



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Pea Ridge School District (0407000)

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 #:** 0407000  
**Superintendent:** Keith Martin  
**Email:** kmartin@pearidgek12.com  
**Phone:** (800) 451-0032  
**Duration Requested (not to exceed five years):** 5 Years  
 (School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
<a href="#">0407027 - Pea Ridge High School</a> <a href="#">0407026 - Pea Ridge Intermediate School</a>	K-12	<a href="#">Asynchronous</a>	Virtual (Online) / Remote (Distance)	<a href="#">LMS</a>
<a href="#">0407029 - Pea Ridge Junior High School</a> <a href="#">0407028 - Pea Ridge Middle School</a>		<a href="#">Synchronous</a>		
<a href="#">0407025 - Pea Ridge Primary School</a>				



## Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning.</p> <p>Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course.</p> <p>Engagement requirements: A student logs in weekly to the learning platform and submits assignments according to specified due dates. Students in grades K-5 will also meet weekly small group attendance requirements. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.</p> <p>For extenuating circumstances that require longer periods of time to complete assignments, the building administrator and Virtual Program Coordinator will work with the student and family to create a student success plan.</p> <p>If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the District's AMI plan.</p> <p>Attendance policy 4.7 B: Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course.</p>



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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction.</p> <p>Teachers in grades K-6 who teach 100% virtual students can have class sizes that are equal to double the max class size of a face to face classroom. During the 2020-2021 school year, class sizes did not exceed a 62% increase; therefore, the 100% increase allowable will only be used in rare cases, and teachers will be provided additional support to monitor and provide student support through the district Virtual Team (Program Coordinator, Team Leaders) and campus instructional aides.</p> <p>Teachers in grades 7- 12 grade who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period assigned. For example, if a 10th-grade teacher has a virtual only period, there may be 40 students assigned on that roster for that period.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Teaching Load</b> Number of students:  220</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The Pea Ridge Virtual Program offers a solely or primarily virtual option utilizing a LMS with digital content that provides for some degree of self-paced or flexible access, allowing for increased the class size and teaching load maximums.</p> <p>Teachers in grades 7-12 who teach 100% virtual students can have an overall teaching load not to exceed 220 students.</p> <p>Teachers in grades 7- 12 grade who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period. For example, if a 10th-grade teacher has 1 digital class he/she can have up to 160 total students.</p>
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	<p>1-A.4.2</p>		<p>6-16-102; 6-16-126</p>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace.</p> <p>District coursework requires an average of 45 minutes per course/core content area per day (60 hours for 0.5 credit). Students taking 7 courses will spend a maximum of 6 hours per day working in the online platform.</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			District coursework requires an average of 45 minutes per course/core content area per day (60 hours for 0.5 credit). Students taking 7 courses will spend a maximum of 6 hours per day working in the online platform. Students may complete their coursework in less time by working at their own pace.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	Request to waive the DESE rules governing physical activity standards for students in a virtual setting.  Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for the physical activity.

**Digital Model**

Please complete the following application with responses describing the school and district digital programming.

**Interaction / Delivery**



What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.



The goal of the Pea Ridge Virtual Learning Program is to provide a flexible and supportive learning option for families and students who need an equitable alternative to the on-site school experience.

The Pea Ridge Virtual Learning curriculum is a challenging program that provides students with a variety of learning options. Curriculum is facilitated by certified Pea Ridge teachers utilizing accredited core courses, as well as district instructional resources. The district learning management system (Lincoln Learning in grades kindergarten-5 and Edgenuity in grades 6-12) will include digital content to reduce the need for teacher-created materials; however, virtual teachers do have the flexibility to create materials/lessons that meet the needs of their students. Instruction will include digital coursework, live-streaming meetings, and computer-based platforms. Students attend school online and work with Pea Ridge teachers to complete learning activities, both teacher guided and independently, that mirrors the same standards, concepts, and graduation requirements as students in on-site classrooms. Teachers and students will interact with digital content synchronously and asynchronously.

Grades Kindergarten- 2: Students will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to ensure student engagement and maximize student learning. This schedule will include a series of four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks in the learning management system to be completed when not meeting in small groups. For the remaining weeks of the semester, students will be required to attend scheduled daily phonics instructional groups, maintain pace in the core curriculum, and to attend weekly check-ins with the teacher in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback and reteaching. Teachers will be available with open virtual meetings following the daily schedule. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning targets, will be required to attend scheduled virtual meetings for a minimum of one week or until the student is on pace in their learning. If synchronous learning does not lead to progress in learning, the student will be referred to the campus intervention team for additional support.

Grades 3-6: Students will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to ensure student engagement and maximize student learning. This schedule will include a series of four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks in the learning management system to be completed when not meeting in small groups. For the remaining weeks of the semester, students will be required to maintain pace in the core curriculum and to attend weekly check-ins with the teacher in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback and reteaching. Teachers will be available with open virtual meetings following the daily schedule. Students not making adequate progress in their coursework as determined by



# LEA INSIGHTS

Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning targets, will be required to attend scheduled virtual meetings for a minimum of one week or until the student is on pace in their learning. If synchronous learning does not lead to progress in learning, the student will be referred to the campus intervention team for additional support.

Grades 7-12: Students will be expected to follow a schedule with synchronous virtual meeting attendance for the first full week of each semester to complete course orientation and to become acquainted with the virtual teacher. For the remaining weeks of the semester, students will be required to maintain a 70% or higher in each course in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback and reteaching. Teachers will be available with open virtual meetings following the daily schedule. Students falling below 70% in any course will be required to attend scheduled virtual meetings for a minimum of one week or until their grades are above 70%. This information is outlined for students and parents in the Virtual Program handbook (linked here: <http://bit.ly/3rLm2bE>) and will be explained during orientation. The Student Engagement Committee at each campus will monitor this process as part of the District Protocols for Student Engagement (linked here: <http://bit.ly/3rLm2bE>).



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

The district will utilize a virtual/online instructional model. Students will receive direct instruction, complete learning tasks, and receive intervention virtually. Teachers will work on-site.

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.

Teachers of record for virtual students will be dedicated to online only instruction. Enrollment in grades kindergarten through 6th grade will be capped at our staffing capacity for virtual learning. In the event that teachers in grades 7-12 exceed their teaching load of 220 with an approved waiver, additional staff will be included in online instruction, but added staff will have a dedicated period for virtual students and will not be scheduled to both remote and in-person learners within the same class period.

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

Teachers will interact with students daily following a consistent schedule during regular school hours. Instruction will be provided synchronously and asynchronously.

Each student is assigned a Pea Ridge Virtual Teacher. The teacher's role is to support the student with their online education in the Pea Ridge Virtual Learning Program. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary.

For students in grades kindergarten through fourth grade, the teacher will conduct weekly check-ins with each student to discuss progress and provide daily instruction as well as small group intervention. In addition, teachers in grades Kindergarten through Second, will hold required daily virtual Phonics/Early Literacy lessons.

Each student in grades 5-12 is assigned a Pea Ridge Virtual Mentor Teacher. The Mentor/Teacher's role is to support the student with their online education in the Pea Ridge Virtual Learning. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary.



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 class size waiver will be restricted to the virtual setting. Teachers will be provided an LMS with digital coursework (Lincoln Learning for grades kindergarten-5th grade and Edgenuity for grades 6-12) and instructional facilitator support as needed. LMS training will be provided prior to using the system. Ongoing, job-embedded professional development will be provided as needed, including support from the Northwest Arkansas Educational Service Center content specialists.

Virtual teachers will receive additional instructional support through the PLC process led by the Virtual Program Coordinator and Virtual Lead Teachers for the K-6 team and 7-12 team. The Program Coordinator position was added in the 2020-2021 school year and is a member of the district leadership team for support in leading the program. The K-6 Team Leader was established in the 2020-2021 school year, and the team leader position for grades 7-12 will be added in the 2021-2022 school year.

When needed teachers will be provided additional support to monitor and provide student support. One instructional aide will be assigned to supporting virtual teachers in monitoring attendance weekly. The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and NWEA MAP.

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?

When needed teachers will be provided additional support to monitor and provide student support. One instructional aide will be assigned to supporting virtual teachers in monitoring attendance weekly.

Virtual teachers will receive additional instructional support through the PLC process led by the Virtual Program Coordinator and Virtual Lead Teachers for the virtual K-6 team and 7-12 team. The Program Coordinator is a member of the district leadership team for support in leading the program.

The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and NWEA MAP.



## Technology / Platforms

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

Grades Kindergarten- 6th Grade: Buzz will be used as the learning management system from which students access the content and resources for virtual learning.

Grades 7-12: Teachers will facilitate learning utilizing the Edgenuity learning 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.

Grades Kindergarten- 5th Grade: Teachers will facilitate learning utilizing core content from provider Lincoln Learning and intervention resources from Lexia Core 5 and MAP Accelerator. Students will access core instruction from these resources on the learning management system.

Grades 6-12: Teachers will facilitate learning utilizing content from Edgenuity. Courseware curriculum is grounded in research and aligned to state standards. Courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

In order to provide consistency and clarity to students and families in the virtual program, the district utilizes courseware that follows a similar set-up, policies, and procedures for all courses. Pedagogical needs for phonics instruction at the elementary level presents a need to deviate from these norms, but students will access instruction for phonics via the same platform as the rest of their coursework.

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.

Teachers will use Zoom video communication software or Google Meet to communicate with students. Software is included on the teacher and student devices provided by the district. All student and teacher devices also have built in webcams for video communication.



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 provides a chromebook to all virtual students in grades 1-12 and an iPad to Kindergarten virtual students.

Students with limited or no connectivity will be provided a district-owned hotspot. Drive-up WiFi is also available at two locations within the district and the community library offers free WiFi for students in the event that students have short-term connectivity issues. Students experiencing temporary internet outages or the inability to connect are instructed to contact the school to establish a plan for missed days of instruction.

All district devices are monitored using Go Guardian and filters are in place to meet the provisions outlined in the Children's Information Protection Act.

The Pea Ridge Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues in the event a need arises after hours. The technology staff is also able to access district-owned student devices remotely to troubleshoot.

## 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.





To ensure that families are prepared for learning from home, the Pea Ridge Virtual Learning Program will require every virtual student and parent or guardian to attend a program entrance orientation. During this event, parents/guardians and students will be instructed in virtual learning schedules, introduced to the learning management system, review and sign student and parent contracts, and learn strategies for success in the virtual learning program. Support for families will continue throughout the school year in the form of weekly virtual program updates and just-in-time orientation to current topics, including grade reporting, strategies for monitoring student progress, and important academic and social emotional milestones at each grade level. These on-going family events will allow virtual program staff a connection to monitor the wellbeing of students. Each event will be recorded and available to families who may be unable to attend the live event. Parents who are unable to report to orientation will be given the opportunity to complete the session asynchronously.

Throughout the first week of school, teachers will facilitate orientation to virtual learning resources and the platform for both students and parents. Students will be asked to complete a virtual learning survey in the first week to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well being, and academic success.

Students in grades K-6 will participate in weekly check-ins to allow for teachers to monitor the wellness and safety of elementary students. Each student in grades 7-12 is assigned a Mentor Teacher from the virtual teaching staff acting in an advisory role for families and students. The teacher's role is to support the student with their online education in the Pea Ridge Virtual Learning Program. This includes monitoring student progress, attendance, and engagement- each linked to a student's wellbeing when learning at home- and making recommendations for student intervention when necessary.

Each campus maintains a Student Engagement Team that intervenes when students and/or families are struggling with non-academic factors. The district-level Mediation Team coordinates with campus teams for full wrap-around support of district and community resources. The District Protocols for Student Engagement document (linked here: <http://bit.ly/3rLm2bE>) describes the campus and district process for support and intervention. Pea Ridge School District offers breakfast and lunch pickup for virtual students needing access to food.

Tiers for Student Engagement Support (linked here: <http://bit.ly/3rLm2bE>) :

Tier 1

Support Staff: Teacher

Support Options/Resources (including, but not limited to): Goal Setting, Progress Checks, Parent Access to Platform, Success Calls/Messages



## Tier 2

Support Staff: Campus Team

Support Options/Resources (including, but not limited to): Change in Instructional Option, Student Services Support, Home Visit and Needs Assessment

## Tier 3

Support Staff: District Program Coordinator

Support Options/Resources (including, but not limited to): Change in Instructional Option

Student Services Support, Home Visit and Needs Assessment, Referral for FINS

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.

Weekly progress monitoring will take place utilizing reporting from the learning management system and attendance records of the virtual classroom teachers. Teachers will provide intervention for students not showing progress. If interventions are not successful, the student will be referred to the campus intervention team. Interventions may include but are not limited to weekly check in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face to face instruction. The district maintains a district-level mediation team to support students and families who do not show improvement after working with the campus teams. This district mediation team coordinates with county support services in order to meet student and family needs. The District Protocols for Student Engagement document (linked here: <http://bit.ly/3rLm2bE>) describes the campus and district process for wrap around support and intervention.



# LEA INSIGHTS

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

If a student is not making the required daily academic progress or is not engaging consistently, the student's teacher will intervene. The interventions may include, but are not limited to:

Teacher activity:

- A phone call to student and parents
- Create and implement Student Individualized Intervention Plan
- Academic coaching

Student activity:

- Specific completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student.
- Mandatory in-person or virtual meetings with the teacher, student and/or parent to monitor progress.
- Increased time spent on coursework
- Remediation with a teacher to ensure success on assignments

If intervention data does not show improvement or gains in student learning, the student will be referred to the campus intervention team. Interventions may include but are not limited to weekly check in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face to face instruction. The district maintains a district-level mediation team to support students and families who do not show improvement after working with the campus teams. This district mediation team coordinates with county support services in order to meet student and family needs.

Students are eligible for face to face instructional support during established hours of on-site learning. Those hours will be posted each school year based on the campus schedule.

Students may continue or elect to enroll in school-based counseling services on campus or remotely.

Students in grades 7-12 will be enrolled in an advisory course for college and career planning (same requirement for onsite students). For grades 9-12 students will earn 0.5 credits each year for the course. Digital content will come from Edgenuity, and the course will be facilitated by a Pea Ridge teacher. This course will provide guidance for and ensure completion of the Student Success Plan.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Because Pea Ridge Virtual Learning Program students maintain enrollment in their Pea Ridge Public School District campus and are required to participate in state-mandated health screenings, state testing (Arkansas Act 930 of 2017) as well as district testing throughout the school year to monitor student progress, students will be required to meet onsite for state-required assessments.



Support Personnel Include (but not limited to):

Mediation/Social Worker

Counseling/Mental Health Coordinator

Gifted and Talented Coordinator

Virtual Learning Coordinator

Multi-Tiered System of Support (Intervention) Coordinator

Alternative Learning Environment Coordinator

Special Education Coordinator

English Language Learner Coordinator

Bright Futures Coordinator

Northwest Arkansas Educational Service Center Specialists

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



# LEA INSIGHTS

Instruction decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years. The Virtual Program will utilize the district Multi-Tiered System of Support Process (Intervention Process) to monitor and support student growth.

Students in grades Kindergarten-2nd grade will complete beginning of the year reading screening on-site as well as oral reading fluency assessment three times per year remotely.

Students in grades Kindergarten-10th grade will complete NWEA MAP Growth three times per year on-site. Students will be asked to reflect on their progress and set growth goals in Reading and Math after each MAP Growth Assessment.

Teachers will complete bi-weekly progress monitoring of students. Students and parents will be provided support through program orientation in setting and reaching course progress goals. During virtual student check-ins teachers will discuss progress with students.

District and state assessments are outlined in the Virtual Program Handbook (linked here: <http://bit.ly/3rLm2bE>) with a timeline for assessment windows. When possible based on assessment requirements, families will be provided with flexible scheduling options for the assessment (local formative assessments, NWEA MAP, Aspire Interims, screening assessments); however, exams with required start times (ACT, AP, PSAT) will not run on flexible schedules.

The district Technology Department is listed in the Virtual Program Handbook (linked here: <http://bit.ly/3rLm2bE>) for technical support, and families will receive contact information for tech support before each assessment administration. Teachers will also provide guidance on common technical issues and solutions when testing at home.

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



Screening will take place in grades K-3 three times per year on-site using NWEA MAP Growth and foundational literacy skills screening assessments, including NWEA MAP Oral Reading Fluency assessments. All students grades K-2 receive assessments in the following areas: phonological awareness, letter knowledge, RAN, phonics, decoding, and encoding. These assessments are also used for screening students in grade 3. Dyslexia services and progress monitoring will be provided remotely utilizing intervention staff. Staffing ratios for intervention services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.

Level I Screeners include NWEA MAP Growth and foundational literacy skills screening assessments (Quick Spelling Screener, Quick Phonics Screener, Arkansas Rapid Naming Screener), and NWEA MAP Oral Reading Fluency assessments. Level II screeners used for onsite and virtual students include the Comprehensive Test of Phonological Processing (CTOPP). In grades 4-12, students who are referred to the district Multi-tiered System of Support (MTSS) process are screened for dyslexia-related services using the NWEA MAP Skills Checklists, oral reading fluency assessments, teacher and parent observations, and the Characteristic Profile of Dyslexia developed by The Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children.

Content teachers will receive professional development and support in how to identify students that are experiencing difficulty in an online learning environment, including strategies for assessing student oral reading and writing. This professional development will be led by the district MTSS coordinator, and the MTSS coordinator will be available for collaborative review of student data during the virtual teacher PLC. Staffing will be determined based on student needs. Interventionist(s) will have time dedicated to virtual learners.

Students who were identified with characteristics of dyslexia utilize multiple intervention programs including Phonics First, Take Flight, Structures, Barton Reading System, and Phonetic Connections Chip Kits. Intervention programs are assigned to students based on multiple assessment data points. The dyslexia program will use the district LMS Schoology to deliver dyslexia intervention content and accessibility tools. Teachers will use Google Meet or Zoom video communication software to facilitate live interventions between two or more participants and to deliver interventions consistent with the program's guidelines for engagement, length and frequency of sessions, and group size. Interventionists will receive training in the use of the district LMS, technology tools for virtual learning, and strategies for effective virtual delivery of intervention.

The student's district issued device has a camera that will allow students to submit written work for review. Interventionists will be provided with district training to use the LMS and other technology resources to deliver the intervention in a virtual setting. Equipment and program resources will be provided to the interventionist(s) and students to assure the fidelity of the instruction is maintained in the virtual setting. Students with internet



# LEA INSIGHTS

Instruction is maintained in the virtual setting. Students with internet connectivity concerns will be provided with a district wifi hotspot to ensure that the internet connection is sufficient for monitoring fluency and accuracy of articulation, reading, spelling and writing.

Attendance policies, student participation, and parent commitment are addressed in the Virtual Program Handbook. The District Protocols for Student Engagement outline the process for communicating student engagement and addressing a lack of engagement in any part of the instructional program, including interventions. A component of the protocols includes educating parents on the importance of regular attendance and the option to return to onsite instruction if a lack of engagement is hindering student progress. The district progress monitoring form will be used to track student progress and communicate that progress to parents. The district MTSS Coordinator communicates with parents regarding screening results and identification of students for services. 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. Student services committees may determine additional accommodations based on individual student need. Core teachers and interventionists will collaborate on student progress during PLCs and campus student progress monitoring meetings.

Attendance policies, student participation, and parent commitment are addressed in the Virtual Program Handbook. The District Protocols for Student Engagement (linked here: <http://bit.ly/3rLm2bE>) outline the process for communicating student engagement and addressing a lack of engagement in any part of the instructional program, including interventions. A component of the protocols includes educating parents on the importance of regular attendance and the option to return to onsite instruction if a lack of engagement is hindering student progress. The district progress monitoring form (linked here: <http://bit.ly/3rLm2bE>) will be used to track student progress and communicate that progress to parents. The district MTSS Coordinator communicates with parents regarding screening results and identification of students for services. 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. Student services committees may determine additional accommodations based on individual student need. Core teachers and interventionists will collaborate on student progress during PLCs and campus student progress monitoring meetings.



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





# LEA INSIGHTS

All 2nd grade virtual students will complete the district universal screener on the same timeline as on-site students. Virtual students will be offered multiple time slots to complete the screening onsite to accommodate individual needs. Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the district GT coordinator.

GT services will be delivered for K-12 students in accordance with GT Program Approval Standards requirements for the program options being utilized, including teacher training, documentation of services and required minutes of service. Whole group enrichment will be provided for students in grades K-2 weekly in accordance with GT Program Approval Standards. Documentation of student actions/responses will be recorded in a grade level data collection spreadsheet used for students onsite and virtual. This collection will be maintained by the district GT coordinator for use in long-term identification processes.

GT services will be provided remotely utilizing GT staff and the learning management system. Staffing ratios for GT services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.

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

Program evaluations will be scheduled on-site with the ESL Coordinator. ESL services will be provided remotely utilizing ESL staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for ELPA 21. Staffing ratios for ESL services will be based on program standards, EL services will be scheduled as recommended by the student's Language Proficiency Assessment Committee.

Targeted ELD instruction will be provided using Off2Class, an ADE approved online English Language Development program. The district will utilize interpreters (currently on staff with time scheduled for virtual work) and will provide translated copies of the program handbook to support parents who are not proficient in English.



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

Special Education services and supports will be determined by the student's IEP Committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parents/guardians. Accommodations will be provided through the learning management system. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of parent- either virtually or onsite.

Staffing ratios for Special Education services will be based on program standards, and time will be scheduled in the day for providing virtual services as detailed in the student's IEP. The IEP committee will determine the type, frequency, and duration of services to address individual student needs.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. 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. Student services committees may determine additional accommodations or services based on individual student need.

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. Student services committees may determine additional accommodations based on individual student need.

## Teacher Supports



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

The district has a site license for Edgenuity for grades 6-12 that includes coursework for all core and elective courses offered in the virtual program.

The district will utilize the state contract for Lincoln Learning for grades kindergarten-5th grade.

Virtual and onsite students will receive instruction based on the same priority standards established by grade level PLCs. Resources for virtual students have been selected based on the appropriateness for virtual learning and will differ from that of onsite students with the exception of core phonics instruction using Phonics First. Virtual teachers have access and training in the curriculum programs for onsite students to use in virtual learning as needed; however, Lincoln Learning and Edgenuity digital content provide core instruction in Arkansas standards. Virtual and onsite teachers in the same grade level or content area will collaborate around learning expectations in grade level PLCs.

Teachers in the virtual program will receive initial preservice training, updated training one day in the fall and again in spring as well as additional training as the need arises Training will support the use of the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom.

Virtual teachers will receive additional instructional support through the PLC process led by the Virtual Program Coordinator and Virtual Lead Teachers. The district will identify a Lead Teacher for the virtual K-6 team and 7-12 team. The Program Coordinator is a member of the district leadership team for support in leading the program. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education



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?

All virtual teachers will be scheduled for 225 minutes of planning time per week, which is equivalent to district face to face staff. The district learning management system will include digital content to reduce the need for teacher-created materials; however, teachers do have the flexibility to create materials/lessons that meet the needs of their students. Teachers will be able to use planning time for reviewing course materials and monitoring student progress. Virtual teachers also have a weekly PLC to collaborate on student engagement and support as well as student progress. Teachers in grades K-4 will have planning time scheduled during the asynchronous (independent) time provided to students in the daily schedule. This PLC time will also provide an opportunity for virtual teachers to collaborate with school and district support services to support student behavioral and mental health needs.

One instructional aide will be assigned to supporting virtual teachers in monitoring attendance weekly. When needed teachers will be provided additional support to monitor and provide student support.

Virtual teachers will receive additional instructional support through the PLC process led by the Virtual Program Coordinator and Virtual Lead Teachers for the virtual K-6 team and 7-12 team. The Program Coordinator is a member of the district leadership team for support in leading the program and will support teachers in parent/family communication.

The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and NWEA MAP.

## 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.

Pea Ridge School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures.

The district will use the following measures to ensure equitable access:  
The budgeting and use of state and federal funds to provide equitable access to educational services  
Equal access to technology devices and support in connectivity  
Coordination with district support service programs, including Special Education, 504, ESL, GT  
Utilization of the district MTSS Process for student support and intervention

District Equity Policy:  
<https://drive.google.com/file/d/1gEGQRdce10nY2AOn740y251hPJR9W5zo/view>

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.

Parents will be notified of the onsite testing requirement:  
during initial enrollment in the Rubric for Considering Virtual Learning and the Virtual Learning Contract  
within the Virtual Learning Handbook  
in weekly Virtual Learning Updates leading up to each test administration  
via district communication for all students leading up to each test administration

The district will utilize DESE guidelines when testing virtual students, which includes:  
testing virtual students as a separate cohort from their grade-level group  
organizing small group virtual testing rooms to accommodate the need for additional social distancing



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.

In order to monitor and evaluate the effectiveness of the virtual learning program, the district will:

- Conduct student learning surveys in the first week of the program to determine student support needs and survey to reassess those needs at mid-year and in the spring
- Survey parents after each orientation session to determine immediate needs and develop supportive response
- Analyze student data of course progress and NWEA MAP Growth to determine instructional effectiveness
- Analyze student engagement data and NWEA MAP Growth to determine effectiveness of program supports for engagement
- Conduct and analyze parent and student forums and surveys two times per year in each grade band
- Conduct and analyze virtual teacher surveys
- Utilize the Ready for Learning Committee and NWA Educational Service Center to analyze relevant data and program effectiveness

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)

Family feedback and input was a key component in the development of the Pea Ridge School District Digital Learning Plan. Throughout the 2020-2021 school year, parents participated in surveys and three forums to guide the process.

Parents are called Learning Coaches in the Virtual Program to identify the role of parents in the student's learning. Teachers will provide parents with strategies to support students through productive struggle during the learning process, and parents are encouraged to communicate with the teacher throughout this process. Parents will receive access to the parent portal of the learning management system to monitor their student's progress, and parent orientation will address key strategies for engagement. Families will be asked to complete surveys and participate in forums to provide feedback on the program as well.

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

<https://drive.google.com/file/d/1civ0Y7foBp1Id4RW8emkK09wEoNDzWxo/view?>

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

<https://docs.google.com/document/d/1fG4X-Bfc-xuyMLPN49LNNowkVPjMdGbZbl>



## Policies

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

[https://drive.google.com/file/d/1zEPXpmVYk3nkoTgA9ckBj\\_JnKyfm93MP/view?u](https://drive.google.com/file/d/1zEPXpmVYk3nkoTgA9ckBj_JnKyfm93MP/view?u)

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

[https://drive.google.com/file/d/1zEPXpmVYk3nkoTgA9ckBj\\_JnKyfm93MP/view?u](https://drive.google.com/file/d/1zEPXpmVYk3nkoTgA9ckBj_JnKyfm93MP/view?u)

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

[https://drive.google.com/file/d/1zEPXpmVYk3nkoTgA9ckBj\\_JnKyfm93MP/view?u](https://drive.google.com/file/d/1zEPXpmVYk3nkoTgA9ckBj_JnKyfm93MP/view?u)

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