



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Clarksville School District (3601000)

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 #: 3601000
Superintendent: David Hopkins
Email: David.Hopkins@csdar.org
Phone: (479) 705-3200
Duration Requested (not to exceed five years): 5 Years
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
3601001 - Clarksville Elementary School 3601005 - Clarksville High School	K-12 All Courses	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
3601004 - Clarksville Junior High School 3601002 - Clarksville Middle School		Synchronous		
3601003 - Clarksville Primary School				



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>The district requests a waiver for attendance. Clarksville School District will utilize online virtual (remote) learning through the Guy Fenter ESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in Guy Fenter ESC K-6 Virtual option will be measured through engagement. Students who are consistently not engaged may be removed from the virtual option and returned to onsite instruction.</p> <p>Clarksville School District will utilize online virtual (remote) learning through the Virtual Arkansas option for grades 7-12. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Canvas Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in Virtual Arkansas option will be measured through engagement. Students who are consistently not engaged may be removed from the virtual option and returned to onsite instruction.</p> <p>Engagement will be determined by the attendance in weekly Zoom sessions and/or progress monitoring of periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of the courses that are</p>



aligned to the summative module assessments.
Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
There are varied methods of assessment utilized with open ended discussions/assessments, choice response activities, multiple choice, hybrid assessments (open ended and multiple choice), and project-based assessments.

Waiver Topic

Standard for Accreditation

Division Rules

Arkansas Statutes



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	We are not requesting additional waivers for class size. The GFESC K-6 Virtual option class size numbers will not exceed the allowable number of students per grade level in grades K-4. For grades 5-6 100% 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.
Teaching Load Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	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>The district requests a waiver from the six hour instructional day.</p> <p>Students will have some control over time, place, and pace in the Guy Fenter ESC K-6 Virtual option. The district and Guy Fenter ESC K-6 will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.</p> <p>Students will have some control over time, place, and pace in the 7-12 Virtual Arkansas option. The district and Virtual Arkansas will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.</p> <p>Engagement will be determined by the attendance in weekly Zoom sessions and/or progress monitoring of periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of the courses that are aligned to the summative module assessments. There are varied methods of assessment utilized with open ended discussions/assessments, choice response activities, multiple choice, hybrid assessments (open ended and multiple choice), and project-based assessments.</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			



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>The district requests waiver from the clock hours requirement. Students will have some control over time, place, and pace in the Guy Fenter ESC K-6 Virtual option. The district and Guy Fenter ESC K-6 will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content. Engagement will be determined by the attendance in weekly Zoom sessions and/or progress monitoring of periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of the courses that are aligned to the summative module assessments. There are varied methods of assessment utilized with open ended discussions/assessments, choice response activities, multiple choice, hybrid assessments (open ended and multiple choice), and project-based assessments.</p> <p>Students will have some control over time, place, and pace in the Virtual Arkansas option. The district and Virtual Arkansas will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content. Engagement will be determined by the attendance in weekly Zoom sessions and/or progress monitoring of periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of the courses that are aligned to the summative module assessments. There are varied methods of assessment utilized with open ended discussions/assessments, choice response activities, multiple choice, hybrid assessments (open ended and multiple choice), and project-based assessments.</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.



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.
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. Physical activity and nutrition standards will be embedded in the curriculum of classes as is appropriate. Required health screenings will be scheduled and conducted at the school. GFESC K-6 Virtual option teachers will ask virtual students to keep an activity log that will be checked bi-weekly. Parents and/or students will also be asked to share a video of themselves completing an activity/lesson, or complete an assignment that is directly related to the physical education content.

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 Guy Fenter Education Service Cooperative (ESC) K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the Guy Fenter ESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the Guy Fenter ESC K-6 Virtual program on a daily basis Monday - Friday. The district will utilize a Virtual/Remote delivery approach. Content and activities, including other digital programs, will be available and accessed through the Red Comet/Buzz platform. Students will be required to attend at least one live session via Zoom each week in each core content course. Additional Zooms will be offered in all content areas and may be required in some cases based on student mastery of objectives. Live Zooms in elective/specialty courses will be offered one time per week.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be done by using Heggerty. The phonics component will be done with Foundations; they have online components to use through the FunHub. Foundations also has fluency passages that will check that will be used. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. The GFESC K-6 Virtual teachers will be trained in Foundations and Heggerty and will have support from the GFESC Literacy Specialists. The GFESC Literacy Specialists will also work with the teachers to ensure that they meet the needs of the students by using assessments and the data to drive their instruction. Assessments will be used to progress monitor and make certain that students are learning. Foundations has assessments that will be used to monitor proficiency, as well. If students don't get 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit. The GFESC Literacy Specialists will meet with school to teach/coach them on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies. Additional Zoom sessions may be required to ensure that the Science of Reading requirements are met.

Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The



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... data to meet automatically in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to the small group.

Phonics instruction will occur as synchronous whole group instruction using the Foundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Foundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Foundations materials. The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well.

Vocabulary and comprehension will be taught as synchronous whole group with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty minutes.

Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.

Sample Daily Schedule: K-2

8:15-8:30

Phonemic Awareness (Whole group and/or small group) 10-15min

-Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty).

-Teacher uses engaging activities and materials to support instruction and represent sounds.

-Modeling followed by guided practice, including immediate, corrective feedback

-Teacher clearly and accurately pronounces individual sounds of words

-Students are actively engaged in multisensory instruction

-Instruction promotes automaticity

-Lesson includes an emphasis on phonological continuum in the absence of print

8:30-9:00

Phonics (Whole group) 30-40min Foundations

-Lesson includes a short review of previous learning.

-Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program

-Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes



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wants to reinforce the connection between phonemes (sounds) and graphemes (letters).

- Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)
- Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text.
- Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)
- Teacher introduces an explicit encoding strategy to segment and map sounds to print.
- Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).
- Instruction promotes automaticity (Foundations Fluency piece).

9:00-9:30

Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min

Vocabulary:

- Bring in academic vocabulary from science and social studies topics
- Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.
- Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.

Comprehension:

- Make predictions; Ask questions about science, social studies or morning message content; sequence events.
- Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story.
- Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text.

9:30-9:45 Small Group Instruction 15-20min per group

- Lesson is based on student data.
- Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
- Explicit instruction promotes accuracy and automaticity with letters and sounds.
- Oral language/vocabulary activities are used to build language comprehension.
- Instruction promotes early concepts of print.
- Students are actively engaged in multisensory instruction.
- Instruction progresses from teacher modeling, to guided practice, to independent practice.
- Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books).
- Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.



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accuracy and automaticity of skills based on student data.

- Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills.
- Book Selection matches the decoding ability of the students based on student data.

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. All Clarksville School District 7-12 virtual students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Students/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.



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.

Clarksville School District will utilize online virtual (remote) learning through the Guy Fenter ESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.

Clarksville School District will utilize online virtual remote learning for grades 7-12 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 teacher. 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.



Clarksville School District will use the (ESC) K-6 Virtual option for delivery of instruction for students that are 100% virtual. Clarksville School District will provide an Arkansas certified teacher of record and a District Point of Connection. Chase Carter, Assistant Superintendent of the Clarksville School District, will be the point of connection between the district and Guy Fenter ESC K-6. The Guy FenterESC K-6 Virtual option will provide training and support for the District Point of Connection. The Guy Fenter ESC K-6 Virtual option will have Arkansas certified teachers as the instructors for all course content from the Red Comet - Buzz Learning Management System. The Guy Fenter ESC K-6 Virtual option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. All Guy Fenter ESC K-6 Virtual teachers and paraprofessionals will be required to participate in professional development and digital training with support from the Guy Fenter ESC K-6 Virtual Coordinator.

Clarksville School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students in grades 7-12. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Clarksville School District will provide paraprofessionals as facilitators for its students who are utilizing Virtual Arkansas. The facilitator will serve in the required capacity per Virtual Arkansas, and as the district liaison 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. Each campus using Virtual Arkansas for virtual students will utilize a paraprofessional as the facilitator.



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

Guy Fenter ESC K-6 Virtual option students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the Guy Fenter ESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the Guy Fenter ESC K-6 Virtual program on a daily basis Monday - Friday. Guy Fenter ESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. Guy Fenter ESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.

For students in grades 7-12 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. 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?

The Guy Fenter ESC K-6 Virtual option will utilize district waivers for class size. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. All Guy Fenter ESC K-6 Virtual option teachers and paraprofessionals will be trained on the Red Comet - Buzz Learning Management System and provided support through professional development. The Guy Fenter ESC K-6 Virtual option Coordinator will also provide support for teachers and parents as needed.

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. The district will provide facilitators who work with Virtual Arkansas teachers to keep students in grades 7-12 on task, and/or local tutors or teachers available to provide one-on-one support in addition to what Virtual Arkansas provides.

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?



School districts that are using the Guy Fenter ESC K-6 Virtual option as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. The teachers will utilize the paraprofessionals for communication with students and/or parent/guardians, instructional support, differentiation, etc. The Guy Fenter ESC K-6 Virtual Coordinator will communicate regularly with the District Point of Connection, as well as perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed.

By using Virtual Arkansas as the 100% digital learning for students in grades 7-12, the Clarksville School District will minimize the load/responsibility of instruction by allowing face to face teachers to focus on those students who are learning on-site.

Note: 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. To that end, the district will provide paraprofessionals in that support role for students.

Technology / Platforms



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

The Red Comet - Buzz Learning Management System (LMS) will be utilized for the Guy Fenter ESC K-6 Virtual option. Additionally, all students and parents of the Clarksville School District utilize the Schoology Learning Management System for communication.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. Additionally, Clarksville School District uses the Schoology LMS as its primary platform for student/parent/school communication. Students and parents in the virtual program will use Schoology for that purpose as well.

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.

The Red Comet Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Red Comet - Buzz Learning Management System LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. The Guy Fenter ESC K-6 Virtual option teachers and paraprofessionals can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School district administrators, District Point of Connection, and the Guy Fenter ESC K-6 Virtual option Coordinator have full access to the Reporting feature of the LMS as well.

Virtual Arkansas courses 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.



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.

The Guy Fenter ESC K-6 Virtual option teachers and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student. The Guy Fenter ESC K-6 Virtual option teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

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. The Zoom link and Zoom schedule is placed in a common location within each course.

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 100% virtual student will be assigned a district device. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas as well as school district provided wifi available in several high-density areas of the community in partnership with Clarksville Connected Utilities.

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.



Guy Fenter ESC Virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Guy Fenter ESC Virtual option uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. A member of our educational team will be responsible for periodic check-ins with all virtual students through zoom, email, and/or phone calls to address issues such as mental health and food security needs. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the GFESC Virtual option will contact the partnering school including the facilitator and counselor to step in to provide intervention. The GFESC Virtual option teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, the GFESC Virtual option provides ongoing professional development to their teachers to support SEL strategies. Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.

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 students will have access to the school meal program through available daily pickups of meals at the buildings.



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.

Clarksville School District has access to the Red Comet - Buzz Learning Management System to monitor students in real time. Virtual option teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual option teachers will involve the partnering school through the Point of Connection, first. Guy Fenter ESC Virtual option coordinator will contact administrators if the initial intervention is not successful.

Clarksville School District has access to the Virtual Arkansas 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 administrators if the initial intervention is not successful.

Clarksville School District administrators will follow up with Virtual Arkansas, the student, facilitator, parents, and others as necessary to provide further intervention in order to better engage the student.

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

Guy Fenter ESC Virtual option teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. GFESC Virtual option 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.

Additionally, Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 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. Clarksville School District will work with the facilitator and teachers at Virtual Arkansas to support and deliver further interventions.



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

Guy Fenter ESC K-6 Virtual Option has 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.

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. Clarksville School District facilitators will provide proctoring, monitoring of student progress, and support as needed.

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



The Clarksville School District will provide dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Students in dyslexia screening grades will be brought to campus to conduct the screenings along with any other screeners that the district needs for each student. If a student is completely unable to come to campus, the dyslexia screener will be conducted virtually by our Dyslexia Interventionist. Any virtual student qualifying for dyslexia services will have modifications in place and will receive zoom interventions through our Dyslexia Interventionist using our dyslexia reading program to provide dyslexia services. All Dyslexia law requirements will be met for both on-site and virtual learners.

Guy Fenter ESC K-6 Virtual Option provides accessibility tools to support students with dyslexia. Dyslexia screening is provided virtually by the dyslexia interventionist at the student's home school or by district staff. Digital learning students identified with characteristics that could be associated with dyslexia are grouped with other students from their home school who have similar assessment results. Digital students will receive ZOOM invitations to participate in their group's intervention session at the designated times each week.

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.

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



All GT Standards will be followed when designing programming for identified gifted students. The policies of the Clarksville school district will be followed for virtual students. K-2 students will receive their 30 minutes of enrichment provided by a teacher who has completed the Teaching Differentiation & Growth Mindset in the K-2 classroom training. The teacher will document any evidence of gifted characteristics and share with the partnering school district. Any parental referrals for gifted testing will be made to the partnering district according to their policies. If a student is referred for gifted services the testing the creation of a testing portfolio will be the responsibility of the partnering school district the student attends. Identified gifted students will have the option to participate in on-campus Gifted and Talented classes as approved by the district and/or will be served through the consultant teacher model in their virtual classes. For the consultant teacher model a gifted educator from the partner district will work with the virtual teacher in developing management plans, providing demonstration lessons and supervising the gifted students progress.

All current Virtual Arkansas teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year.



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

The Clarksville School District will work with ESOL/ESL students to ensure the provisions of their LPAC plan requirements are met. The Clarksville School District ESOL teachers and paraprofessionals will provide support for English language learners in the Guy Fenter ESC K-6 Virtual option.

Licensed teachers and trained paraprofessionals—under the supervision of teachers—work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers and paras to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy.

Guy Fenter ESC K-6 Virtual option provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. Clarksville School District ESL/ESOL staff will support qualifying students in accordance with their LPAC.

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



The Clarksville School District's special education staff will provide additional support for special education students as determined by the student's IEP committee. The committee will determine the best method of delivery of services in addition to modifications in place through the Guy Fenter ESC K-6 Virtual option teacher and could include additional zoom sessions, google classroom interventions, and/or home visits. Students and parents will be scheduled on-site for special education evaluations whenever possible, but could conduct these evaluations virtually if appropriate. Special education conferences will be conducted virtually, however parents and students would be allowed to meet in-person on campus if the family desired to do so. The district special education teachers and the Guy Fenter ESC K-6 Virtual option teachers will communicate on an "as needed" basis for individual students and will collaborate during weekly progress monitoring.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Clarksville School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. The Clarksville School District Special Education teachers and paraprofessionals will provide support for IEP students in the Virtual Arkansas option. Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided through the LMS. Students and parents will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.



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

Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

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. Clarksville School District IT staff will ensure that devices meet the needs of the student in accordance with IDEA and Section 508.

Teacher Supports

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

The Clarksville School District will utilize the Guy Fenter ESC K-6 Virtual Option as the digital content and instructional solution. The Guy Fenter ESC K-6 Virtual Option will incorporate training for the usage of the Red Comet - Buzz Learning Management System and virtual instructional strategies. All Guy Fenter ESC K-6 Virtual personnel will provide both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Guy Fenter ESC K-6 Virtual Option will provide a team of instructional and digital content experts for in-time support for all teachers. Finally, Guy Fenter ESC K-6 Virtual Option will have a team of technology support specialists to assist with any technological issues.

Clarksville School District will be utilizing Virtual Arkansas for grades 7-12 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 issues.



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 Clarksville School District will utilize the Guy Fenter ESC K-6 Virtual Option. The Guy Fenter ESC K-6 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regard to teacher planning time (40 minutes per day). Guy Fenter ESC K-6 Virtual Option will provide instructional and digital content support for point-in-time support for all teachers. The Guy Fenter ESC K-6 Virtual Option will utilize curriculum developed by faculty members and subject matter experts within the Red Comet - Buzz Learning Management System which are aligned to Arkansas state standards. The Guy Fenter ESC will provide professional development to aid personnel as they provide instruction to the students.

Clarksville School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution for grades 7-12. 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.

District Supports

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

The Clarksville School District will ensure that all students have access to any Clarksville education programs for which they are academically eligible. This includes full virtual instruction, as is the case with all educational opportunities in our school district. The following policy is the Clarksville School District policy pertaining to equal educational opportunity for all students. Clarksville School District will provide all appropriate testing, proctoring, and support services for qualifying students.



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

The Clarksville School District understands that all students are expected to take statewide summative assessments on-site per DESE guidance. Our school district also desires for all of our students to be tested in this manner and will do everything we can to ensure all of our fully virtual students come to campus and test. The Clarksville School District will utilize all of the following methods to notify parents and students of on-site testing dates and requirements: social media, school text messaging system, school building calendars, student handbooks with testing dates, phone calls, mailed newsletters, and the school website. Testing will be set up for digital learning students with flexibility in mind to ensure that all fully virtual students will have the opportunity to test in a safe manner. Parents will sign a contract that they agree to bring their child in for state-mandated testing and that failure to comply with the proposed plan will result in their student being shifted to onsite learning.

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

This plan was presented to the Clarksville School District Ready for Learning Committee, where feedback was sought and received on the plan in its entirety. The committee discussed whether to offer a virtual option, whether to provide virtual learning locally or through other available means, program requirements, the size of the program, and the processes for entering and leaving the virtual options. The same discussions were held with the board with those same topics being discussed. Additionally, the board discussed the cost and the benefits of offering the virtual option. After much healthy discussion and positive feedback, the plan was unanimously approved by both bodies as it is presented here.

The Guy Fenter ESC K-6 Virtual Option will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The Guy Fenter ESC K-6 Virtual option will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

Clarksville School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Clarksville School District will analyze student data from ACT Aspire, Guy Fenter ESC K-6 Virtual Option grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

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.

Clarksville School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Clarksville School District will analyze student data from ACT Aspire, Virtual Arkansas grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.



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

Clarksville School District will support parents and students with digital tools and resources including, point in time technical support for hardware and software issues, maintenance and support of the district LMS, access to district Wi-Fi available on campus and at several high-density areas across the community in partnership with Clarksville Connected Utilities.

The Guy Fenter ESC K-6 Virtual Option will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. The Guy Fenter ESC Virtual Option will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. The Guy Fenter ESC Virtual Option faculty will also conduct parent/teacher conferences as required by state standards.

In addition, 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 (linked here).

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

<https://public.csdar.org/FS/board/Shared%20Documents/State%20Required%2>

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

<https://public.csdar.org/FS/board/Shared%20Documents/Forms/AllItems.aspx?>

Policies



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

The attendance policy is included in the Digital Learning Plan as approved by the

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

The discipline policy is included in the Digital Learning Plan as approved by the b

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

The grading policy is included in the Digital Learning Plan as approved by the bo.

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