



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Hazen School District (5903000)

School Year 2021-2022

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

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

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

District:
LEA #: 5903000
Superintendent: Donnie Boothe
Email: dboothe@hazen.k12.ar.us
Phone: (870) 255-4549
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
5903011 - Hazen Elementary School	Kindergarten through 12th grade.	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
5903012 - Hazen High School		Synchronous		



Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The District will need an attendance waiver because the District will take attendance based on coursework completion by the week.</p> <p>Attendance will be taken by the week. While work times are flexible, students must demonstrate consistent progress toward completion of work. Attendance will be tracked through completion of assignments. All lessons from the previous week need to be completed by 10:00 p.m. on Sunday night before the next instructional week begins on Monday.</p> <p>K-6 virtual students absent for 5 consecutive days will be contacted by the building principal to determine if there was a legitimate reason for the absences. If a K-6 student is absent for 10 days per semester, they will be required to return to brick and mortar. Those who are required to return to on-campus instruction, yet remain truant, will be dealt with through the Juvenile Court.</p> <p>7-12 virtual students: If a student is not engaged for 5 days, they will be contacted by Hazen High School to determine if there is a legitimate reason for the absences. This contact will also be used to determine if the student needs to return to on-campus instruction. If the student continues to be non-engaged for a total of 10 days during the semester, they will be required to return to on-campus instruction. Those who are required to return to on-campus instruction, yet remain truant, will be dealt with through the Juvenile Court.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Class Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	<p>The district will need this waiver for K-4 students. 100% virtual teachers have a student teacher ratio of 50:1 in grades K-4.</p>
<p>Teaching Load Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>The District will not need this waiver because the digital learning classes are 100% virtual with strictly virtual teachers.</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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	<p>The District will need a six hour instructional day waiver because school days or portions of days pertaining to virtual learners will have an instructional day less than 6 hours per day or 30 hours per week. Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. So may work ahead, take longer, etc. on some days and work less on others.</p>
Clock Hours	1-A.2			<p>The District will need "Clock Hour Waiver" because credit will be awarded on subject matter competency.</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.
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)	The District will need a recess waiver because K-8 remote students will not be required to have 40 minutes of recess. The instructional day will be less than 6 hours.

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.



Hazen Elementary will use Pearson for K-6 virtual learners. All teachers in this consortium are employed and managed by Pearson. The District Point of Contact will be Breanna Honnoll, an elementary instructional interventionist. Pearson will work with the point of contact to ensure school policies, procedures, and expectations are being met with the virtual students. The point of contact will communicate with each building leader to collaborate on supports needed or successes to celebrate. Pearson is a dual learning virtual experience with both synchronous and asynchronous instruction through Pearson Connexus. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. LiveLessons for core instruction occur at least once weekly. LiveLessons are recorded so students can revisit for refresher or if the student missed the LiveLesson. LiveLessons are highly suggested. Additionally, students have a variety of other options for connecting with Pearson teachers (email, office hours, etc). Students can contact their assigned teachers in Pearson Connexus using Webmail. Students will also have their teachers' phone numbers. Turnaround time for responses from Teachers and Advisor Teachers is 1 business day per Pearson regulations, but generally occurs within a shorter timeframe. All teachers have 3 hours of weekly office time for student support. Teachers may request students to attend LiveLessons, pull small groups, and/or work 1:1. These requests are based on student needs identified by robust grading practices. The Hazen Elementary School will not require a set amount of synchronous LiveLessons daily and/or weekly unless a student is struggling academically or it is requested by the student's Pearson teacher.

Students in grades K-2 will be provided daily virtual SOR instructional lessons for a maximum of 45 minutes. All K-2 students will be required to synchronously attend daily homeroom. This is similar to carpet time in a traditional classroom. Daily math skills/reinforcement, science of reading instructional lessons, story time, show and tell, and student to student interaction, as well as teacher to student interaction takes place during this time.

K-2 students will be required to synchronously attend daily homeroom. In addition, K-2 students must attend at least 2 LiveLessons per week in reading, math, science, and social studies. K-2 students must attend all LiveLessons, small group interventions, 1:1 sessions requested by Pearson teacher, parent, or school district. These requests will be made based on formative assessments and other data. All small group instruction and 1:1 sessions are provided synchronously.

LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, LiveLesson sessions will be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered. Teachers have a limit on the number of students allowed in one LiveLessons, therefore teachers teach multiple LiveLessons. During this time teachers



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Therefore, teachers teach multiple LiveLessons. During this time teachers monitor students' progress and invite struggling students to other sessions targeted toward weak skill/content. Teachers can also invite excelling students to LiveLessons that engage beyond the material covered. LiveLessons may also contain breakout rooms for collaborative work.

All LiveLessons are recorded for asynchronous access. Music, art, PE, WebQuest, etc) classes have synchronous LiveLessons based on course. Students and parents are provided with LiveLesson schedule.

All subjects include synchronous and asynchronous lessons and engagement. Although K-6 students are not required a certain number of synchronous lessons unless requested by the district, parent/caretaker, and/or virtual teacher, Science of Reading instruction requirements are met by the following: K-1 virtual students engage in daily phonemic awareness instruction and activities. Students in grades K-2 will be provided daily virtual SOR instructional lessons for a maximum of 45 minutes. Grades 2-3 engage in explicit phonics instruction and individualized phonemic awareness interventions. Each K-6 Language Arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Upper Level virtual students analyze and respond to texts independently and use discussion boards to reflect of reading. Students in grades K-2 will be provided daily virtual SOR instructional lessons for a maximum of 45 minutes.

Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. All instruction is reinforced by Learning Coaches. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities.

If a student is not making academic progress in a core subject, they will be required to attend a minimum of 1 office hour in order to create an academic success plan with their teacher. If the academic success plan does not show adequate progress within two weeks of meeting with their Pearson teacher, a meeting will be held to discuss if the student is adequately equipped to continue as a virtual learner or needs to return to on-campus learning.

Hazen High School Grades 7-12 will use Virtual Arkansas which is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Students are required to synchronously attend 2 Zoom sessions for 7-8 core content classes and 9-12 graduation required courses. In addition, students are required to synchronously attend all recommended Tier I sessions, Tier II sessions, and Tier III sessions. These



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recommended tutoring sessions, tutoring sessions, and tutoring sessions. These recommendations can be made by the HHS principal or VA 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. 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.

Any virtual HHS student that falls below a C average in a graduation required course (9-12) or core course (7-8) at progress reports will be required to attend collaborative meeting with parent, Hazen School District, Virtual Arkansas Facilitator (employed by Hazen SD), special services teachers (if applicable), and virtual teacher of the class. The meeting may result in required tutoring sessions by VA teachers, required tutoring sessions by HHS teachers, or return to on-campus instruction. Extenuating circumstances, past performance, etc. will be considered when making appropriate decisions for academic interventions.



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.

Hazen Elementary will utilize online virtual (remote) learning through the WDMESC K-6 option, which is Pearson Connexus. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Pearson Connexus Learning Management System (LMS). All students will have the opportunity to participate in live LiveLesson sessions for synchronous learning with the Pearson teacher. All learning and instruction will be virtual.

Hazen High School Grades 7-12 will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach 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.



The Hazen Elementary School will use Arkansas certified teachers as instructors for all course content from the Pearson Connexus LMS. These teachers will be provided by Pearson and will be certified teachers of record for virtual learners. Delivery of instruction will be 100% virtual. Pearson teachers will be dedicated to remote instruction only. All virtual teachers will be employed and managed by Pearson. This model with synchronous targeted instruction partnered with asynchronous course content and enrichment. The Hazen Elementary K-6 Point of Contact, Breanna Honnoll, is an instructional interventionist/paraprofessional. The instructional interventionist/paraprofessional serving as the district point of contact will receive their scheduled breaks as required by law.

Hazen High School Grades 7-12 will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Ashton Gray is a paraprofessional employed by Hazen School District certified Virtual Arkansas facilitator and point of contact for 7-12 virtual students, school district, and Virtual Arkansas. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model includes synchronous targeted instruction partnered with asynchronous course content and activities.

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



While it is highly encouraged that students attend all LiveLesson sessions each week, Hazen Elementary is not requiring students to attend synchronous lessons as long as the student is making adequate academic progress. We understand that research shows that students who attend LiveLesson sessions are more successful than students who do not attend LiveLesson sessions. LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, all live instructional sessions are recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Teachers and students will be able to communicate using the Pearson Connexus Learning Management System or via email. Additionally, virtual teachers are expected to communicate with parents and students. Pearson teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/guardians, and District Point of Contact.

- * Pearson Teacher grading of assessments: 2 business days
- * Pearson Teacher grading of portfolio items: 5 business days
- * Teachers send Welcome WebMail messages within 2-5 business days after the course start date.

Standard communication between virtual teachers and students will be through webmail. All student and teacher communication is captured and logged. Virtual teachers will also make phone calls and share their phone numbers with students. Students can request meeting times through the You Can Book Me website, pop in LiveLessons, or meet during teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in grades 6-8 with Pearson teachers will receive an advisor through Pearson in addition to subject-specific teachers. Advisors are not state-certified teachers, but collaborate with teachers, students, and caretakers to ensure student success.

The Advisor's role is to:

- * Increase student success in courses through an emphasis on quality communications, effective use of data, and accurate documentation of efforts.
- * Improve the student and family's overall online education experience and success through collaboration and coordination with Program Managers and content area teachers.

The Advisor's responsibilities include:

- * Monitoring student participation and performance;
- * Helping students navigate the Connexus platform and other Pearson technology; and
- * Facilitating communication between the student, and the subject matter teacher(s) as needed.

HES 6th grade virtual students will be assigned a Pearson Advisor. The advisor serves as an academic coach and mentor. Full-time students in grades K-5 are not assigned a Pearson Advisor, but work closely with their assigned core subject virtual teacher to ensure success and are monitored by the District's



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subject virtual teacher to ensure success and are monitored by the District's Point of Contact, Breanna Honnoll. The Pearson Program Advisor will meet with the District's Point of Contact weekly to give a full report on the District's K-6 virtual students. The point of contact will report any concerns to the building principal as soon as possible. The building principal will then contact the parents with concerns and offer ways in which the district can help make the student more successful.

All Hazen Elementary Virtual Learners will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar school setting.

HHS Grades 7-12 students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. 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?



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Core Courses

Elementary School (grades K–5): The average student-to-teacher ratio for elementary school core courses is 50:1. Teachers have an average of 50 students assigned to them as students in these grades have the same teacher for all of their core courses.

Middle School (grades 6–8): The average student-to-teacher ratio for middle school core courses is 37:1. Teachers have an average of 160–190 students assigned to them as teachers are assigned to particular subjects or grades and have multiple sections of students. In addition, each full-time middle school student has an Advisory Teacher who assists students with college and career planning and general academic guidance. If these teachers were included in the student-to-teacher ratio, it would be lower.

· Electives

Music (grades K–8): The average student-to-teacher ratio for music is 37:1. Teachers have an average of 190–200 students assigned to them.

Foreign Language (grades K–8): The average student-to-teacher ratio for foreign language is 37:1. Teachers have an average of 190–200 students assigned to them.

Art and Physical Education (K–8): Both Art and Physical Education are primarily self-directed courses with instruction embedded in the course. Students track their activities, and their activity reports are reviewed and graded by the teacher. Therefore, the average student-to-teacher ratio for Art and Physical Education is not relevant, but if it was calculated in a similar manner to other courses, it would be about 400:1.

WDMESC K-8 Virtual option will utilize Pearson training for supporting virtual teachers. Pearson develops a yearly map of Professional Development and training session offerings. This map is in line with the National Standards for Quality Online Teaching. Our Professional Development offerings are approved by the Arkansas Department of Education and count towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards.

WDMESC K-5 virtual students will receive support through robust grading and feedback provided by virtual teachers. 6-8 students will receive an advisor in addition to subject-specific teachers. Advisors collaborate with teachers



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In addition to subject specific teachers, advisors collaborate with teachers, students, and caretakers to ensure student success. Teachers will pull students as needed into small groups and one on one sessions to provide extra support when needed. Pearson Program Manager will monitor student mastery and engagement daily and report to District Point of Contact. District Point of Contact will inform proper school staff of any supports needed. School district will provide the extra support as needed and that aligned with school policy. This could be a home visit, parent conference, face-to-face tutoring in brick in mortar setting, etc.

District Point of Contact will monitor the effectiveness of class size through the Pearson teacher evaluations, student level of mastery, and student engagement through attendance.

Virtual students in grades 9-12 will utilize Virtual Arkansas from home or another remote location. Students who are attending classes on campus through Virtual Arkansas will meet in our distance learning classroom. In both instances, students will be provided a teacher though Virtual Arkansas who will communicate with the Virtual Arkansas facilitator on campus. Our facilitator stays in close contact with advisors who communicate with parents on a regular basis.

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?

N/A

Technology / Platforms



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

K-6 virtual students will use Pearson Connexus. It is the online learning management system used by Pearson. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources. This robust, completely integrated K-12 solution combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools.

Students can view daily and monthly schedules, access lessons, monitor progress through the online grade book (for students in grades 6 and above), communicate with teachers through email and access many online learning resources.

Parents can view students' schedules, assignments, and lessons, monitor students' progress using the online grade book and communicate with teachers via Webmail.

Administrators can track student progress, review online assignments and assessments, communicate quickly and effectively with students, parents and keep track of student and family interactions

Because much of the learning and record keeping is done online through Connexus, school administrators can monitor the effectiveness of instruction and ensure that students are making progress every day.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 7-12).

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.



K-6 virtual students will use Pearson Connexus. It is a robust, completely integrated K-6 solution that combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools. The Pearson curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. Pearson teachers can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, etc. The Pearson Program Manager and District Point of Contact have full access to the reporting feature of the LMS as well.

Pearson Connexus Course Descriptions

https://drive.google.com/file/d/1wHNa_xTfK8RKRpd1kprTL5bAn99Ah_hL/view

Reading instruction is crucial in the overall success of students. Pearson Connexus uses rigorous language instruction that is aligned with the Science of Reading. Virtual teachers are following Pathway D to obtain proficiency in Science of Reading.

* Every course in the Pearson Connexus catalog includes reading, writing, speaking & listening, and language components, and encourages students to communicate using academic vocabulary. While these may look different from course to course, students have opportunities in every lesson to practice and enhance their language skills.

* Early literacy instruction in Pearson Connexus' language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities. Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:

** Segmenting words into syllables

** Isolating individual sounds at the beginning, middle, and end of words

** Blending individual sounds to make words

** Obtaining and applying letter-sound relationships to words and word parts.

* Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound boxes.

* Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized phonemic awareness intervention and support on an as-needed basis. Phonics instruction differs from phonemic awareness in its focus on the



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Explicit phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principle. Knowing these relationships will help students recognize familiar words accurately and automatically, and ‘decode’ new words. Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Connexus program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sound. During LiveLesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.

* Each Language Arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Students analyze and respond to texts independently and use discussion boards. They have opportunities to write in different formats including short answers for text-dependent questions, research papers, and persuasive essays.

* In math courses, students are given portfolio assignments to demonstrate understanding, and often use writing skills to explain their answers during instruction.

* Science courses in Pearson Connexus contain a vast amount of informative texts to deepen student understanding of concepts. Students also are required to complete portfolios and write up lab reports.

* The Pearson Connexus Social Studies curriculum involves reading and analyzing primary and secondary sources. Students will use these sources to support their responses to short answer questions and essays. Students are also assigned portfolios and projects such as writing a letter to a historical figure.

* Additional Language Resources

** Students can also engage in synchronous instruction to enhance oral language skills. This involves teacher facilitated lessons, group projects, and class discussions. Interactivity is the key to synchronous instruction, allowing Students to:

- * demonstrate their knowledge and practice their communication skills.
- * ask questions to deepen their understanding.
- * build relationships with their teacher and fellow classmates.

Teachers to:

- * engage students in discussions, problem solving, and group projects.
- * focus class time on bridging skills gaps.
- * build one-on-one relationships with students.

7-12 Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of



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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.

LiveLesson is the Pearson video communication software that teachers and K-6 students will be utilizing for all synchronous learning opportunities. LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

LiveLesson allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a LiveLesson session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, the teacher may invite them to a LiveLesson session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

7-12 Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

Each 100% virtual student will be assigned a district device that is CIPA compliant. Students who do not have reliable internet service may apply for a district-issued CIPA compliant hotspot. Wi-Fi is available on each campus and various locations throughout communities in the district.

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.



Pearson virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Pearson uses a variety of methods of communication to do this and partners with schools to ensure students are cared for and their needs are being met. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Pearson will contact the partnering school's District Point of Contact so that the school may step in to provide additional intervention. Pearson teachers are trained to report any suspected maltreatment/abuse to the Arkansas Child Abuse Hotline. Additionally, Pearson provides ongoing professional development to their teachers to support SEL strategies.

Pearson Connexus curriculum is currently undergoing a revision that incorporates SEL concepts directly into each unit of the curriculum. Outside of the curriculum, K-5 teachers focus daily homeroom lessons on those specific concepts. 6th grade full-time students will have the opportunity to attend advisory sessions at least once a month that address these as well. The professional development map also includes training sessions designed to develop staff's ability to ensure student well-being. For example, staff explored 5 core SEL competencies developed by CASEL and different social emotional strategies and resources that can be used in the virtual classroom. Pearson also includes well-defined "Student in Distress" protocols and virtual teachers report any imminent or non-imminent threat concerns directly to the Program Management team. This allows our Program Management team to keep partner districts informed of any concerns with student well-being. Teachers and advisors are the eyes and ears for WDMESC K-6 Virtual Learning district partners. If a student is in physical, mental, or emotional stress, virtual staff is usually the first to know. Concerns are quickly and securely shared with our partner districts. Proper district staff then handles the concern appropriately according to policy. The district point of contact will be monitoring student engagement, attendance, progress, and academic success through frequent contact with Pearson Program Manager and Pearson Connexus reporting features. Reporting features are available on demand. The district point of contact will meet each Tuesday morning with the Pearson Program Manager for an update on each student's weekly progress. The point of contact will also monitor reporting features at least twice per week in order to stay current with student performance throughout the week. Any concerns about a student's physical, mental or emotional stress will be immediately brought to the attention of the building counselor and administrator by the district point of contact.

7-12 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 Arkansas Child Abuse Hotline. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.



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then teachers to support LEE strategies.

The District Point of Contact & Virtual Arkansas Facilitator will monitor reporting features on Monday, Wednesday, and Friday. If there are any concerns the following procedures will be followed:

- * Identify the causes leading to the concerns.
- * Contact the student, parent and virtual instructor.
- * Meet with the student, parent and virtual instructor. (Repeat as needed)
- * Provide the student tutoring (virtual or brick and mortar)
- * Offer the student counseling (virtual or brick and mortar)
- * Provide the student with Tier 2 and/or Tier 3 interventions. (virtual or brick and mortar)
- * Assess the need for additional services.

Any virtual student who needs additional services will be provided by those services by the Hazen School District. If a student has an IEP or 504, receives OT/PT, speech or dyslexia services; the Hazen School District will provide those services in the least restrictive environment whether that be virtually through ZOOM/Google Classroom or brick and mortar. In addition, the HES & HHS counselors will be available, the school nurse for required health screenings, food services will be provided if the student would like to pick up breakfast and lunch each day, These students will also be invited to attend any field trips or special events in which their grade level may participate.

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe



the additional supports available for students struggling with engagement.

The Hazen Elementary School point of contact and building administrator has access to the Pearson Connexus LMS to monitor students in real time. Pearson teachers will initiate intervention when a teacher determines a student is not actively engaging or successfully mastering the content. In cases where needed, Pearson teachers will involve the partnering school through the District Point of Contact. Hazen Elementary will provide a District Point of Contact (DPC), Breanna Honnoll. This point of contact will monitor virtual student progress, welfare, and attendance through Pearson provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The DPC will report any issues or concerns on academics, welfare, engagement, etc. to the building principal to handle, based on school district policy. The DPC will also set up a regular communication schedule with the Pearson Program Manager regarding the progress of virtual students meeting weekly. The information from this meeting and information learned through the DPC accessing the monitoring features will be used to determine when the district needs to step in and offer additional support for students. If a student is not engaged for 5 days, they will be contacted by the building principal as a courtesy to determine if there is some sort of illness or family emergency causing the student not to be engaged or to help determine if the student needs to return to on-campus instruction. If the student continues to be non engaged for a total of 10 days per semester, they will be required to return to on-campus instruction. Academic criteria will be evaluated quarterly. For a virtual student to remain in the virtual program the student must have a passing grade in all core courses and no more than one failing grade in elective/activity courses. Otherwise, the student will return to on-campus instruction.

WDMESC and Pearson will provide training and support for the District Point of Contact. This training will include, but is not limited to, Pearson Customer Handbook, Pearson Program Manager, Pearson Connexus Management System, reports and data, etc. This training will teach the skills districts need to properly monitor virtual students' academic and engagement in the Pearson Platform. The District Point of Contact is Breanna Honnoll.

7-12 virtual teachers have access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

Any virtual HHS student that falls below a "C" average in a graduation required course (9-12) or core course (7-8) at progress reports will be required to attend collaborative meeting with parent, Hazen School District, Virtual Arkansas Facilitator (employed by Hazen SD), special services teachers (if applicable), and virtual teacher of the class. The meeting may result in required tutoring sessions by a VA teacher, required tutoring sessions by a HHS teacher, or return to brick and mortar. Extenuating circumstances, past performance, etc. will be considered when making appropriate decisions for academic interventions



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considered when making appropriate decisions for academic interventions.

HHS students will be required to synchronously attend at least 2 Zoom sessions each week. Synchronous attendance and coursework completion will be how HHS determines engagement.

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



Pearson's virtual 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. Virtual teachers will make phone calls and share their phone numbers with students to offer support. Students may be asked to join LiveLessons and/or watch recorded sessions. Teachers may use office hours for interventions. Virtual teachers will also pull small groups or work 1:1 with students based on needs. HES students will be expected to attend any LiveLesson, small group or 1:1 session as requested by their Pearson teacher. Programs enrolling full-time students in grades 6 with Pearson teachers will receive an advisor in addition to subject-specific teachers. collaborate with teachers, students, and caretakers to ensure student success. If those are not successful, the virtual teacher will reach out to the partnering District Point of Contact regarding additional Tier 2 or Tier 3 interventions. District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need. If Pearson Tier 1 and Tier 2 interventions are not working, the student will then be required to come on campus for additional Tier 2 or for Tier 3 interventions with an instructional interventionist to receive interventions in the specific area in which they are struggling at least two times per week. If these supports continue to be ineffective, then additional testing will be done with the student to determine additional supports that the student may need.

7-12 Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

Based on summative and interim assessments, students identified as needing Tier 2 or 3 interventions will be served by the literacy interventionist and/or special education teachers. These interventions will consist of the virtual platforms Read 180/Math 180. Individualized interventions will be prescriptive, based on the needs of the student. The student will be required to meet daily virtually, watch video instruction, and participate/report to campus if more intensive intervention is needed.



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

Pearson K-6 virtual teachers provide 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 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 LiveLesson to do informal formative checks to ensure clarity for students on asynchronous learning tasks. Pearson teachers will use assessment data to enrich lessons or provide interventions via small groups/one-on-one. The Pearson Program Manager will ensure that District Point of Contact is aware of any concerns/issues revealed through data analysis. Pearson teachers will also make contact with parents and students concerning assessment data on an as needed basis. The District Point of Contact will inform the building principal if there are any concerns and the student may be required to receive interventions from a district interventionist. If a student is prescribed by their Pearson teacher to attend either small group or one-on-one instruction, the district will support this in requiring the student to attend this as prescribed or return to brick and mortar learning.

7-12 Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized 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 meetings to do informal formative checks to ensure clarity for students on asynchronous learning tasks. Virtual Arkansas teachers will use assessment data to enrich lessons or provide interventions via small groups/one-on-one. Virtual Arkansas Teacher will make the facilitator aware of any concerns/issues revealed through data analysis. Facilitator will inform the building principal if there are any concerns and the student may be required to receive interventions from a district interventionist.

Describe how dyslexia screening and services will



be provided to digital learning students.

Virtual students in K-2nd grade will be required to come on campus to take the required dyslexia initial screeners. Initial screeners are given throughout the school year (beginning, middle, and end.) Schedules for initial screeners will be communicated with parents. The initial screeners will be utilized to meet the state required screening in the following six areas:

- * Phonological Awareness
- * Sound/Symbol Recognition
- * Alphabet Knowledge
- * Decoding Skills
- * Rapid Naming
- * Encoding Skills

K-2 students demonstrating risk, or some risk, will be given Level I dyslexia screeners to identify targeted, instructional needs. Students in grades 3-12 experiencing difficulty in any of the six areas will receive a level 1 dyslexia screening to identify targeted, instructional needs.

The response to the intervention process will be used to address the targeted needs of students. If determined the virtual student needs Level 2 dyslexia screener, the screener will be administered on-site, following parent/guardian consent. Parents will be contacted concerning Level 2 Assessments for scheduling assessments and conferencing of level 2 assessment results. If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013, if qualified under the applicable federal law.

The Barton Reading Program will be utilized during interventions and will be delivered with fidelity as intended by the author of the program. Interventionist delivering interventions will have the required training before delivering interventions provided by the Barton Reading Program Videos and Zoom Certification Sessions. Interventionist will provide explicit, direct, systematic, cumulative, multisensory and research-based interventions. Virtual interventions will be delivered by a trained interventionist via Zoom using Whizzimo. The intervention group size and weekly intervention minutes will be implemented as determined by The Barton Reading Program for 30 minutes a day, 5 days a week with no more than 3 students in a group. The interventionist will create schedules and identify targeted needs for each student within each group. Virtual learners will be engaged in synchronous, small, group dyslexia interventions via Whizzimo. They will also have access to Lexia Learning as an asynchronous intervention. Interventionists will communicate with parents about the student's progress throughout the school year at the end of each 9 week period.

The district will ensure that all requirements of the dyslexia law are met for on-site and remote learners.



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



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Hazen will follow all Gifted and Talented Program Approval Standards with virtual and face-to-face students. GT identification procedures will be the same for face-to-face and virtual students. Both virtual and face-to-face students may be referred for Gifted and Talented placement testing by any individual who has knowledge of the student(s) leadership and/or academic strengths including teachers, parents, administrators, community members, and/or self-referral. Upon referral, the GT Coordinator/Facilitator (Pam Chandler) will initiate the evaluation process. After parental permission is obtained, parents will be notified of the date, time, and location for testing. Once all documentation has been collected, the GT placement committee will review and determine what placement is most appropriate for meeting the student's academic needs based on the available data.

K-2nd Grade:

Hazen will provide whole group enrichment for students in grades K-2nd . These lessons will be delivered 30 minutes weekly by Pam Chandler, a licensed gifted and talented teacher. Work samples will be collected and placed in student portfolios. Student portfolios will be utilized for long-term identification for GT services. Lessons will be provided through Google Classroom.

3rd-6th Grade:

Resource Room taught by a licensed GT teacher

Gifted Students in 3rd -6th grade will receive instructional services different from those provided in the regular classroom setting. Students will have opportunities to work at the level of their abilities for each unit of study. Curriculum for gifted students will differ in degree and kind. Assignments will be in place of rather than in addition to required classroom work. Services will be delivered 150 minutes weekly through Google Classroom. Pam Chandler, a licensed GT teacher, will oversee the progress of virtual students and will keep detailed lesson plans, evaluations, rubrics, and student work. Opportunities will be provided by the GT teacher through Google meet to promote interaction among gifted peers.

Grades 7-12

GT options: Identified Gifted students have the option to take Honors, Secondary Course Content, and AP courses taught by trained Virtual Arkansas teachers. A minimum of 150 minutes a week of direct instruction will be provided no matter which administrative arrangement of program options is used. All current Virtual Arkansas teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year. Monthly opportunities will be provided by Pam Chandler, a licensed GT teacher through Google Meet to promote interaction among gifted peers. Pam



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teaching, through Google Meet to promote interaction among gifted peers. Pam Chandler will oversee student progress and maintain feedback from students and/or parents on the academic progress of GT students. Differentiation documentation will be collected by Pam Chandler per GT program approval standards.

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



All students initially enrolling in the Hazen School District will be given the Home Language Usage Survey. Following the guidance of the Arkansas Division of Elementary and Secondary Education (DESE) English Learner Entrance and Exit Procedures, if it is determined a language other than English is used in the home, parents will be contacted to schedule a time and location for students to take the ELPA21 screener. All ELPA21 screeners will be administered on-site and will be administered by Janan Sickel, Hazen High School Counselor or Tiffany Glover, Hazen Elementary Principal within the first 30 days of enrollment or within two weeks of enrollment thereafter.

All identified English Language Learners (ELL) will take the annual ELPA21 assessment and will be administered on-site. The location, time, and date for this assessment will be scheduled in conjunction with parents via phone calls, emails, and/or in-person visits.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC).

All exit procedures as set forth by the Arkansas Division of Elementary and Secondary Education (DESE) English Learner Entrance and Exit Procedures will be followed for both our virtual and on-site students.

Pearson K-6 Virtual teachers will provide all accommodations as determined by the Hazen School District LPAC.

Virtual Arkansas provides language accessibility tools and scaffolding to support English Learners (EL's) in their core classes and will provide all accommodations set forth by the partnering schools' Language Proficiency and Assessment Committees.

The district will ensure LPAC requirements are met for virtual learners.

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



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In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

Within the district boundaries; or

Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes governing special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

Special Education services and supports will be determined by the student's IEP committee. The district will maintain all records for special education virtual students. District provides all special education supports and services, such as meeting IEP goals, SPED conferences, etc. This committee will determine the method of delivery of services (virtual or brick and mortar). Accommodations for K-6 virtual students will be provided through the Pearson Connexus LMS. Students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. School district will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

7th-12th grade special education evaluations will be held on-site. Conferences will be held on-site when possible but will accommodate virtual conferences



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will be held on site when possible, but will accommodate virtual conferences when needed.

If a student has an IEP or 504, receives OT/PT, speech or dyslexia services; the Hazen School District will provide those services in the least restrictive environment whether that be virtually through ZOOM/Google Classroom or brick and mortar. All virtual learners will have access to the HES & HHS counselors, the school nurse for required health screenings, food services will be provided if the student would like to pick up breakfast and lunch each day, These students will also be invited to attend any field trips or special events in which their grade level may participate.

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.

Teacher Supports

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



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The Hazen Elementary School (K-6) will utilize Pearson Connexus as the digital content and instructional solution. Pearson provides their teachers with training for the usage of the Pearson Connexus LMS and virtual instructional strategies. Virtual teachers will follow Pearson's Professional Development Map. This annually produced map is in line with the National Standards for Quality Online Teaching. Professional Development offerings are approved by the Arkansas Department of Education and count towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate level course work and/or additional external training opportunities. Our teachers are following Pathway D to obtain proficiency in Science of Reading.

Pearson develops a yearly map of Professional Development and training session offerings. This map is in line with the National Standards for Quality Online Teaching. Trainings focus on developing virtual classroom management, digital pedagogy, data driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards, Attached is an outline of some of the Professional Development sessions offered in the 2020-2021 school year.
<https://drive.google.com/file/d/15-OZyf-GobKSHAqjAzuoWBZiHeJLnF90/view>

Pearson OBL teachers have access to the School Support Help Desk that provides efficient and comprehensive support for the Pearson Connexus platform, for Teachers, Administrators and Staff. This should be the first point of contact for questions related to Pearson Connexus and/or curriculum.

The Help Desk staff is available by calling our 800 number, weekdays, from 8am to 8pm EST.

The Help Desk can assist with the following:

- * Curriculum
- * Functionality
- * General How-Tos
- * LiveLesson® accounts
- * Permissions/Roles
- * Reports
- * Creating and Managing Courses

Pearson OBL teachers play an active role in reporting any potential curriculum issues to the Help Desk. They are provided with opportunities to explore all curriculum in advance and attend Pearson led training on curriculum revision, teacher expectations and resources throughout the school year.

Pearson Teaching Services works closely with our HR Partner to ensure that Pearson OBL teachers and advisors clearly understand our expectations



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Pearson OBL teachers and advisors clearly understand our expectations. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal and is a direct result of observations completed throughout the school year. Employees receive a performance review in advance of their salary review date, which is a common date. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January.

Pearson OBL employees are expected to meet certain standards of work performance and conduct. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. Managers will provide coaching and feedback regularly, guide employees through structured goals and metrics and will use performance improvement plans accordingly.

Hazen High School Grades 7-12 will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology 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?

Pearson will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Pearson will provide instructional and digital content support for point-in-time support for all teachers. Pearson will provide professional development to aid personnel as they provide instruction to the students.

Grades 7-12 will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

The district will not exceed any teachers workload and will ensure all teachers/staff receive the required amount of time for breaks and planning as assured by the Arkansas State Standards.

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.



Per the Hazen School District policies, no student in the Hazen School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to Superintendent, Donnie Boothe, who may be reached at 870-255-4549.

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

While 34 C.F.R. § 106.8 requires that an individual be able to submit a report, including by telephone, both inside and outside of business hours, we do not believe that this requires that the Title IX Coordinator must be on-call to receive phone calls at any time; instead, the number provided for individuals to use must allow individuals wanting to report sexual discrimination or sexual harassment to the Title IX Coordinator to be able to leave a voice message for the Title IX Coordinator.

This policy also includes students fall into any of the following categories:

- * Poverty
- * Homelessness
- * Migrant
- * Foster Care
- * Military Connected

District Policies on each of the above mentioned categories of students may be found at the following links:

HES Student Handbook 20-21 (Pages 76-94)

<https://docs.google.com/document/d/1y2vA8Q9XuiVzxhH-02BdPS5gtBSAdCns36v6O7fE7TE/edit>

HHS Handbook 2020-21

https://docs.google.com/document/d/1QWwiU_vt64W0upLVnHr67a1gmSCxg-hrQSRQL8e7Lfw/edit



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.

All virtual students will be required to do statewide summative and school/district required testing (IStation, Act Aspire, etc.) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis by Pearson and Virtual Arkansas personnel. There is a tentative list of months in which students will be required to come to campus for assessments in the Digital Learner Handbook. The Hazen School District will communicate district testing schedules for virtual students during the initial virtual orientation and on the school's website. The district's testing coordinator will reach out to virtual students/guardians via phone call/email to schedule specific times and dates for on-site testing one month prior to the testing date.

When parents sign the digital learning contact that goes along with the Digital Learning Handbook, they are agreeing that they will bring their child to campus for testing on the dates as agreed upon with the district test coordinator. If a parent should refuse to bring their child to campus for testing as agreed upon as part of the Digital Learning Handbook, their child will be required to return to on-campus learning instead of being a digital learning student.

Virtual Arkansas requires trained proctors for major assessments. The Hazen School District's plan for students to take proctored assessments includes:

K-2 iStation Testing (September, February & April)

3-10 ACT Aspire Testing (April)

11th Grade - ACT Testing (February)

Virtual students will be required to come on campus for these assessments. These dates will be included in the Virtual Student Learner Program contract that parents will be required to sign prior to enrolling in the virtual learning program.



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.

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

The Hazen Elementary School will use the Pearson Connexus tools to monitor and evaluate the effectiveness of the digital learning program. Through our weekly contacts with the Pearson Connexus Program Manager as well as our own monitoring of our students and the program we will be able to determine if the program is being effective for our students and if Pearson Connexus is implementing all of their aforementioned protocols with fidelity.

7-12 Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

HHS Ready for Learning Committee will evaluate the effectiveness of the 7-12 plan every other month (Sept, Nov, Jan, March, May). Committee will look at academic performance, student engagement, and parental/student feedback to evaluate the effectiveness of the program. Stakeholder Surveys will also be conducted twice a year to evaluate effectiveness. Committee will use surveys, feedback, and student data to make adjustments as needed.

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)



Through the Parent/Observer role, K-6 caretakers can view any and all student/teacher interaction in a read-only capacity. Parents have access to the student's gradebook, coursework, and any announcements and communication from the district or teachers.

Prior to enrolling in the HES Virtual Learning Program parents and students will be required to attend an orientation to the virtual learning program, which will include going over the Virtual Learner Handbook and will require parents to sign a Virtual Learning Contract. Throughout the Virtual Learner Handbook it discusses ways that the school will be engaged in the students virtual learning, periods of time when virtual learners will be required to come on-campus for screeners and ways they will be involved in campus activities such as special events and field trips. During this Digital Learning Orientation, parents and students will walk through how to log into their learning management system. The district will provide a link on the district's web page with parent resources for digital learning. Parents will walk through how to access the information on the web page and handouts with the information. The website houses training videos and how-to guides for parents.

Parents will also have access to the school district technologist (IT). Parents and students can schedule a meeting with the IT on campus or call and request technology support over the phone.

Hazen Elementary Virtual Student Handbook

<https://docs.google.com/document/d/15wkFCEWNEEEk8YJBJMR-LUK67H0S2dfYqq0bWz55M-k/edit>

7-12 Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide https://www.virtualarkansas.org/293342_2

K-12 virtual students and parents will be invited to participate in all academic and family engagement events hosted by the school district. Events will be communicated through the school calendar, school website, phone calling system, and social media.

7-12 virtual students and parents will be required to attend an on-site orientation prior to the beginning of school. This orientation will provide program support information, overview, expectations, and policies. Parents are expected to attend parent teacher conferences, as well.



Provide the URL to evidence of the local school board's approval of the waiver request(s). <https://bit.ly/3vte0Wh>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). <https://bit.ly/3xC0v8H>

Policies

Please provide a link (URL) to the attendance policy for digital learning students. <https://bit.ly/3sRytSZ> ; <https://bit.ly/3bnC19v>

Please provide a link (URL) to the discipline policy for digital learning students. <https://bit.ly/3sRytSZ> ; <https://bit.ly/3xn6Vbz> ; <https://bit.ly/3bnj0nx>

Please provide a link (URL) to the grading policy for digital learning students. <https://bit.ly/3sRytSZ> ; <https://bit.ly/3gGV6af> ; <https://bit.ly/3bnC19v>

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