

August 4th, 2021

Arkansas Board of Education,

The Arkansas Board of Education approved Bearden Elementary's Traditional and Hybrid Learning Plan. The Traditional Learning Plan requires our students to attend school in-person five days a week. The Hybrid Learning Plan requires our students to attend school two days a week (Monday, Friday) in-person and three days a week virtually (synchronously).

Since July 17th, 2021, I have answered parent calls focused on COVID-19 questions and concerns. Primarily, parents are requesting a virtual learning option for their students due to the rise in COVID-19 positive cases. I am requesting permission to amend Bearden Elementary's Digital Learning plan to include a Virtual Learning option. Below, I included concerns parents communicated that influenced their decision to request a Virtual Learning Option.

Parents are concerned with the following:

- COVID-19 cases increasing
- Students ages 11 and under can't be vaccinated
- Masks are not mandated
- Delta Variant is highly contagious (students)
- Delta Variant has more severe symptoms (students)

If approved, Bearden Elementary's Virtual Learning Plan would closely resemble our Hybrid Learning Plan. Students will attend school 5 days a week virtually (synchronously). Virtual and Hybrid students will adhere to the same rules and regulations that are outlined in our Bearden School Student Handbook. Virtual students will follow the same plan as Hybrid students for state testing, parent communication, extracurricular activities (clubs / organizations), etc. Parents are required to complete the Virtual / Hybrid application and be approved to gain admission into the Virtual Learning option. One teacher from each grade will be assigned to all Virtual and Hybrid students in that grade. Teachers will utilize Class Dojo, Google Classroom, Google Meets, and Zoom to interact with students and parents.

Thank you for taking the time to read my request. My main goal is to keep our students safe, to provide a quality education to our students, and to keep our students in our district. Please reach out to me if you need additional information or if you have any questions.

Thanks for your time and consideration,

Mr. Lavell Wright  
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**\*Updated. (8/2/21)**

### **Attendance**

Bearden Elementary School will offer a Virtual (100%) Learning Option during which students will not be required to attend face-to-face instruction. Students will receive their instruction virtually through Google Classroom, Google Meets, Class Dojo, Zoom, downloaded assignments or take-home packets / assignments. BES teachers will monitor students (K--6th) attendance through Google Classroom in real-time with students completing assignments. In addition, BES (K--2nd) will use Class Dojo communication with parents daily to monitor the participation of students' attendance via a message stating that their student is participating and also teachers can monitor the work being turned in via Class Dojo or emailed back. Teachers can review edits and changes being made by students in Google Classroom. Accurate attendance can be determined because all changes and edits are time-stamped so teachers have documentation that the student logged into their Google Classroom to complete the assignment at the required time.

Students are required to access the internet, participate in Google Classroom, Google Meets, Zoom (if needed), Class Dojo, or downloaded assignments during the scheduled class time and complete assignments will be counted present. The district attendance policy regarding make-up work will apply for students who do not return completed assignments and who are counted absent. The policy allows for students who are absent to have additional time to complete assignments, especially for extenuating circumstances. Any student reporting internet outages will be given the opportunity to complete their work upon returning to school or correction of their connectivity issues. All attendance will be recorded within 5 days.

### **Class Size**

The Bearden School District is not currently requesting a waiver for class size. We do not anticipate numbers of virtual students to exceed DESE Rules Governing Class Size.

### **Teaching Load**

The Bearden School District is not currently requesting a waiver for teaching load. We do not anticipate numbers of virtual students to exceed DESE Rules Governing Teaching Load.

### **Six Hour Instructional**

Virtual Students in the Bearden High School and Bearden Elementary School are requested to have a waiver for six hours of continuous instruction per day. This time may be broken up into various time slots throughout the day or evening that may be less or may be more than six hours of daily instructional time based upon the time it takes for a student to complete their daily / weekly assignments.

### **Clock Hours**

Virtual Students in the Bearden High School and Bearden Elementary School are requested to have a waiver for clock hours of continuous instruction per day. This time may be broken up into various time slots throughout the day or evening that may be less or may be more than six hours of daily instructional time based upon the time it takes for a student to complete their daily / weekly assignments.

### **Recess**

Request recess waivers for Bearden Elementary School Virtual students. When these students are home for Virtual Learning they may not have scheduled recesses.

### **Interaction / Delivery**

Bearden Elementary School will utilize selected Bearden Elementary teachers to provide classes / content to virtual students throughout the 178-day schedule. Bearden Elementary teachers will utilize Synchronous content presentation. Bearden Elementary will be expected to log into their school email accounts / Dojo and access their work / assignments daily and complete assignments / work as assigned by the Bearden Elementary teachers. Normally, only one BES teacher per grade will support virtual / remote students. This could include: instructional videos, classwork / homework, writing / reading assignments, research projects, computer instructional programs such as I-Station and virtual labs for selected courses.

### **What delivery approach will the school or district utilize to meet the needs of both teachers and students. Please explain.**

The delivery approach for Bearden Elementary School will be based on Bearden Elementary teachers of record for each student. This could include: Google Classroom, Google Meets, Zoom, downloaded assignments / content and instructional videos. The delivery will be asynchronous.

### **Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?**

Bearden Elementary Virtual students will have BES teachers that are serving in a dual role, teaching both remote and in-person learners. However; this will usually be only 1 teacher per grade level. The BES teachers will utilize Asynchronous delivery. The teacher's schedule may have to be modified to allow for specific time to teach / prepare assignments / content for Virtual students. Some of this time could be before / after regular school day schedules utilizing ESSER / ESA funds. The tentative plan is to budget up to 5 hrs. per week per virtual / remote teacher for before-after school instruction. If there is a larger group of Virtual students in a specific grade level or subject; then one BES teacher per grade level could be used for all of the Virtual students and one --two teachers for the face-to-face students.

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

Bearden Elementary School Virtual students will have BES teachers that meet with them face-to-face twice per month or as needed. The virtual instruction will be Synchronous. The frequency of face-to-face meetings will be dependent upon the student's needs throughout the year. Students and parents can request face-to-face meetings at any time during the year.

**If utilizing district waivers for class size, what supports will the district put in place to support the teacher and students?**

The Bearden School District is not currently requesting a waiver for class size. According to our digital learning experience for the 20--21 school year and our digital learning survey results for the 21--22 school year. We do not expect a large number of virtual / remote learning students in any specific grade or building.

**If utilizing district waivers for teaching load, what supports will the district put in place to support the teacher and students?**

The Bearden School District is not currently requesting a waiver for teaching load. According to our digital learning experience for the 20--21 school year and our digital learning survey results for the 21--22 school year. We do not expect a large number of virtual / remote learning students in any specific grade or course that would exceed a teaching load.

**Technology / Platforms**

Bearden Elementary School (BES) K--2nd Virtual --will utilize a combination of Dojo and Google Classroom. These students will have access to an I--Pad. Teachers may also send home assignments / communicate information via the internet through the student's school email, Google Classroom, Facebook or have students download/upload assignments. BES K--6th grade students will have access to a Dell touchscreen notebook and primarily use Google Classroom, Google Meets, Zoom or have students download / upload assignments.

**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.**

Bearden Elementary Virtual students will be provided content by the Bearden Elementary teacher of record for each course offered. The support for Bearden Elementary teacher of record is being provided by South Central Educational Coop development in digital learning, including; Google Classroom Academy this summer and also additional days of Google Classroom, Class Dojo and Kami training the last three days of in-service this school year and next school year. We will focus on grades K--2 (Class Dojo / Kami / Google Classroom) and grades 3--6th ( Kami,

Google Classroom, Google Meets and Zoom (as needed). All subjects in BES will be trained on these CMS systems.

**What video communication software is required for any remote student?**

Bearden Elementary School Virtual students will be provided video communication by Bearden Elementary School. We will utilize an upgraded 100 MB internet (in APR 2021) and utilize the software provided by Class Dojo, Kami, Google Classroom, Google Meets and Zoom (as needed). We will also use either Dell Laptop computers or I-Pads to record teacher videos. We are also investigating the purchases of additional sound projection systems such as portable microphones, speakers, Red Cat or Up Front to enhance sound for presentations. We may also investigate HD TVs and enhanced camera systems using ESSER funds (as needed).

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

The Bearden School current technology access includes: I--pads for all K--2nd grade students, Dell Touch Screen Notebooks for all 3rd--6th grade and Dell Notebooks for all 7th--12th grades. We currently have 30 state provided internet access pucks and have purchased over 400 internet access pucks (activate as needed). Our local Ouachita Electric Coop is installing high speed internet throughout the 2 out of 3 counties that make-up our Bearden School District (Ouachita / Calhoun / Dallas). Virtual / Remote students that do not have access to the internet will be provided a state or locally purchased internet access puck. We anticipate that less than 25 students for BES and less than 25 students for BHS will request remote / virtual learning for the 21--22 school year.

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

The Bearden Elementary School will monitor the wellness and safety (food security, physical, mental health, etc.) of students in the virtual setting weekly through the Bearden Elementary School teachers of record and the BES principal (by phone, email or video and in person visit if required-- counselor / principal). Any student thought to be having wellness and / or safety issues will be reported to the Bearden Elementary School Counselor and Principal for further monitoring. We will provide meals weekly to students that request breakfast / lunch meals Monday--Friday. This will either be picked up by the student / parent or relative or delivered by a bus driver on routes. If students live in a remote area, other arrangements for delivery will be coordinated as needed. We also have a school district SRO to utilize in home visits if needed and have also contracted with behavioral health specialists (if needed). We also have a full-time school nurse (RN) and part-time (LPN) if needed for home visits on students that may have identified health issues.

**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 support available for students struggling with engagement.**

The Bearden Elementary School will monitor the academic and student engagement (participation / completing assignments) of students in the virtual setting weekly through the Bearden Elementary School teachers of record and the BES counselor / principal (by phone, email or video and in person visit if required--counselor / principal). Any student thought to be having academic and/or student engagement issues will be reported to the Bearden Elementary School Counselor and Principal for further monitoring. Parents will also be notified of these concerns via phone, email or in-person. If issues / concerns continue then a face-to-face meeting will be called with students / parents to discuss issues / concerns and possible solutions in-person.

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

Elementary students who are receiving digital instruction will receive Tier 1, 2, and 3 interventions. They will be able to come on campus for scheduled Tier 3 interventions. Tier 1 of RTI is provided to all students as evidence based instruction, this is provided both on site and virtually. This will be provided within the digital program via google classroom, Zoom, recorded lectures, Kami, Class Dojo. Teachers will use strategies learned in the Science of Reading, Cognitively Guided Instruction Tier 2 of RTI is specific, brief re-teaching of a specific objective which is accomplished through a variety of means such as one on one instruction, small group, or peer tutoring during class time or designated ZAP or intervention time for elementary students while on campus or virtually. Tier 3 is more intensive intervention and will be accomplished through scheduled interventions with math or literacy therapists on campus or virtually. Istation would be a digital platform to include an academic response based on summative and formative assessments in Reading, Writing, and Math. The math and literacy interventionist will follow the data and design an academic response based on assessment data. Students will have specific lessons assigned to them that can be done at home or face-to-face through Istation. Students not needing academic intervention will follow the Tier I curriculum provided by Istation. Those needing Tier II or Tier III instruction will be assigned specific lessons within the program based on their assessment data by the interventionists. Each month Istation will monitor the progress of all students in Reading and Math. Writing and Oral Reading Fluency assessments can be administered as needed to students in need. Oral Reading Fluency is administered to all students beginning in January with First grade and three times per year, Fall, Winter, and Spring with Second grade through Fifth grade students. These assessments provide the necessary data to follow all students throughout the course of the school year. The district has been using Istation for the past several years in grades K--6th.

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

All students in grades K-8 will be assessed through IStation at the end of August or beginning of September, 2021 for baseline data. IStation will also assess grades K-2 in January and April. Grades K-8 will log onto Istation for progress monitoring each month. IStation will also be used as an intervention tool for grades K-6. IStation, includes an "IStation Home" piece that the classroom teacher can set up for all students and can be utilized as an intervention tool for hybrid or virtual students. If the students are hybrid or virtual, their classroom teacher or Testing Coordinator will contact them and make arrangements for these students to come in and test or be assessed. Students in grades 3 through 10 will also participate in the ACT Aspire Interim assessments, as well as the Summative ACT Aspire, as designated by the Department of Elementary and Secondary Education. Hybrid or virtual students in grades K-10 will also be notified from their classroom teacher or Testing Coordinator, when they will need to come in for alternate assessments, such as the DLM (Dynamic Learning Maps). The district Testing Coordinator (.25 FTE) Mrs. Wanda Williams utilized this plan this past year for approximately 25 BES and 25 BHS virtual / remote students to complete formative and summative assessments.

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

Dyslexia screening will be conducted with virtual students in grades K-2 at the beginning of the school year. Istation will be used to screen for deficiencies in decoding, comprehension, letter knowledge, and fluency. Therapists will administer the RAN screener to all virtual students in grades K-2. Students that are in need of services will have the option to come on-site for therapy or therapy may be conducted via Google meets. Students in Grades 3-12 that are in need of services will be screened for characteristics of dyslexia. They will be placed in dyslexia therapy as needed. Therapy will be provided onsite or via Google Meets.

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

GT students receive services through Google Classroom and Google Meets grade 4-12. GT teacher provides the same lesson on site that is given to virtual students. Students will be able to meet with their peers during scheduled GT sessions. Grades K-3 whole group enrichment will have lessons added to their DOJO for enrichment purposes on a weekly basis.

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

ESOL services will be provided to students if they qualify. Students entering Kindergarten are screened using the ELPA21. Students that qualify from the screener, will receive special instructional services to meet the needs of English language Learners.

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

Teachers will modify the digital assignments to meet the individual needs of students with special education accommodations / modifications included in their 504 or Individual Educational Plans (IEP)s). Teachers will be available during regular school hours (7:40am--3:40pm) by Dojo (k--2), school email, google classroom and phone if students / parents have issues or concerns with their assignments or submitting assignments. Special Education students will also have access to their special education teachers via Dojo, Email, Google Classroom, Google Meets, Zoom or by phone. Digital Learning students that require special education evaluations and conferences will be required to come back to campus for evaluations and conferences. Digital Services will only be provided in special circumstances.

**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.**

Each student receives their own HP device, student email, and HAC account. General education teachers have received training and contract time to practice and utilize the LMS / CMS systems so they can provide digital content and feedback for all students. Virtual Arkansas teachers receive training through the Arkansas Virtual School System.

Commonly used digital accommodations are programs such as Zearn, I-Station and Reflex for elementary students. Teach Town will be purchased for general education teachers to use with resource students.

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

Teachers are scheduled to present and receive additional training on digital instruction and feedback during the summer of 2021 as well as throughout the 21-22 school year. Leadership teams in each building are assigned to help monitor and assist in digital planning and instruction. PLC time is also scheduled to address individual student needs. Professional development days are embedded in the school calendar for learning components of the digital system. Training will be provided by the local educational cooperative (SCSC) and by district staff. Extended school days (PLCs) are also embedded in the staff calendar for training opportunities and scheduled in the district " job chart". Teachers are able to use this paid time for training if needed or for planning digital content. There were 20 hrs. of these days embedded in the 20-21 calendar. ESA funds were used to cover this expense at \$34 per hr. and these are currently scheduled for \$35 per hour for 20hrs in the 21-22 school year.



**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?**

BES has currently identified that teachers with digital learning students will require at between 45min--1.5 hour per day or 5--8 hrs. per week to prepare, develop and plan instruction to support digital learners. Some of this time will be utilized from the teacher's normal daily / weekly planning time and additional paid planning time. Teachers that have one or more digital learner's assigned to their courses will also be provided up to 5 hrs. per week of paid additional planning time at \$35 per hr. using ESSER III funds for the 21--22 school year. Teachers will have to fill out monthly time verification sheets and the principal will have to verify that teachers are utilizing the additional planning time and producing lessons, products, etc. that are supporting their digital learning students. Teachers will be able to utilize the 7 day per week calendar to prepare, develop and plan this instruction.

**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.**

The district will ensure equitable access to opportunities for success for digital learner's needs (including students of poverty, homelessness, migrant, foster care, and military connected students) by identifying these students through teachers, counselors, principals, support sta , special education LEA and providers of behavioral health, and therapists that service our students. These students along with all of our other students that choose the virtual / remote leaning options will have equal access to digital devices, Wi-Fi, resources and training. Any students that need additional support and that do not have access to that support will be referred to building counselors, principals, LEA and homeless coordinator to help secure additional resources or support from outside agencies or services that could be provided through normal district programs, funds, or ESSER funds. (within approved uses of those funds)

The Bearden School District has purchased and assigned devices for 1 to 1 access for students K-12. Students who are attending school digitally are able to use school assigned laptops in grades 3--12 and school assigned iPads in grades K-2 at home. Parents are responsible for providing high speed internet access. Bearden School District has purchased hot spots and will make those available on a needs basis. Bearden School District also has a lab available with internet access and teacher support for parents and students during school hours and after school hours.

**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.**

BES will conduct Parent/Student meetings during the month of June each year to discuss statewide summative assessments that each of our students are required to complete. In addition, students are expected to take the same assessments as their traditional counterparts.

1. BES students are required to attend in person at least twice per month to complete required assessments.
2. Teachers will communicate with parents at least 4 weeks in advance to set monthly testing dates.
3. BES students are required to attend in person to complete the ACT Aspire. This test will take four (4) days to complete.
4. If necessary, digital students will be allowed to test separately from traditional students.
5. The BES Testing Coordinator will be responsible for scheduling testing dates and times with parents, students, and the elementary principal.
6. BES will use Class Dojo and Google Classroom to communicate with parents and guardians. This will allow BES to communicate important information to our parents.

**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)**

The District will complete the following actions / steps to help engage families / students into the digital learning process. In March--April of 2021 the buildings (BES / BHS) developed and sent out a survey to parents / students that outlined the digital learning options for the 2021--22 school year for each building and parents were asked to complete the online survey with their input / recommendations / selections for digital learning for their students for the 21-22 school year. Survey data was collected and reviewed over a three-week period (approximately 55--75 responses). The vast majority of the responses indicated that their students would participate in face-to-face instruction during the 21-22 school year. Each building had fewer than 10--12 students that indicated they would be interested in digital learning. Both buildings will also require parents / students (over 18) to complete a Digital Learning Application for the 2021--22 school year. The application, along with required documentation, should be completed ten school days before the beginning of each school year. The buildings will also have to identify students that have a need for digital devices (computers / I-pads) and also internet access. For high school students this should be completed prior to completion of the current school year in order to allow enough planning time for our technology coordinator and also to notify the Arkansas Virtual Academy of the number of students that we will need to enroll for their courses and which courses in the fall of 2021. The survey and Teachers begin engaging families into the digital learning process by reaching out to them at the end of the 20-21 school year during our last 3

days of in-service. They will also reach out prior to the start of the 21-22 school year and during our 1st Open House--Report to the Public meeting a week before school starts. We will ensure that parents / students have access to their student email addresses, Dojo, and know how to log into Google Classroom. BES / BHS will hold some classes for digital learning parents / students and also other parents that may need to use these tools / programs during future AMI days during the 21-22 school year. The district will support parents / students with digital tools (iPads, laptops, Wi-Fi-pucks) as identified and needed throughout the 21-22 school year to help ensure connectivity during digital learning. The district will also fund the parent/student classes provided by teachers / technology coordinator to allow parents / students of digital learners to use their devices and the digital learning programs, tools, resources and LMS/ CMS that they will be using throughout the school year. BHS will also provide some instruction for the Canvas LMS that the Virtual Arkansas Academy will be utilizing for high school digital learning students. Many of these students have already enrolled in Virtual Arkansas courses over the past year or two.

1. BES Parent Center will continue to support our parents and students after school each Monday from 3:40 p.m. - 5:10 p.m. Parents will have internet access, printer access, and access to a tutor (certified teacher).
2. BES will encourage the formation of partnerships between the district and local businesses and organizations that includes roles for parents. BES will work with businesses and organizations to offer more learning opportunities focused on technology and digital learning.
3. Digital student's parents will be recruited to serve on the School Improvement Plan committee
4. BES will implement Parent/Student training in June to focus on preparing our students and parents on digital policies, guidelines, and expectations. Our training will include sessions covering HAC, Google Classroom, Class Dojo, Microsoft Suite, and other technology resources that will assist our students in being successful students.
5. BES will survey parents monthly to determine how we can best support our students and parents. Surveys will include questions to identify barriers to parent engagement in the schools, parent interest questions, and parent short and long term goals for our school district.
6. BES will assist parents in the development of parent engagement groups by providing resources, information, and support. Parent engagement groups will assist in parents being informed and aware of assignments, technology, and upcoming events.
7. Use outside resources and staff members to provide parent opportunities for workshops such as technology and parenting.
8. Parents will have the opportunity to schedule a meeting with teachers and the principal at least once per month to primarily discuss issues or concerns. In addition, parents will have the opportunity to schedule meetings with teachers, as needed.

9. BES will provide professional development opportunities for all teachers, including special education teachers. Professional development will focus on parental involvement strategies, digital learning strategies, and digital learning programs.
10. BES will create an online calendar for Parental Engagement activities.