Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Paris School District (4203000)

School Year 2021-2022

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 #:   4203000

Superintendent: Royce Fawcett

Email: wfawcett@parisschools.org

Phone: (844) 963-3243 Ext. 4006

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
4203011 - Paris Elementary School 4203012 - Paris High School 4203013 - Paris Middle School	K-12	Asynchronous Synchronous	Blended (Hybrid)	LMS CMS

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.
				A student who is in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning whether it be attending Google Meet days, daily completed assignments or engaging within the learning programs assigned to the student. Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan. Extenuating circumstances that require longer periods of time to complete assignments, the teacher/interventionist or building administrator will work with the student and family to create a student success plan.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	We are requesting a waiver for Class Size. Class size is anticipated to be 30 students.
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	Not Requesting Waiver- Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.
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.
				The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students who are virtual/remove asynchronous/synchronous will learn on their own time, place, and pace. This may go against the 6-hour school day depending upon the students' engagement within their assigned courses. The 6-hour day could be a shorter time or longer school day regarding hours depending upon each individual student.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.
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.
				Request Waiver- Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting. The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.

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.

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 Paris School District Virtual K-8 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. Our School District general classroom teachers will focus their instructional responsibilities on onsite students. While teachers selected from each K-8 grade level will be in charge of students who are virtual. Building administrators, the building point of connection, counselors, special education teachers, interventionists, dyslexia specialists, ESOL teachers, etc. will continue to work with all students whether onsite or 100% virtual to ensure that all student needs are met. The K-8 Virtual option teachers will be responsible for all instruction for 100% virtual students. Students will have the opportunity to attend Zoom/Google Hang-Out sessions weekly. It is highly encouraged that students attend Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom/Google Hang-Out sessions. Teachers and students will be able to communicate twenty-four hours a day using teacher's email, Remind App, Google Classroom, Google Voice, and Class DoJo. Virtual teachers are expected to communicate with parents and students in the K-8 Virtual program on a daily basis Monday - Friday. The Building Point of Connection will meet weekly with students/parents.

All of the components of the Science of Reading will be delivered through an approved program for grades K-4. The phonological awareness will be done by using Heggerty. The phonics component will be done with Fundations; they have online components to use through the FunHub. Fundations 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 K-4 Virtual teachers will be trained in Fundations and Heggerty and will have support from the GFESC Literacy Specialists. The 5-8 components of the Science of Reading will be delivered through Sonday and Benchmark Education (5th), Collaborative Classroom (6th), 5-8 students will utilize Newsela for vocabulary and comprehension. The Guy Fenter ESC Literacy Specialists will also work with the virtual 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. Fundations has assessments that will be used to monitor proficiency K-4, as well. K-8 will utilize NWEA MAP assessment to drive their instruction. 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 Guy Fenter ESC 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

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 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 Fundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Fundations 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 Fundations 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

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

Phonics (Whole group) 30-40min Fundations
-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

-Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls 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 (Fundations Fluency piece).

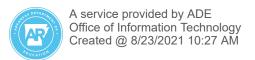Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min
Vocabulary:
-Bring in academic vocabulary from science and social studies topics
-Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies 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.

Small Group Instruction 15-20 minutes 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.

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.

Addendum

Virtual Arkansas/Lincoln Learning 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. Paris School District requires students to attend Zoom/Meet session as required by the designated teacher. 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/Lincoln Learning. 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.	Paris School District will utilize online virtual remote learning through Virtual Arkansas/Lincoln Learning. Virtual Arkansas/Lincoln Learning 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.	Paris School District will be using Virtual Arkansas/Lincoln Learning for its delivery of instruction for our 100% virtual students. Virtual Arkansas/Lincoln Learning provides a fully certified Arkansas teacher of record while we provide the facilitator. Paris School District will use paraprofessional as facilitators. Virtual Arkansas/Lincoln Learning 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.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	For students utilizing Virtual Arkansas/Lincoln Learning 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?	Class Size Supports: 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. To monitor supports, Building level administration, instructional facilitators, etc. will monitor both students and teachers to ensure both have the supports needed. Virtual Arkansas/Lincoln Learning courses will be administered on site and virtually. No matter if students are working virtually or on campus, through Virtual Arkansas/Lincoln Learning/Lincoln Learning student will have access to local tutor/teacher for one: one support in addition to personnel provided by the platform. However, if students will be taking Virtual Arkansas/Lincoln Learning/Lincoln Learning classes on campus, students will be monitored in a classroom.
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?	By allowing face to face teachers to focus on onsite students we are minimizing the load/responsibility of instruction Note: Virtual Arkansas/Lincoln Learning partners with schools to ensure student success. In cases where districts are using Virtual Arkansas/Lincoln Learning, teacher training and support is solely the responsibility of Virtual Arkansas/Lincoln Learning. 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. Paris School District will partner with the Guy Fenter Educational Cooperative to support digital learning.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas/Lincoln Learning. The Buzz Learning Management System will be utilized through Lincoln Learning and the Google Classroom will be utilized for onsite instruction.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.	Virtual Arkansas/Lincoln Learning courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas/Lincoln Learning 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.	Students will be utilizing Zoom/Meet video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom/Meet software is downloaded to the district provided device. The Virtual Arkansas/Lincoln Learning teacher will utilize Zoom/Meet to facilitate synchronous sessions with students during scheduled Zoom/Meet sessions during the week. The Zoom/Meet link and Zoom/Meet 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.	The District will provide one: one device and Hot Spots upon request.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.	

The Paris School District Virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. The Paris SD Virtual teachers will use a variety of methods of communication to do this and partner 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, the Paris SD virtual teachers and/or POC will contact the school counselor to step in to provide intervention. The Paris SD virtual teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, the Paris SD 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.

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.	Paris School District has access to the Virtual Arkansas/Lincoln Learning SIS and the CANVAS/Buzz LMS to monitor students in real time. Virtual Arkansas/Lincoln Learning 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/Lincoln Learning will involve the partnering school through the facilitator, first. Virtual Arkansas/Lincoln Learning will contact administrators if the initial intervention is not successful.

Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	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/Lincoln Learning also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.
Describe the district or school's formative assessment plan to support student learning.	Virtual Arkansas/Lincoln Learning 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.
Describe how dyslexia screening and services will be provided to digital learning students.	The Paris School District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Virtual Arkansas/Lincoln Learning provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas/Lincoln Learning will provide the needed accommodations/modifications per the individual 504 plans 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 for students attending the Paris SD Virtual option.

All current Virtual Arkansas/Lincoln Learning 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/Lincoln Learning 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.

ESOL/ESL: The Paris School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual learners. The Paris SD virtual licensed teachers and trained paraprofessionals--under the supervision of district ESL coordinators--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.

Virtual Arkansas/Lincoln Learning 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.

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 Paris School District Special Education teachers and paraprofessionals will provide support for IEP students in the Virtual 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 Learning Management System. Students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

Virtual Arkansas/Lincoln Learning teachers will provide information for evaluations and conferences when requested. Paris 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/Lincoln Learning 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.

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.

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

Teacher Supports

| Describe district and school supports to provide on-going digital content and instructional supports for teachers. | Paris School District will be utilizing Virtual Arkansas/Lincoln Learning as our digital content and digital instruction solution. Virtual Arkansas/Lincoln Learning provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas/Lincoln Learning teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas/Lincoln Learning provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas/Lincoln Learning 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? | Paris School District will be utilizing Virtual Arkansas/Lincoln Learning for our digital content and digital instruction solution. Virtual Arkansas/Lincoln Learning 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/Lincoln Learning teachers as they provide instruction to the students. Virtual Arkansas/Lincoln Learning will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas/Lincoln Learning' 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.	Paris School District has examined the status of its policies, procedures, and efforts to assure equitable access to all person without regard to gender, race, national origin, color, disability, or age. All programs are found to be administered equitably to all persons regardless of their gender. All programs are found to be administered equitably to all persons regardless of their race. All programs are found to be administered equitably to all persons regardless of their national origin. All programs are found to be administered equitably to all persons regardless of their color. All programs are found to be administered equitably to all persons regardless of their disability. All programs are found to be administered equitably to all persons regardless of their age. No barriers were discovered which inhibit the full participation of all persons in all programs
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 Paris 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 Ozark 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. All Paris SD students will be required to do statewide summative, and school/district required testing (iReady, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel.

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.	Monitor/Evaluate: Paris School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Paris School District will analyze student data from ACT Aspire, virtual student grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. Building level administration, instructional facilitators, etc. will monitor virtual students and determine the effectiveness of the program throughout the school year.
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)	Paris 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 district-issued Wi-Fi hotspots on an as needed basis. The Paris SD will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. Families will be asked to complete surveys and participate in feedback forums for the program. The Paris SD virtual teachers will also conduct parent/teacher conferences as required by state standards. In addition, Virtual Arkansas/Lincoln Learning provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas/Lincoln Learning courses. Virtual Arkansas/Lincoln Learning 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/Buzz which allows them to monitor their student's activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas/Lincoln Learning updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas/Lincoln Learning website, including the Virtual Arkansas/Lincoln Learning Parent Guide (linked here).
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://5il.co/xitu

| Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). | https://5il.co/xkze   https://5il.co/xivr   https://5il.co/xitk |

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://5il.co/x666 The Paris School District students who are enrolled in the Pai
Please provide a link (URL) to the discipline policy for digital learning students.	https://5il.co/v5mw Paris School District students who are enrolled in the Paris S
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1OgSj41eJvZIWb_M8s5EHt4rt5kWekqH2/

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