



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Clinton School District (7102000)

School Year 2021-2022

! New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district. A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:

LEA #: 7102000

Superintendent: James Chalk

Email: chalkj@clintonsd.org

Phone: (501) 745-6000

Duration Requested (not to exceed five years): 1 Year
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7102006 - Clinton High School	9-12/All	Asynchronous	Virtual (Online) / Remote (Distance)	LMS



Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning.</p> <p>Attendance in virtual learning courses shall be determined by the online attendance and 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>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Class Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	<p>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>



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>Teaching Load Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>We are not requesting additional waivers for the teaching load.</p> <p>Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>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.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			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.

Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	We are not requesting a recess waiver. Recess will be a part of every virtual student's daily schedule
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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 if students need a space to Zoom or complete any requirements.

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.



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.

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.



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.

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.

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.

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.



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.

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



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/1a05IJ-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.

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.



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

Virtual Arkansas teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined 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.

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.

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

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-ZASDfhttdIBx7p5xmwIWg9KCyM>

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). *

Marcia Renee Smith

List the full names of all additional licensed GT teachers or teachers on an



LEA INSIGHTS

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@clintonisd.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.

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

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

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



LEA INSIGHTS

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. *



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



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.

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



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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.



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.

Teacher Supports



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.

Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

The 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.

District Supports



Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

<https://drive.google.com/drive/folders/1lw8fDazqeAuVvp9hf41iMEJ6wfCVpLxD>

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.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the



LEA INSIGHTS

digital option(s) and the fidelity of implementation as described within this application.

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

The 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.



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).

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

https://drive.google.com/file/d/1MkzCETSlzO9XsEjhQ_h6gBLmYA0cRnn7/view

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-Pr3USI

Policies

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

https://drive.google.com/file/d/1aA3648--ekfgD_2KijNrKs2XSgH49vvF/view http

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.clintonisd.org/310535_2

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