the start of school, Virtual Arkansas 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 Virtual Arkansas.

K-6 ARESC 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 student

ARESC Virtual Teachers are welcome to review curriculum documents including pacing guides and/or essential standards that have been developed by Clinton School District collaborative teams.



## District Supports

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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.

<https://drive.google.com/drive/folders/1lw8fDazqeAuVvp9hf41iMEJ6wfCVpL>  
xD

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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.



## Clinton School District Requirements for Testing

### Requirements for State Testing:

The Every Student Succeeds Act (ESSA) of 2015 and the Arkansas Educational Support and Accountability Act (AESSA) of 2017 establish the requirements of the state testing program. The superintendent of each public-school district is responsible for the proper administration of the statewide student assessment system pursuant to Ark. Code Ann. §6-17-201 et seq. A District Test Coordinator (DTC) must be appointed in each district or public charter. The DTC, as the designee of the superintendent, is responsible for ensuring that the law and/or rules pertaining to testing and maintaining security are followed.

All students enrolled in the Clinton School District shall participate in the statewide student assessment system. There is no option for students to opt out of the assessment(s) required at their grade level. Students with significant cognitive disabilities shall participate in the alternate assessment program in the required grade.

Virtual Arkansas requires trained proctors for major assessments. The Clinton School District plan for students to take proctored assessments includes:

Students must take tests in-person and on campus under the supervision of the virtual facilitator. The facilitator will schedule testing times with the students.

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.

The K-6 district contact 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.



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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.



# LEA INSIGHTS

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 9-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

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

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

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

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

The district will monitor the effectiveness of a student's virtual success on a weekly basis. At the end of each quarter, the district's virtual team, the students, and parents will meet via zoom, teleconference or in-person to determine if virtual education is effective for the student.

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

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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)





The virtual facilitator (Neicole Dunham) will communicate with students and families via phone, email, and in-person correspondence to ensure virtual education is a successful endeavor. .

Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide ([https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)).

For our K-6 program through ARESC, 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



# LEA INSIGHTS

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/drive/folders/1XkeCTjCNKkhW0Cy7sJAy8YP3dvrD6I>

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/spreadsheets/d/1iTv4y0kpxfRdSqNAvXl\\_y2m4P-Pr3](https://docs.google.com/spreadsheets/d/1iTv4y0kpxfRdSqNAvXl_y2m4P-Pr3)

## Policies

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

[https://drive.google.com/file/d/1aA3648--ekfgD\\_2KijNrks2XSgH49vvF/view](https://drive.google.com/file/d/1aA3648--ekfgD_2KijNrks2XSgH49vvF/view)

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

<https://drive.google.com/file/d/1pIGc2k-4VINrYvSuNnVfmuEEaX3zSoTs/view>

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

[https://chs.clintonsd.org/310535\\_2](https://chs.clintonsd.org/310535_2)

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