



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Paragould School District (2808000)

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 #: 2808000
Superintendent: Deborah Smith
Email: dsmith@paragouldschools.net
Phone: (870) 240-2291 Ext. 8001
Duration Requested (not to exceed five years): 3 Years
(School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2808044 - Paragould Primary School	All K-12 grades/courses	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
2808024 - Baldwin Elementary School		Synchronous		CMS
2808045 - Oak Grove Elementary School				
2808027 - Woodrow Wilson Elem. School				
2808028 - Oak Grove Middle School				
2808042 - Paragould Junior High				
2808043 - Paragould High School				



Waivers

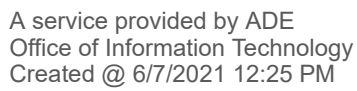
Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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Attendance

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>Asynchronous learning opportunities for students will require a waiver for attendance. School attendance in Arkansas remains mandatory, even during virtual learning. Attendance for remote learners within the Paragould School District is a combination of measures that indicate if a student is demonstrating adequate participation. This not only includes the actual attendance hours recorded by the instructor, but also lesson and assignment completion rates and the amount of communication with the teacher/administration.</p> <p>The Paragould School District will utilize a tier system to track student attendance and academic progress. If a student's work completion is not on track, or he/she fails to communicate on a regular basis with the teacher, the student will fall into an alert status. If not corrected, this may result in the removal of the student from the virtual learning program.</p> <p>Failure to complete assignments may result in the student being required to join designated virtual Zoom sessions. Not attending sessions when required to do so by the instructor will count as an unexcused absence. When a student has two (2) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred, by email, or by regular mail with a return address sent no later than the following school day.</p> <p>Once a student reaches 4 days without meeting the attendance or progress expectations he/she will be placed into alarm status. The District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law. The student and/or parent will be required to attend a counseling session with virtual</p>



program administration. Once a student reaches 4 days without meeting the attendance or behavior expectations he/she may be dismissed from the virtual program.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	<p>program administration. Once a student reaches 4 days without meeting the attendance or behavioral expectations he/she may be dismissed from the virtual program.</p> <p>Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.</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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	The Paragould School District will meet class size requirements in all grade levels, including grades K-4 and 5-6, as outlined by Standards of Accreditation.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	No
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>Interaction between students and teachers are designed to be both synchronous and asynchronous. Teachers will provide learning opportunities that allow students to engage in learning at the same time with the teacher through educational and instructional technology (synchronous interactions). The Paragould School District will utilize video conferencing software to provide virtual students with access to live class sessions. In addition, our digital learning environment is designed to provide students with some element of control over time, place, path and pace. To allow for flexibility within our program, virtual students will have the opportunity to engage with recorded material outside of the time designated by classroom teachers for live video conferencing classes (asynchronous interactions). The length of recorded videos will be used to ensure either a six-hour day or 120 clock hours are provided for credit in high school courses when learning is asynchronous.</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			We are requesting a waiver for 7-12 clock hours. As the result of asynchronous learning opportunities, students that are self-paced may not require 120 clock hours to complete their work. District personnel will monitor student progress towards completion of the course and interact with virtual students and their parents as needed.
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)	



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 enrolled in grades K-4 will be expected to participate in a minimum of forty (40) minutes of free play and vigorous physical activity per school day. A waiver is requested due to the fact that district personnel will not be able to supervise this activity.</p> <p>As part of the Paragould School District commitment to student health and overall wellbeing, our physical education teachers will provided students and their parents with access to additional activities made available through a physical activity live binder. These activities are designed for indoor or outdoor participation. Certified physical education teachers will update activities available for students in the live binder throughout the school year.</p>

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.

Interaction between students and teachers are designed to be both synchronous and asynchronous. Teachers will provide learning opportunities that allow students to engage in learning at the same time with the teacher through educational and instructional technology (synchronous interactions). The Paragould School District will utilize video conferencing software to provide virtual students with access to live class sessions. In addition, our digital learning environment is designed to provide students with some element of control over time, place, path and pace. To allow for flexibility within our program, virtual students will have the opportunity to engage with recorded material outside of the time designated by classroom teachers for live video conferencing classes (asynchronous interactions).

Teachers across the district have been trained in the Science of Reading. During synchronous instruction, Science of Reading requirements will be met by classroom teachers. A model that has received a great deal of attention by teachers across the district is Scarborough's Reading Rope. According to Dr. Hollis Scarborough, the complexities involved in learning to read resemble the strands of a rope. Each strand illustrates the interconnectedness and interdependence of reading components. The reading rope model consists of lower and upper strands. Word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.

We realize that a skilled reader has fluent execution of word recognition and language comprehension. During synchronous sessions all learners, including digital learners, will be provided core instruction by the classroom teacher. The district core instructional programs will provide digital learners with opportunities to develop their language comprehension. Teacher-led lessons will be taught in a systematic, explicit, and sequential way. The curriculum is designed to help students master the art and science of reading. K-6 Literacy instruction is based on the Science of Reading and include the following five essential components of reading instruction which include:

- Phonemic Awareness
- Phonics
- Vocabulary Development
- Reading Fluency
- Reading Comprehension

K-6 will focus on Word Recognition instruction that will address Scarborough's Rope model of reading by participating in word recognition activities which include awareness of sounds in words, knowledge of how the sounds are encoded and decoded by the alphabet, and automaticity with frequently occurring words, and with spelling pattern words which prove irregular. Students will also be provided synchronous instruction in language



Students will also be provided synchronous instruction in Language Comprehension, which includes the comprehension skills necessary for readers to read fluently and understand and read for both learning and pleasure. Some of the specific skills being addressed will include background knowledge (inside information on stories), vocabulary (words literally and figuratively), language structure (syntax and semantics), verbal reasoning (inference, metaphors), and literary knowledge (print concepts, stories). K-2 will focus on the bottom part of Scarborough's Rope, and 3-6 will focus on the top of the rope.

All K-6 instruction will be offered synchronously. Asynchronous opportunities will be made available through recorded lessons. The majority of courses in grades 7-12 will follow the same model allowing student the option for synchronous learning or asynchronous opportunities through recorded lessons. There are some courses in grades 7-12 that will not be offered by classroom teachers. Content in grades 7-12 that is not offered by district teachers will be offered through Edgenuity. Students receiving content through Edgenuity will be tied to a classroom teacher responsible for providing the same content to onsite students. The teacher will monitor student progress in Edgenuity coursework, grade student work when necessary and interact with the student throughout the course as deemed necessary by the teacher and/or administration.

Paraprofessionals, tutors and interventionists will be utilized across the district to ensure the "bottom of the rope" skills are covered adequately during the school day. This will be accomplished synchronously for digital learners by pushing paraprofessionals, tutors and interventionists into the classroom. Teachers will coordinate with paraprofessionals, tutors, interventionists and administration to provide additional support for digital learners during synchronous instruction. Students that are provided with course content through Edgenuity will also be provided with opportunities for synchronous instruction. Teachers, interventionists and paraprofessionals will be made available to digital learners before and after school hours when necessary for synchronous instruction through one-on-one or small group interventions. Recorded lessons may be utilized during one-on-one or small group work to facilitate interventions.

All K-6 instruction will be provided by Paragould School District teachers. Students in kindergarten and first grade will be taught by the same virtual teacher. In addition to instructional content provided through recorded videos, songs, recorded books, and computer adaptive technology programs, students will be expected to meet with their teacher in a small group at least three times a week. During small group work, students will be provided with opportunities for synchronous instruction that includes systematic phonics and phonemic awareness. Additional on-site instruction will be scheduled as needed.

Students enrolled in grades 2-4 will be taught all subjects by a self-contained virtual teacher utilizing a model that allows for an environment consisting of both on-site and virtual learners. The maximum capacity in 2-4 virtual classrooms will not exceed 20 students. Teachers will utilize swivl camera technology to provide virtual students with live interactive class activities



LEA INSIGHTS

technology to provide virtual students with live interactive class activities through video conferencing sessions. Instruction in grade two will require daily synchronous lessons in reading. All other content may be provided asynchronously. To allow for flexibility within our program, virtual students will also have the opportunity to engage with recorded material outside of the time designated by classroom teachers for live video conferencing classes.

Students enrolled in grades 5-6 will be taught virtually during designated class periods. The maximum capacity in 5-6 virtual class periods will not exceed 20 students. Teachers will utilize swivl camera technology to provide virtual students with live interactive class activities through video conferencing sessions. To allow for flexibility within our program, virtual students will also have the opportunity to engage with recorded material outside of the time designated by classroom teachers for live video conferencing classes.

When district personnel are available, we will utilize Paragould School District teachers to provide instruction in grades 7-12. All 7-12 content provided by district teachers will be recorded for students to allow for flexibility and some element of control over time, place, path and pace when necessary. When a licensed teacher is not available to teach a course, we will utilize coursework provided through Edgenuity to provide content to students. Students receiving content through Edgenuity will remain enrolled in the equivalent course with a Paragould School District teacher. Though content will be provided by Edgenuity, district personnel will monitor student progress towards completion of the course and interact with virtual students and their parents as needed. For example, a high school Algebra I teacher is able to provide instruction for up to 150 students without additional compensation. If the teacher has 10 virtual students receiving content through Edgenuity, then the teacher of record will be responsible for monitoring pace through the Edgenuity course and for grading any work associated with the course. Virtual students receiving content through Edgenuity will be included in the maximum capacity of 150. Though learning is asynchronous, the teacher will ensure that remote learners are working towards completion of the course through Edgenuity. If the teacher determines that a student is not making adequate progress through the course she/he will schedule a meeting with the student and/or parent(s). All teachers that have virtual students receiving content through Edgenuity for the upcoming school year will receive training over the summer regarding how to navigate the platform, how to adjust pacing when needed, grading and utilizing reports to monitor student progress.



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.



Virtual teachers will provide opportunities that allow students to engage in learning at the same time with the teacher through live video conferencing sessions. Video conferencing software provides advanced features that will enhance live interactions between students and their teacher. In addition, swivl camera technology will be utilized by virtual teachers. A swivl camera is designed to track and record videos of the classroom teacher. Teachers working in an environment that allows for both on-site and virtual learners will be able to utilize this technology to capture presentations with clear audio while working with both on-site and virtual students. By recording video conferencing class sessions, our virtual learning environment will provide students with some element of control over time, place, path and pace. All students will have the opportunity to engage with recorded material outside of the time designated by classroom teachers for live video conferencing classes.

The program design for grades 7-12 will provide instruction using a dual model of both synchronous and asynchronous online learning. All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. Remote students will also have the opportunity to engage with recorded Zoom sessions outside of the designated live Zoom session. Recorded live Zoom sessions will be saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. When a licensed district teacher is not available to teach a course in grades 7-12, we will utilize coursework provided through Edgenuity to provide content to remote students. Students receiving content through Edgenuity will remain enrolled in the equivalent course with a Paragould School District teacher. Though content will be provided by Edgenuity, district teachers will monitor student progress towards completion of the course and interact with virtual students and their parents as needed. Due to the nature of 7-12 courses, some class periods will only be offered on-site. This blended learning approach is designed to offer remote learners with the same opportunities afforded to on-site learners.



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.

All K-6 virtual teachers will be serving students in a dual role, providing instruction to both remote and in-person learners simultaneously. All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. Some courses offered in grades 7-12 will also provide remote students with district teachers who have committed to serving students in a dual role, providing instruction to both remote and in-person learners simultaneously. Courses in which the district is not able to serve students with licensed district teachers will be offered through Edgenuity. Though content will be provided by Edgenuity, district teachers will monitor student progress towards completion of the course and interact with virtual students and their parents as needed.

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



Our commitment in the Paragould School District is to work in partnership with families and community stakeholders to ensure equity of access and participation and to provide clarity and direction as we provide instruction for all students regardless of gender, race, national origin, color, disability, or age during the 2021-2022 school year. We believe learning can occur anytime, anywhere if we work to create the right conditions for learning to take place. Families and students will be able to communicate with teachers through the following:

Teachers will send welcome messages within 2-5 business days after the course start date

Email

Phone Calls

Zoom/Google Classroom

Messages through Remind 101

In-person conference if deemed necessary following health and safety guidelines in place by ADH and CDC at the time.

In addition, flex time will be built into schedules to allow for student/parent conferencing with teachers. Flex time will be provided each day for a minimum of 30 minutes. Students and/or parents are encouraged to request a conference through email when necessary. Teacher flex periods will correspond with the time on-site students are expected to access computer programs such as DreamBox, Imagine Learning and/or USA Test Prep. Students may choose to log into these programs during the designated time or at any other time during a 24 hour window. Time spent in the program will be tracked by the teachers.

Advisory meetings will be utilized across the district to promote social interactions with remote learners. All remote learners will receive a minimum of one 30 minute advisory meeting each quarter. Teachers will be available to conference with students and/or parents through a scheduled video conferencing session or telephone conferences while students work through pre-recorded material. How the teacher conducts a virtual Advisory Meeting will depend on a unique set of circumstances. Meetings may involve social-emotional learning, real-life skill development, and/or time for students to talk about problems or concerns. Advisory Meetings serve as an anchor that students will find helpful as they work through the rigor of a remote learning.



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 district will not apply for a waiver for class size.

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?

The district will not apply for a waiver for teaching load.

Technology / Platforms

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

All students and teachers within the Paragould School District have a district Google Account. The district utilizes Clever as a Single Sign On (SSO) option for all of our instructional programs. Once students and teachers have signed into their account they have access to instructional programs offered to students.

Clever utilizes a LTI-based Single Sign On (SSO). As a result, we are able to place a link to Edgenuity within Clever to allow both students and teachers to automatically sign into Edgenuity without having to enter their Edgenuity credentials. Once they have signed into their district Google account students will be able to access instructional material through Edgenuity. The district will work with Edgenuity to set up a nightly import from our Student Information System (SIS). This allows Edgenuity to import and maintain the SSO username for students and teachers.

Google Classroom has been utilized throughout the Paragould School District to streamline assignments, boost collaboration, and foster communication. This resource provides teachers with a vehicle to simplify the process of creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. All teachers within the district will continue to utilize Google Classroom as a content management system.

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 Paragould School District offers computer adaptive technology to all students across the district. Dreambox, Imagine Learning and USA Test Prep are enrichment programs that allow teachers to identify standards that are in need of additional support and assign students to a pathway that will enrich core instruction. All students across the district will have access to the district enrichment programs.

Remote students in grades K-6 will be provided with the same content provided to on-site students. The district is also able to offer many courses in grades 7-12 through district teachers. When the course is offered through district personnel, remote students in these courses will be provided with the same content that is provided to on-site students.

Virtual learners in grades 7-12 who are not provided with instruction by district teachers will be provided course content through Edgenuity. District teachers will monitor student progress through the Edgenuity course. For example, a high school Algebra I teacher is able to provide instruction for up to 150 students without additional compensation. If the teacher has 10 virtual students receiving content through Edgenuity, then the teacher of record will be responsible for monitoring pace through the Edgenuity course and for grading any work associated with the course. Virtual students receiving content through Edgenuity will be included in the maximum capacity of 150. Though learning is asynchronous, the teacher will ensure that remote learners are working towards completion of the course through Edgenuity. If the teacher determines that a student is not making adequate progress through the course she/he will schedule a meeting with the student and/or parent(s). All teachers that have virtual students receiving content through Edgenuity for the upcoming school year will receive training over the summer regarding how to navigate the platform, how to adjust pacing when needed, grading and utilizing reports to monitor student progress.

Students and/or parents with questions or concerns related to digital content provided to students will be encouraged to contact their classroom teacher. In addition, the district will direct ongoing concerns to administrators who will work with students, parents and teachers to address any questions or concerns that are not able to be addressed by the classroom teacher.

Google Classroom has been utilized throughout the Paragould School District to streamline assignments, boost collaboration, and foster communication. This resource provides teachers with a vehicle to simplify the process of creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. All teachers within the district will continue to utilize Google Classroom as a content management system.



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.

Home internet is necessary for remote students to participate in virtual learning. Parents must commit to securing an internet service provider for their child. All virtual learners will be provided with a chromebook and charger prior to the start of the school year. Video conferencing software offered through Zoom will be utilized by students and staff throughout the Paragould School District. Zoom provides video and online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations. The district video conferencing platform provides students with the opportunity to securely connect and collaborate with instructors.

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.



All students in the Paragould School District have access to chromebooks as part of the district's 1:1 technology initiative. As part of our virtual learning initiative, the district expanded our coverage over the summer of 2020 to include access to secure outdoor internet on all campuses. The expansion of our Wifi coverage area will allow internet connectivity for students who do not have access to the internet during virtual learning. Access points have been installed to cover outside of the following locations.

Paragould High School - Main Student Parking Lot
Oak Grove - Front Parking Lot
Baldwin Elementary - Parking Lot East of the Building
Woodrow Wilson Elementary - Staff Parking Lot South of the Building
School of 21st Century - Church Parking Lot Across from the Building
Ram Academy - Front Parking Area
Primary School - Main Parking Lot on the West Side of the Building

In addition, Paragould Light Water and Cable is also offering community Wifi hotspots for students at the following locations/times.

Greene County Courthouse South Parking Lot Monday - Saturday from 8:00 am - 8:00 pm
Paragould Housing Authority Monday - Saturday from 8:00 am - 8:00 pm
Paragould High School, front parking lot Monday - Friday from 3:15 pm - 8:00 pm and Saturday from 8:00 am - 8:00 pm

All school owned devices will connect to these access points. Parents should consider the reliability and speed of their home internet service when making decisions as virtual students will need reliable and accessible internet to complete activities and assignments. Students who do not have reliable internet service may apply for a district-issued hotspot. This device is for educational use only and requires the use of a school owned device to connect. This hotspot is only offered to individuals who cannot afford internet connection or those who live in a location where standard high-speed internet access is unavailable. The device is not for individuals who have access to the internet and will be limited to one per family. If the student travels between houses, the device will need to travel with the student. The hotspot will monitor all internet use and report any inappropriate use to the district. This device must be returned to Paragould School District when the student returns to on-site learning, withdraws from the district or at the end of the school year.



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.



GoGuardian Parent is a mobile app that can be used to help keep parents/guardians aware of student activity on a school-issued device and provide parents/guardians with additional controls during out-of-school hours. GoGuardian Parent is a companion to the classroom management and internet filtering tools that the district uses for devices issued to students. Through the use of this app, we hope to encourage more open and honest conversations between parents and children that will result in safer practices and responsible browsing habits. It is recommended that parents of virtual students download and use the GoGuardian Parent app.

Flex time will be built into schedules to allow for student/parent conferencing with teachers. Students and/or parents are encouraged to request a conference through email when necessary. Teacher flex periods will correspond with the time on-site students are expected to access computer programs such as DreamBox, Imagine Learning and/or USA Test Prep. Students may choose to log into these programs during the designated time or at any other time during a 24 hour window. Time spent in the program will be tracked by the teachers.

Students will receive instruction through pre-recorded videos on a designated day each quarter. Teachers will be available to conference with students and/or parents through a scheduled video conferencing session or telephone conferences while students work through pre-recorded material. How the teacher conducts a virtual Advisory Meeting will depend on a unique set of circumstances. Meetings may involve social-emotional learning, real-life skill development, and/or time for students to talk about problems or concerns. Advisory Meetings serve as an anchor that students will find helpful as they work through the rigor of a remote learning.

The Paragould School District is committed to providing nutritionally adequate meals for students who are eligible for free and reduced-price meals whether engaged in in-person instruction or remote learning. Meals will be made available to virtual students when needed to ensure food security. Virtual parents are able to preorder meals with the district food service department. The district has designated three locations for pickup. All meals for the week are available for pickup on Monday for convenience. Grab & Go forms are available on the district website. The Paragould School District will ensure remote students experiencing challenges receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services when necessary. These students will be monitored through ongoing interacts, meetings scheduled by the virtual teacher during flex periods and during quarterly advisory meetings by virtual teachers. Virtual teachers will work alongside counselors and administrators to determine if additional resources such as school supplies, mental health services, participation in breakfast/lunch at no cost to the students, and our weekly food backpack program are necessary supports to promote success for digital learners. School teachers, counselors, and administrators will coordinate with the families of remote learners when determined to be necessary by the virtual teacher to meet student needs.



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.



Academic progress and student attendance are a combination of measures that will help us determine if a student is demonstrating adequate participation and engagement as a remote learner. Attendance hours recorded by the instructor, assignment completion rates and the amount of communication with the teacher/administration will be monitored by district teachers. If a classroom teacher determines that a student's work completion is not on track, or he/she fails to communicate on a regular basis with the teacher, the student will fall into an alert status. If not corrected, this may result in the removal of the student from the program.

Failure to complete assignments may result in the student being required to join designated virtual sessions. Not attending sessions when required to do so by the instructor will count as an unexcused absence. When a student has two (2) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred, by email, or by regular mail with a return address sent no later than the following school day.

Once a student reaches 4 days without meeting the attendance or progress expectations he/she will be placed into alarm status. The District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law. The student and/or parent will be required to attend a counseling session with virtual program administration. Once a student reaches 4 days without meeting the attendance or progress expectations he/she may be dismissed from the virtual program.



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

Each building within the district is equipped with a Response to Intervention (RTI) team. Teams meet on a monthly basis to discuss academic, behavior, social and emotional needs of students not demonstrating adequate progress. When necessary, a special meeting with the RTI team can be scheduled. RTI teams will be utilized to address any concerns that surface for remote learners.

The Paragould School District will work to ensure that interventions/supports provided for remote learners are equitable to the services provided to on-site students. All interventionists made available to on-site students will also be available to remote learners. Interventions may be provided to remote students through Zoom by the interventionist. If online interventions require that remote students have access to supplemental materials so the interventionist is able to work with each student on an individual basis, then additional manipulatives will be purchased and made available. When determined to be necessary, on-site interventions may also be scheduled for remote students not demonstrating adequate progress.

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



All students enrolled in the Paragould School District will participate in our assessment system. Though many assessments are able to be taken off campus, some assessments will require remote students to be on-site. The following assessments are required of all Paragould students.

ACT for Grade 11 (on-site)

ACT Aspire Summative for Grades 3-10 (on-site)

ACT Aspire Interims

Civics Exam for Grade 12

Dynamic Learning Maps for Qualifying Students in Grades 3-10 (on-site)

Edulastic Common Assessments for grades 3-10

ELPA21 Summative for English Learners K-12 (on-site)

Imagine Literacy Benchmark for Grades K-6

Imagine Math Benchmark for Grades 1-10

Renaissance State Testing for Grades K-2 (on-site)

Renaissance Star Diagnostic Testing for Grades K-8

Renaissance Math Diagnostic Testing for Grades K-8

The district has partnered with Edulastic to provide common formative assessments in grades 3-10. Edulastic Assessments provide technology-enhanced assessments that instantly show students that are on track and those that need additional support. Reports generated from these assessments show ongoing real-time data that will provide instant insight into student learning. Remediation and enrichment time is set aside for students to address mastery of high priority content standards. Computer adaptive technology is utilized during this time to address deficiencies and challenge students who have demonstrated mastery. Computer adaptive technology provides teachers with access to ongoing real-time data that helps ensure total transparency about learning trends for all students. Access to student activity and proficiency data empowers teachers to more effectively personalize learning and drive better growth and achievement.



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

The Paragould School District will ensure dyslexia law requirements are followed for virtual learners. All students enrolled in the Paragould School District will participate in our assessment system. Though many assessments are able to be taken off campus, some assessments will require remote students to be on-site for testing. Remote learners enrolled in grades K-2 are required to come on-site during fall, winter and spring benchmarking windows for screeners/assessments. Virtual teachers in grades K-2 will work to complete all screeners/assessments during designated benchmarking windows. Dyslexia screening may also be requested throughout the year by district staff based on student performance. District personnel will analyze ongoing assessments as well as ongoing performance in the digital learning environment.

Remote students will receive dyslexia services during the school day. This can be accomplished through the district online Souday System virtual learning platform. If it is determined that dyslexia services should be offered on site by the interventionist, then on-site interventions will be scheduled during school hours. The interventionist will work alongside teachers and remote learning administrators to schedule interventions for the remote learner. Additional manipulatives will be purchased and made available for students as needed. Online interventions by a trained interventionist will require that the students have access to the materials so the interventionist is able to work with each student on an individual basis. Ongoing training will take place for district staff to ensure appropriate implementation of the district online Souday System virtual learning platform.

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



All persons have a right to educational experiences that challenge the level of their individual development whether it is below, at, or beyond the level of the grade they are in or that of their age peers. The philosophy of the Paragould School District's program for the gifted is to meet the individual needs of the gifted, talented, and creative students. This commitment is realized through differentiated learning experiences involving cognitive, creative, and affective programs. The extended experiences of the regular curriculum will enhance and optimize an understanding of self and others toward life-long coping skills. Furthermore, this philosophy encourages gifted students to seize opportunities that benefit the community and society.

Regardless of the learning environment, one of the key indicators for student success is student-focused approach. While the 2020-21 school year brought challenges we never expected, our gifted students were offered the same services no matter what learning environment they were involved in: blended learning, full time virtual students, or onsite instruction. While there have been many challenges this year, we feel the needs of our students were met throughout this year.

The Paragould School District will ensure GT program approval standards are met for digital learners. The process for identifying a potential GT student can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the placement committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision which shall include the student's parents or guardians. The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

Regardless of the options our district utilizes to meet the needs of gifted learners, our GT staff will support the gifted learner with differentiated instruction throughout the school year, during onsite or remote instruction. Zoom and Google Classroom have been two of our main components in educating our gifted learners.

Our program options will continue to include:

Students in kindergarten through second grade are served at least 30 minutes weekly through whole class enrichment. These students are given the opportunity to brainstorm, problem solve, and use creative thinking skills while being served by the GT facilitator/classroom teacher. Remote learners will participate in whole class enrichment activities through Zoom and Google Classroom.

Students who have been identified as gifted learners in grades 3-5 are served



Students who have been identified as gifted learners in grades 3-5 are served through pull-out services for 150 minutes per week while instruction is delivered by a certified GT facilitator. GT students in 6th grade are pulled for 30 minutes per week for affective needs/GT services delivered by a certified GT teacher. They are also served through Pre-AP math and/or English. Students are provided opportunities to study content that goes beyond that which is taught in the regular classroom. These students work on problem solving skills and creative thinking skills. Students are involved in independent studies, projects, virtual field trips, units of study, technology projects, and competitions provided through the NEA Cooperative. Remote learners are served through Zoom sessions and Google Classroom. Remote students are provided the same opportunities to participate in these activities. Students might not be able to attend competitions at the NEA Cooperative if their parents do not wish for them to attend these events. If virtual classrooms were added at each grade level, it would be easy to add those classes to our rotation and Zoom with them. This might require us to modify some, but we are currently doing that now with our remote learners. The remote learners are able to present their projects or presentations through Zoom.

Students in grades 7-12 who are identified GT students participate in affective meetings with our GT facilitator/AP Coordinator to address affective needs of gifted learners, receive information about upcoming events, participate in chess club, and receive information about upcoming competitions. Remote learners are able to join the Zoom meetings and Google Classroom. GT students are also served through Pre-AP and AP courses taught by certified teachers who have received Pre-AP and AP training. Students in grades 7-12 have a wide variety of Pre-AP and AP courses to choose from at PJHS/PHS. They also have the opportunity to participate in Quiz Bowl, Chess Club, Chess tournaments, math competitions, and Odyssey of the Mind. Students who are remote may choose not to attend competitions located at various places.

Our goal is to provide varied types of instruction and opportunities appropriate to meet the academic/affective needs of all gifted learners in the Paragould School District.



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



A home language survey is included in new student enrollment packets. If the home language survey shows a language other than English, the ESL Coordinator will contact the parents of the remote student to arrange for an ELPA21 screener. All ELPA21 screeners, LPAC conferences and summative ELPA21 assessments will be conducted on-site. The ESL Coordinator will be responsible for scheduling all ELPA21 screeners, LPAC conferences and summative assessments. The Paragould School District will ensure all LPAC requirements are met for digital learners. The ESL Coordinator will create an Individualized Learning Plan (ILP) based on the ELPA21 screener results or records received from a previous school if the student was previously classified as ESL by the former school district.

The ESL Coordinator will meet in person with the remote learning administrator, virtual teacher(s), the school counselor and parents to finalize the ILP. English Language Learners are entitled to an equal opportunity to participate in all programs, including virtual learning. The ESL teacher will utilize video conferencing to provide virtual lessons for remote students. Activities may also be pre-recorded and made available for remote students when necessary. All work assignments for remote learners will include accommodations and modifications as outlined in student plans. Students will receive more intensive instruction by a certified teacher, or an instructional aide, under the guidance of a qualified teacher as needed.

ESL teachers will make themselves available to work with students as outlined in student plans. If it is determined that it is in the best interest of students to receive services on-site, then the LEA will designate a location for services. ESL instructors will ensure that guidance regarding masks and social distancing are followed if necessary. Activities posted in Google Classroom will have accommodations and/or modifications designed to meet the needs of English Language Learners.



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

Students with a disability are entitled to an equal opportunity to participate in all programs, including virtual learning. All work assignments for remote learners will include accommodations and modifications as outlined in student plans. Students will receive more intensive instruction by a certified teacher, or an instructional aide, under the guidance of a qualified teacher as needed. Special education teachers will make themselves available to work with students as outlined in student plans. Activities posted in Google Classroom will have accommodations and/or modifications designed to meet the needs of students with a disability.

All special education evaluations and conferences will be conducted on-site. The District Special Education Director will work with special education teachers who are responsible for scheduling all evaluations and conferences. The Paragould School District will ensure all IEP requirements are met for digital learners. Students who have an Individualized Education Program (IEP) will be provided services via Zoom with the special education teacher, paraprofessional, speech pathologists, occupational therapists and physical therapists. If materials are necessary, they will be provided by the district. If it is determined that it is in the best interest of students to receive services on-site, then the LEA will designate a location for special education services. The therapist/special education teacher will ensure that guidance regarding masks and social distancing are followed if necessary.

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 teachers are asked to ensure their lessons are easily accessible for students. Small frustrations can add up quickly for remote learners. These challenges can cause more frustration and stress that can interrupt the learning process. Virtual teachers are encouraged to simplify directions, teach students how to access class information quickly and be consistent in how class materials are organized and presented.

Many remote students struggle with changes in routine and loss of the structure provided through on-site learning. Virtual teachers have been encouraged to help students create new routines and schedules that match their strengths. Examples include the following:

- Schedule work times and break times.

- Set a timer and keep working until it goes off.

- Set a goal. For example: I will write one paragraph before I take a break.

- Create a checklist.

- Work on the hardest or easiest thing first (choose one).

- Put your phone in a different room or in your backpack.

- Find a quiet space or use headphones to block out noise.

Maintaining positive relationships with students and families is essential. For students who are struggling, frequent check-ins will help the virtual teacher figure out why a student is struggling and what might help. Flex time is built into schedules to allow for student/parent conferencing with teachers. Students and/or parents are encouraged to request a conference through email when necessary. Teachers will also be available to conference with students and/or parents through a scheduled video conferencing session or telephone conferences while students work through pre-recorded material on a designated day each quarter. Meetings may involve social-emotional learning, real-life skill development, and/or time for students to talk about problems or concerns. Maintaining positive relationships will serve as an anchor that students will find helpful as they work through the rigor of remote learning.



Teacher Supports

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



Professional development will be provided to virtual teachers during the summer to prepare for instruction in the fall. Topics covered include engagement strategies for students and parents, swivl technology, advanced Zoom features, Edgenuity and strategies that can be utilized to engage the virtual learner. Ongoing professional development will be provided to virtual teachers throughout the 2021-2022 school year.

The Paragould School District will reduce capacity in all classrooms taught by a K-4 virtual teachers. The table below outlines capacity in virtual learning classrooms in which teachers will be serving students in a dual role, providing instruction to both remote and in-person learners. The numbers provided in the table below represent the maximum number of students, both on-site and virtual, that are assigned to a grade level virtual teacher.

Grade Level	Maximum Number of Students Admitted
Kindergarten	7
Grade 1	8
Grade 2	20
Grade 3	20
Grade 4	20

The Paragould School District will also reduce capacity in all class periods taught by a 5-12 virtual teacher. The table below outlines capacity in virtual learning class periods in which teachers will be serving students in a dual role, providing instruction to both remote and in-person learners. The numbers provided in the table below represent the maximum number of students, both on-site and virtual, that are assigned to a virtual teacher during a class period.

Grade Level	Maximum Number of Students Admitted
Grade 5	20
Grade 6	20
Grade 7	25
Grade 8	25
Grades 9-12	100 (no more than 25/class period)

The maximum number of students admitted into the district virtual learning environment is 265.

We believe additional planning time is also a necessary support for virtual teachers. Computer adaptive technology is utilized daily to address deficiencies and challenge students who have demonstrated mastery. Virtual teachers will be provided with additional planning time while students engage in learning through district technology programs.



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?

Additional planning time enables teachers to meet and collaborate on important work and decision making about students and instruction. All virtual teachers will receive appropriate planning time as outlined in standards. A minimum of 30 minutes of additional planning time will be provided to virtual teachers daily (150 minutes each week). Professional Learning Teams (PLT) will be established to allow for virtual teachers to analyze data to make instructional decisions that promote student success. Video conferencing will be available when necessary for teachers to work with colleagues not available on-site. The PLT structure for virtual teachers will be embedded into school improvement plans.

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.

We understand that students living in poverty, homelessness, migrant, foster care and in a military family may become a part of our district remote learning option. Some of the children identified in these subgroups face unique challenges in accessing and succeeding in school. The Paragould School District will ensure remote students experiencing challenges receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services when necessary. These students will be monitored by virtual teachers, counselors and administrators to determine if additional resources such as school supplies, mental health services, participation in breakfast/lunch at no cost to the students, and our weekly food backpack program are necessary supports to promote success for digital learners. School teachers, counselors, and administrators will coordinate with DHS and the families of digital learners regularly to meet student needs.



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.

Prior to the start of the school year remote learners and their parents are asked to attend a back to school orientation. As part of the orientation process for remote learners, parents and students are required to sign an agreement with the Paragould School District. Expectations for on site attendance during mandated assessments are established prior to the first day of school. By completing the form, parents and students are agreeing to the statements within the contract.

Throughout the school year students will take assessments designed to measure mastery of high priority content standards. Remediation and enrichment activities are designed to prepare students for the annual assessment. Goal setting becomes a natural part of this process. As a result, we have found that many students are motivated to perform on statewide summative assessments. It is crucial that educators work with students and their parents to help them realize the benefits of statewide summative assessments. We must work diligently to help them understand that test results empower students to take responsibility for, and make more decisions regarding, their own learning.

Once the testing schedule has been approved by the Arkansas Assessment Unit, the district will share this information with remote students and their parents. Information regarding dates, times and locations will be provided well in advance of the testing window. By communicating with parents in a timely manner we will be able to ensure all necessary accommodations are put in place for summative assessments. Information regarding on-site assessments will be shared during an open house event prior to the start of the school year. Notification regarding statewide summative assessments will be sent by the virtual teacher through email, live Zoom sessions, updates in Google Classroom, messages through Remind 101 and phone calls if deemed necessary. The information will outline logistics as well as expectations for testing day.



Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The Paragould School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools and students. The district will also analyze student data such as common formative assessments and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

The Paragould School District has established a District Leadership Team that meets monthly to discuss topics such as instruction, attendance, discipline and evaluation. Virtual learning will be a topic added to our agenda to ensure district leaders monitor and evaluate the effectiveness of our digital option(s) and the fidelity of implementation as described within this application. In addition, Professional Learning Teams will be put in place at each campus to provide teachers with an avenue to monitor and evaluate the effectiveness of implementation and best practices to utilize in a virtual learning environment.

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)



As part of the orientation process, parents will be provided with information regarding the programs that will be used by virtual learners. Parents will have access to coursework and any announcements and communication from the district or teachers. Parents/guardians are also given access to the GoGuardian App which will allow them to monitor student activity within the course. A link will also be made available for parents/guardians that have any questions related to the digital tools and resources made available to students and families. The district technology department will be committed to addressing questions and/or concerns in a timely manner.

The Paragould School District is truly committed to involving parents and developing strong school, family, and community partnerships throughout the educational process. We believe it is imperative that throughout the 2021-2022 school year, communication occur regularly and promptly at the district and building levels. Our goal is to assist families with information and resources, communicate about school programs and student progress, involve families with learning activities at home, include families in school decision-making, and collaborate with the community to coordinate resources and services.

The district will utilize the following communication medias to communicate with families:

The Paragould App
District Website (<https://www.paragould.k12.ar.us/>)
Ram Channel (channel 27)
District and Building Facebook Pages
District and Building Twitter Accounts
Gmail/Email

Flex time will be built into schedules to allow for student/parent conferencing with teachers. Students and/or parents are encouraged to request a conference through email when necessary. Teacher flex periods will correspond with the time on-site students are expected to access computer programs such as DreamBox, Imagine Learning and/or USA Test Prep. Students may choose to log into these programs during the designated time or at any other time during a 24 hour window. Time spent in the program will be tracked by the teachers.

Students will receive instruction through pre-recorded videos on a designated day each quarter. Teachers will be available to conference with students and/or parents through a scheduled video conferencing session or telephone conferences while students work through pre-recorded material. How the teacher conducts a virtual Advisory Meeting will depend on a unique set of circumstances. Meetings may involve social-emotional learning, real-life skill development, and/or time for students to talk about problems or concerns. Advisory Meetings serve as an anchor that students will find helpful as they work through the rigor of a remote learning.



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

<https://www.paragould.k12.ar.us/o/paragould/browse/147724>

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/1eTUWBa43vASVjO5QegIVnFopbj5inLE>

Policies

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

<https://docs.google.com/document/d/1sv-lmwMY426TYmWBRB-JPdTYXnaApMJ>

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

Virtual students will follow the Paragould School District onsite policy for discipli

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

Virtual students will follow the Paragould School District onsite policy for grading

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