



Act 1240 Digital Learning Waiver Request

Status: **Information or Changes Requested**

Bearden School District (5201000)

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 #: 5201000
Superintendent: Denny Rozenberg
Email: drozenberg@beardenschools.org
Phone: (833) 423-2733 Ext. 5203
Duration Requested (not to exceed five years): 3 Years
 (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
5201002 - Bearden High School	7--12th grade	Asynchronous	Virtual (Online) / Remote (Distance)	CMS
5201001 - Bearden Elementary School	Grades K--6th All required courses	Asynchronous	Blended (Hybrid)	CMS



Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The Bearden High School will offer a remote/virtual learning option for students in grades 7-12. This option will be provided through Virtual Arkansas. Virtual students will be expected to maintain connectivity and complete online assignments using Virtual Arkansas teachers. The district will assign an on-site facilitator for virtual students who will monitor student progress and attendance of the Virtual Arkansas program/courses. Approved virtual students must maintain virtual status for a semester at a time. Virtual Arkansas instructors will communicate with the district facilitator about attendance and completion of assignments. Attendance will be monitored by the district facilitator via daily student login and progress and submitted to the BHS office/eschool. Progress and assistance will be offered to students via Zoom with Virtual Arkansas instructors and by weekly facilitator Google Meet face to face discussion. If a student has connectivity/device issues or an excused absence, the student will follow the district attendance policy regarding make-up work. If a student does not login or attempt to complete assignments for any given day, the student will be counted absent. Virtual Arkansas has attendance reports that the facilitator will check.</p>
				<p>Bearden Elementary School will offer a Blended Virtual Learning Option during which students will be required to attend face-to-face instruction at least two days per week and then receive the remainder of their instruction virtually through Google Classroom, Google Meets, Dojo, Zoom, downloaded assignments or take-home packets / assignments. BES teachers can monitor students (3rd--6th) attendance through Google Classroom in real-time with students completing assignments. BES (K--2nd) can also use 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 worked being turned in via Dojo or emailed back.</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>Teachers can review edits and changes being made by students in Google Classroom. Accurate utilization 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.</p> <p>Students who are able to access the internet, participate in Google Classroom, Google Meets, Zoom (if needed), Dojo, Virtual Arkansas Classwork, AMI packets or downloaded assignments during the scheduled class time and complete assignments will be counted present. Students who do not have access to the internet, work on assignments offline and turn in completed assignments upon returning to school (Blended schedules) will be be counted present.</p> <p>The district attendance policy regarding make-up work will apply for students who do not return in completed assignments upon returning to school (Blended schedules) 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 during virtual / blended days 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.</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.
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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 Bearden School District is not currently requesting a wavier for class size . We do not anticipate numbers of virtual / remote students to exceed DESE Rules Governing Class Size. BHS will have no more than 25 students enrolled in remote learning under this plan that the facilitator will monitor.</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 Bearden School District is not currently requesting a waiver for teaching load. We do not anticipate numbers of virtual / remote students to exceed DESE Rules Governing Teaching Load. Bearden Teachers will not exceed 190 students per day teaching load, including remote learning students.</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	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 maybe broken up into various time slots throughout the day or evening that may be less or may be more of six hours of daily instructional time based upon the time it takes for a student to complete their daily / weekly assignments.
Clock Hours	1-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>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 maybe 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. 100% virtual students are working to master standards and skills across a range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours.</p>
<p>Recess (Waiver applies to virtual/remote students only)</p>	<p>1-A.4.3</p>	<p>DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11</p>	<p>6-6-102(a)(5)</p>	<p>Request recess waviars for Bearden Elementary School Blended Virtual/remote students. When these students are home for 2 or 3 days per week they may not have scheduled recesses.</p> <p>n/a for 7-12. Virtual Arkansas does provide PE and Health as offerings.</p>



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.



LEA INSIGHTS

Bearden High School will utilize Virtual Arkansas Instructors to provide classes / content to virtual / remote high school students daily throughout the 178 day schedule. Virtual Arkansas teachers may use of combination of both Synchronous and Asynchronous content presentation. However, the majority of the presentations will be Asynchronous to allow students to complete work / assignments at their own pace / time. Bearden High School Virtual / Remote students will be expected to log in to their Virtual Arkansas courses daily and complete assignments / work as assigned by the Virtual Arkansas teachers. This could include: instructional videos, classwork / homework, writing / reading assignments and research projects. and virtual labs for selected courses. This plan does allow for student and instructors to develop relationships, address needed instruction, and offers flexibility in learning. Virtual Arkansas offers two zoom conferences a week to students and with this plan the district facilitator will also video chat with each virtual learner at least once weekly to monitor success. Students can request to schedule more. Students and the facilitator are expected to check work and communication daily during the school week.

Bearden Elementary School will utilize selected Bearden Elementary teachers to provide classes / content to blended virtual / remote elementary students throughout the 178 days schedule. Bearden Elementary teachers may use of combination of Synchronous and Asynchronous content presentation. However, the majority of the presentations will be Synchronous to allow student to complete work / assignments at their own pace / time. 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 (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

The instructional plan to support both effective teaching and student learning is to provide lessons for students that are based on high priority content standards being taught in the classroom but through virtual / remote delivery. Assignments will be course and content relevant, developmentally appropriate, and engaging for students. The goal of the digital / remote / hybrid learning is not to be busy work, but delivery and understanding of relevant content. Assignments / class work that is review can be uploaded via internet but any new material presented should be accompanied by an instructional video or link to an instructional video (I.e. Khan Academy). The digital / remote / hybrid assignments and lessons will be designed by the teacher of record and reviewed by Virtual Arkansas Principal and/or building principals.

The delivery approach for Bearden High School will be based upon Virtual Arkansas teachers of record for each class. This could include: Google Classroom, Google Meets, Zoom, down loaded assignments / content and instructional videos. Normally, Virtual Arkansas teachers teach 3-4 days per week via Asynchronous delivery and 1--2 days per week using Synchronous delivery.

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 (2--3 days per week). Two days per week will be face-to-face instruction (normally Monday and Friday) at school . This would allow for Fridays to be spent on face-to-face assessment / interventions as needed.



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.

Bearden High School virtual / remote students will have Virtual Arkansas teachers that are primarily dedicated to remote instruction. Virtual Arkansas provides a fully certified Arkansas teacher of record while BHS proves a facilitator. BHS employs a digital learning facilitator who is responsible for students in digital learning both on and off campus. If or when the total student load exceeds 120 students, the district will employ a second facilitator. Virtual Arkansas provided training and support for district facilitators. the facilitatory serves as liaison between students and the Virtual Arkansas instructors.

Bearden Elementary Blended virtual / remote students will have BES teachers that are serving in a dual role , teaching both remote and in-person learners. However; these will usually be only 1 teacher per grade level. The BES teachers will tend to use Asynchronous delivery (not at the same time). These teacher's schedule may have to be modified to allow for specific time to teach / prepare assignments / content for Hybrid virtual / remote 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 / remote students in a specific grade level or subject; then one BES teacher per grade level could be used for all of the virtual / remote students and one --two teachers for the face-to-face students.

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



Bearden High School virtual / remote students will have Virtual Arkansas teachers that are primarily dedicated to remote instruction and interaction each day. The frequency of this interaction is normally during the regularly scheduled 45 min period (max of 8 per day) Monday--Friday. Students are required to attend two zoom sessions a week per content area and video chat the district facilitator weekly. CTE classes will be made available for online high school students. Such classes will again be dependent upon enrollment and scheduling, but every effort will be made to meet students' needs. Classes may have to take place with more of a blended approach (virtual on 'instruction' days and onsite for hands-on days). This includes courses offered thru SAU TECH Career Academy that are mostly face - face due to the hands on learning that is required.

Bearden Elementary School hybrid virtual / remote students will have BES teachers that meeting with them face-to-face 2 days per week (possibly Mondays / Fridays) and virtually / remote 3 days per week. The remote / virtual instruction will be primarily Asynchronous. The frequency will be dependent upon the number of students that are assigned to virtual / remote instructor. If there are several students then the interaction will be daily Monday--Friday and the frequency will based upon how many areas of content that are being presented. Example: 5th grade Science only--then the 5th grade Science teacher of record will ensure that daily lessons / assignments are available for science Tuesday--Thursday. If the teacher has to proved two areas of content, then they will prepare assignments / content for two areas Tuesday--Thursday.

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

The 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? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

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. Bearden Teachers will not exceed 190 students per day teaching load, including remote learning students.

Technology / Platforms

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

Bearden High School virtual / remote students will utilize the learning management system / content management system provided by Virtual Arkansas (Canvas). This may include: Google Classroom, Google Meets, Zoom and any LMS such as Canvas that Virtual Arkansas purchases. Canvas (LMS) is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level.

Bearden Elementary School (BES) K--2nd Blended Hybrid --will utilize a combination of Dojo and Google Classroom. These virtual / remote students will have access to an I--Pad. Teachers may also send home assignments / communicate information via internet through the student's school email, Google Classroom, Facebook or have students download/upload assignments prior to leaving school on Mondays / Fridays. 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 prior to leaving school on Mondays / Fridays.

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 High School virtual / remote students will be provided content by Virtual Arkansas for each course being provided. The majority of this curriculum is developed by the teacher of record. Virtual Arkansas provides access to 139 courses in grades 7-12 which 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 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.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support. The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

Bearden Elementary virtual / remote 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 staff development in digital learning, including; Google Classroom Academy this summer and also additional days of Google Classroom, 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 (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? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.



Bearden High School virtual / remote students will be provided video communication by Virtual Arkansas Academy. These teachers are provided video communication hardware / software to communicate with two or more students as needed and we have not had any issues in the past. (software-- zoom, Virtual Arkansas Academy is an approved provider by DESE). 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. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators.

Bearden Elementary School virtual / remote 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 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, speaks, 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 has purchased over 400 internet access pucks (activate as needed). Our local Ouachita Electrical 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 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.

Student Supports

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



The Bearden High School will monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting weekly through the Bearden High School distance learning facilitator (by phone, email or video and in person visit if required--counselor / principal) and also weekly / if not daily through the Virtual Arkansas Academy instructors. Any student thought to be having wellness and safety issues will be reported to the Bearden High School Counselor and Principal for further monitoring / contact/Arkansas Academy instructors (email or video). 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 a student lives 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 specialist (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.

The Bearden Elementary School will monitor the wellness and safety (food security, physical, mental health, etc.) of students in total or Hybrid remote 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 specialist (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 supports available for students struggling with engagement.

The Bearden High School will monitor the academic and student engagement (participation / completing assignments) of students in a total remote setting weekly through the Bearden High School distance learning facilitator (by phone, email or video and in person visit if required--counselor / principal) and also weekly / if not daily through the Virtual Arkansas Academy teachers. Any student thought to be having participation and/or engagement issues will be reported to the Bearden High School Counselor and Principal for further monitoring / contact. Parents will also be contacted 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 help determine possible solutions in-person. Arkansas Academy instructors (email or video). If a student needs additional academic or technical assistance they can come to Bearden High School during scheduled visits / meetings with teachers / technology coordinator / counselor / principal, etc. If a student needs additional academic assistance they can attend scheduled in-person after-school / Saturday school tutoring sessions being provided by the Bearden High School staff members. Arkansas Virtual Academy teachers are also available periodically for additional instructional assistance to their class members via internet, emails and phone.

The Bearden Elementary School will monitor the academic and student engagement(participation / completing assignments) of students in total or Hybrid remote 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 supports and personnel.



LEA INSIGHTS

Elementary students who are receiving digital instruction will still be on campus 3 or more days and can receive Tier 1, 2, and 3 while on campus. High School students who are receiving digital instruction will be provided Tier 1 and 2 through their digital platform/instructor. 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, Cami, 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. Digital High School students will be provided this during class time or during their instructor's office hours/conference time through Virtual Arkansas.

Tier 3 is more intensive intervention and will be accomplished through scheduled interventions with math or literacy therapists on campus. Additionally, Virtual Arkansas teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier I and II interventions and, if those are not successful, reach out to the partnering school regarding additional Tier II or Tier III 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.

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 and introduced Istation into the 7th/8th grade this past year.



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.

Virtual Arkansas (BHS) courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

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). Hybrid and virtual students in grades 10, 11, and 12th will also be notified in advance by the High School Counselor or Testing Coordinator, of the Civics Exam, PSAT and ACT testing dates.

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.

The Bearden School District will ensure all requirements of the Dyslexia law are met for on-site and remote learners. 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. Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

K-2 students are all screened for the following components: • Phonological and phonemic awareness; • Sound symbol recognition; • Alphabet knowledge; • Decoding skills; • Rapid naming; and • Encoding skills Students in grades 3-12 may also be screened upon referral by the teacher. Screeners and Diagnostic assessments will be administered onsite to all students (onsite and virtual). Students displaying markers or exhibiting a need for intervention will be scheduled into a small group intervention that will meet daily with a teacher or paraprofessional trained in Sonday, or Take Flight.

The district will ensure 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.

The Bearden School District will ensure all requirements from GT and Program Approval Standards are met for the Gifted Program for remote learners. 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. Identified third grade students are provided 30 minutes of enrichment services weekly. Virtual students will be provided 30 minutes of synchronous learning.

Students are identified for GT services after the first semester of their third grade year by teacher or parent nomination. GT evaluations are conducted by TTCT (creativity test), IQ assessment test, Istation, grades, and non-verbal intelligence test. Evaluations will be conducted face to face during scheduled testing times.

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



The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

ESOL services will be provided to students if they qualify by trained ESOL teachers and or interventionists. 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. ESOL coordinator/ interventionist will conduct evaluations and conferences as ESOL learners are identified each year and a evaluation and conference at the end of each school year to determine if adequate progress is being made.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

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.

Communication between district Special Education Teachers and Elementary Remote Learning Teachers will occur at least once weekly face-to-face or via email, phone or Zoom / Google Meets. Special education teachers will be available more often as needed. Communication with high school remote learning Virtual Arkansas teachers will occur at least once per week and as needed via email, phone or Zoom / Google Meets. Weekly check-ins will include a record of the student's progress between the Special Education Teacher and the Remote Learning Teacher, any issues such as missing work, technology issues or the need for additional modifications or services. The district LEA / building principal will be notified of any issues / concerns that the teachers are not able to solve or resolve.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Bearden High School 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.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences



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These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

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 on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

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

Bearden High School will provide parents and students information and training prior to the beginning of school to assist in the operation of the learning platforms and where to locate assistance and help with the various issues associated with offsite learning through the Virtual Arkansas platform.

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

Teacher Supports



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. Trainings will be provided by the local educational cooperative (SCSC) an 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.

BHS-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.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.

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?



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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.

BHS will be utilizing Virtual Arkansas for our digital content and digital instruction solution. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. 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. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas.

Additional Resources:

South Central Coop

DESE Digital Learning Webpage

(<https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12>)

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.

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 staff , 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.

BHS Virtual students are approved through an application process. Parents of virtual students are required to attend a committee meeting where all processes of the virtual learning will be explained and instructions on how to access student assignments and communication techniques will be provided. Ongoing communication will continue throughout the year with reminders for testing dates, locations, and expectations.

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.

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.



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Bearden Elementary's Hybrid Learning Model will include one hybrid teacher per grade level that is responsible for educating our hybrid students. Teachers will maintain weekly contact with hybrid students through Google Meets, email, phone calls, and in person meetings. Hybrid teachers will be available Monday through Friday 7:30 am - 3:30 pm. Teachers are available to speak with students and parents each day after 7:30 am - 3:30 pm by appointment.

Students enrolled in hybrid learning are monitored for academic success on a weekly basis by the hybrid teacher and counselor. Students maintaining a "D" average in a subject will be required to come to campus an additional day each week until the grade improves at least to a "C". Students maintaining a "F" average in a subject will be required to come to campus an additional two days each week until the grade improves at least to a "C".

The hybrid teachers will stay in weekly contact with our elementary counselor to ensure wellness checks regarding physical and mental health are occurring. In addition, our counselor will address student, parent, and teacher concerns. The counselor will meet weekly with the elementary principal to discuss strengths, weaknesses, opportunities, and concerns. The principal will maintain weekly communication with parents. The principal will make weekly phone calls and emails to parents, as needed. In addition, the principal will communicate weekly with the superintendent.

Student's progress will be evaluated each 9 weeks to determine if hybrid learning is a positive choice for the student. In addition, the hybrid learning plan will be evaluated by the elementary principal, elementary counselor, and hybrid teachers once each nine weeks to determine if the hybrid program is effectively meeting our student's needs.

Bearden Elementary School will utilize parent surveys to monitor the K - 6 hybrid program. Parents will complete parent surveys three times throughout the school year. Parents will complete parent surveys in September, December, and May. The elementary principal, elementary counselor, hybrid teachers, and other stakeholders will utilize the data to determine next steps to improve the hybrid program.

In order for a student to participate in hybrid learning, they must complete an application, get approval, and attend a training session (expectations, computer training, etc.) with their parent or guardian.

If approved as a full time virtual learner, the student will be enrolled in courses through the state provider Virtual Arkansas. A facilitator from Bearden High School will be assigned to be the local contact for the student. This is in addition to the content assigned and virtual live lessons and support that are provided with the Virtual Arkansas instructors. The on-site facilitator will use Google Meets to video chat (live) with students once a week. The facilitator will communicate with both parents and Virtual Arkansas instructors on the progress and attendance of the student, as well as address issues that arise that are hindering success. At the end of the first quarter of each semester digital



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are monitoring success. At the end of the first quarter of each semester, digital learning grades will be monitored and if a student is not successful in core content, the student will be put on a probationary period the next quarter. At the end of the semester, if a student has failed a core content class (or a graduation requirement for a junior or senior) the Digital Learning option for the next semester will be removed.

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.

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

Teacher Effectiveness: Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Arkansas Teachers and Administration.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.



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 a less 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 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 (I[pads, laptops, wifi-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 the 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



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Improvement 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.

BHS - 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).

Additional Resources:

South Central Coop

DESE Digital Learning Webpage

(<https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12>)



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

https://s3.amazonaws.com/scschoolfiles/192/bearden_public_school_digital_le

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

https://s3.amazonaws.com/scschoolfiles/192/bearden_public_school_digital_le

Policies

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

https://s3.amazonaws.com/scschoolfiles/192/bes_and_bhs_digital_learning_at

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

https://s3.amazonaws.com/scschoolfiles/192/bearden_elementary_and_high_s

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

https://s3.amazonaws.com/scschoolfiles/192/bearden_elementary_and_high_s

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