

## ACT 1240 Digital Learning Application Addendum 2021

Please revise the sections that apply to your district's application only.

District	Hazen School District
Superintendent	Donnie Boothe
Revised waiver request timeline (up to 3 years)	3 year waiver is requested
<b>Instructional Model</b>	
Revised teaching load cap to under 190 or less	The teaching load will not exceed 190 for K-6 and 7-12.
Revised Asynchronous Model	The Hazen plan provides both synchronous and asynchronous instruction.
<b>Elementary K-6 Model Only</b>	
Detailed description of elementary reading program aligned to Science of Reading	
<ul style="list-style-type: none"> <li>How will the teacher engage students in direct instruction in the Science of Reading?</li> </ul>	<p>K-2 includes required daily synchronous instruction based on the Science of Reading to ensure students in these grades develop the bottom of the rope reading skills needed to be successful.</p> <p>Reading will be a primary focus for the schools in the Wilbur Mills Consortium. The schools will implement research-based curriculum and strategies for students who are reading at, above, or below grade level. <b>Students reading or writing below grade level will receive additional support through increased frequency of targeted LiveLesson sessions and Connections multi-tiered instructional support program. Teachers use formative assessment data to determine a student's greatest area of need. A variety of supplemental instructional support programs are available to support student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension,</b></p>

**fluency, and writing. Teachers regularly monitor student performance in these programs and make adjustments as needed based on Connections guidelines for implementing multi-tiered instruction.**

The school districts in the Wilbur Mills Consortium (K-8) plan to focus on literacy in the early grades using Connexus' research-based curriculum. Connexus' elementary literacy program spans Kindergarten to Grade 5, and is **carefully scaffolded with a combination of high-quality, engaging instruction and resources. Language arts courses, supported by McGraw Hill Wonders program (grades K–5) and Common Core Literature series (grades 6–8), explicitly support the five main components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.**

**Reading and writing instruction is prevalent throughout the language arts program, and is supported by core content area courses. All English language arts courses are fully aligned to the Arkansas Standards.**

Phonemic awareness, the awareness of discrete sounds, or phonemes, is present at the earliest stages of literacy growth. As students master the recognition and production of individual sounds, the need for targeted phonemic awareness instruction declines. Phonics instruction capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. Fluency, the ability to read quickly and accurately, improves as the other components of literacy also improve. In the early years, vocabulary and text comprehension instruction is primarily listening-focused. As students improve in their ability to decode, vocabulary and comprehension instruction shifts to involve more reading. **Direct instruction in fluency, vocabulary, and comprehension continues throughout elementary school.**

	<p><b>In the earliest years, literacy instruction is largely a collaborative process as students interact regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing.</b> As students grow in their literacy skills and enter into upper elementary courses, they assume more independence.</p>
<ul style="list-style-type: none"> <li>• How will teachers engage students in small group instruction at least 3 times a week for K-2?</li> </ul>	<p>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. This will be a minimum of 20 minutes and a maximum of 40 minutes based on age of students and formative assessment data.</p> <p>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.</p> <p>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</p>

	<p>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 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.</p> <p>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.</p> <p>All subjects include synchronous and asynchronous lessons and engagement.</p>
<ul style="list-style-type: none"> <li>• How will interventions be provided in K-6?</li> </ul>	<p>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</p>

	<p>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.</p>
<ul style="list-style-type: none"> <li>• What are the number of students per teacher per course and the grade level of the students?</li> </ul>	<p>Grades K-5 are self-contained with a 50:1 student teacher ratio &amp; the class load will not exceed 50 students. Grade 6 is departmentalized with a 37:1 student teacher ratio &amp; the class load does not exceed 190.</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>Grades K-5 are self-contained with a 50:1 student teacher ratio &amp; the class load will not exceed 50 students. Grade 6 is departmentalized with a 37:1 student teacher ratio &amp; the class load does not exceed 190.</p>
<p><b>Consortium or Digital Provider Information Required</b></p>	

Revised Provider/District Connection for Student Success

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.

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.

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.

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.

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.