

PBSD Virtual Academy Application

Arkansas River Virtual Academy Consortium (K-6) & Virtual Arkansas (7-12)

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)	<p>Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the PBSD Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the PBSD District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software.</p> <p>District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual students based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator will work with the PBSD District Connection Coach to create a personalized student success plan. Students in grades 7-12 attending Virtual Arkansas will not need a waiver regarding student attendance. Attendance is taken daily through the assigned class.</p>

<p>Class Size Number of students:</p>	<p>1-A.5</p>	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17-812(a)(2)</p>	<p>We are not requesting additional waivers for class size. The class size waiver will not be needed in K-6. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms.</p> <p>The Virtual Teacher 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 <i>DESE Rules for Distance and Digital Learning</i>: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf , and teaching load would not apply as per <i>DESE Rules Governing Class Size and Teaching Load</i>: http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</p>
<p>Teaching Load Number of students: 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 <i>DESE Rules for Distance and Digital Learning</i> and teaching load would not apply as per <i>DESE Rules Governing Class Size and Teaching Load</i>.</p>	<p>1-A.5</p>	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17-812</p>	<p>We are not requesting additional waivers for the teaching load.</p> <p>Virtual Teachers provide 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 <i>DESE Rules for Distance and Digital Learning</i>: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf , and teaching load would not apply as per <i>DESE Rules Governing Class Size and Teaching Load</i> http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	<p>1-A.4.2</p>		<p>6-16-102; 6-16-126</p>	<p>We are requesting the waiver. Research shows students in grades K-6 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.</p> <p>We are requesting the 6 hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.</p>

Clock Hours	1-A.2			Students in grades 7-12 may not need 120 clock hours to master course content since they will have flexibility of time, place, pathway, and pace. We are requesting a waiver.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a) (5)	We are requesting a waiver. We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.

Application Information

Write your plan in the space provided (middle). On the left is the application prompt, on the right is the page in the digital learning guidebook that provides information about this prompt.

Interaction / Delivery		Digital Guidebook
What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.	<p>The Pine Bluff School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our Pine Bluff Virtual Academy. ARESC will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the <i>Connection Coach</i>: https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing that will serve as the liaison for virtual families, ARESC, and the District. The District will work hand-in-hand with ARESC to serve the needs of every virtual student.</p> <p>A combination of high-yield asynchronous and synchronous methods will be utilized for <i>Virtual Teachers</i>: https://docs.google.com/document/d/1lpvdA-KJQzyuVIJk4B_7QIe9Rp7kt-oB96kJusr8hvM/edit?usp=sharing and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.</p> <p>Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already</p>	P. 9

mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. *Virtual Paraprofessionals:*
https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVIfq_A2AN3ER3UIYfE/edit?usp=sharing
will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. In order to meet the requirements of R.I.S.E., virtual students will meet through required asynchronous and synchronous sessions daily to address key elements such as phonemic awareness, decoding and vocabulary. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the *Virtual Campus Coordinator:*
<https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing> and the *District Connection Coach:*
<https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing>

On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous

	<p>assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.</p> <p>Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:</p> <ul style="list-style-type: none"> - Whole group - Small group - One-on-one - Hands-on projects - Cooperative learning - Collaborative projects - Independent projects - Choice of assignments - Activities that encourage student's voice - Daily and weekly progress monitoring - Science of reading - Point-in-time intervention - Enrichment opportunities - Math quest - Grasping phenomenal science - Virtual office hours for support - Educational games - Interactive online quizzes 	
<p>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.</p>	<p>As a member of the ARESK K-6 Virtual Academy Consortium, the Pine Bluff School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned.</p> <p>As a partner of Virtual Arkansas 7-12, teachers and students will engage in virtual learning primarily through asynchronous and synchronous methods. For specific courses or learning activities, it may be necessary for teachers and students to engage in on-site experiments or learning.</p> <p>Pine Bluff School District virtual students will have the same equitable access to all events as face-to-face students, (i.e., extra curricular activities, school pictures, awards ceremonies, clubs, testing, parent nights, special services, etc.)</p>	<p>P. 9</p>

<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners? *If teachers will serve in a dual role, describe whether it will be simultaneous, meaning remote and in-person at the same time with course/schedule specific considerations.</p>	<p>As a member of the ARESK K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The PBSK classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.</p> <p>As a partner with Virtual Arkansas 7-12, Virtual Teachers will be employed by a Cooperative and provide virtual instruction to only students who are remote. The PBSK classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.</p>	<p>P. 15</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with virtual students.</p>	<p>During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily. Virtual Teachers employed by ARESK will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely. Virtual Teachers will also have office hours where students may receive additional support or ask questions.</p>	<p>P. 15</p>
<p>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?</p>	<p>We are not requesting additional waivers for class size. The Virtual Teacher 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>	<p>P. 15</p>
<p>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?</p>	<p>We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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>	<p>P. 15</p>
<p>Technology / Platforms</p>		<p>Digital Guidebook</p>

<p>Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.</p> <p>The learning management system will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student’s progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.</p> <p>The Canvas Learning Management System (LMS) will be utilized for 7-12 Virtual Arkansas. This 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.</p>	<p>P. 19</p>
<p>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.</p>	<p>Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.</p> <p>The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards. 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 content is designed to provide point-in-time resources and support.</p> <p>The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River Education</p>	<p>P. 19</p>

Service Cooperative Content Specialists, and the Virtual Campus Coordinator.

K-6 Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.

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.

<p>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.</p>	<p>Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. 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.</p>	<p>P. 14</p>
<p>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.</p>	<p>Pine Bluff School District virtual students will have access to school issued chromebooks and hotspots. Internet Access is available on each campus, as well as in designated areas throughout the district boundary lines and in the community at large.</p>	<p>P. 17</p>
<p>Student Supports</p>		<p>Digital Guidebook</p>
<p>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.</p>	<p>Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.</p> <p>District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.</p> <p>Pine Bluff School District Health & Wellness Plan:</p> <p>https://content.schoolinsites.com/api/documents/76966a01a6344672b3e738d4349a6bfd.pdf</p> <p>Pine Bluff School District will offer breakfast and lunch to virtual students. Parents and/or students will complete a survey located on the district website to request meals each week.</p>	<p>---</p>

<p>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.</p>	<p>Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff and Virtual Staff will partner to provide solutions and support.</p> <p>Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.</p> <p>Virtual Students K-6 The Pine Bluff School District will provide a District Campus Connection Coach who will work with the Virtual Campus Coordinator to monitor student progress on a daily to weekly basis to ensure the success of each virtual student.</p> <p>Virtual Arkansas Students 7-12 The Pine Bluff School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed. PBSD will have social workers assigned to every campus for additional social support that might be needed. Individual needs will be assessed and individualized student support plans will be created for each student. All services that are extended to face-to-face students will also apply to virtual students. Academic screeners will be used to determine proficiency in all content areas, especially reading, as PBSD works to close academic gaps on an individualized basis. PBSD will use a tired approach to academic and behavior intervention.</p>	<p>P. 36-38</p>
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<p>Describe the Academic Response to Intervention plan for remote (virtual) students, including additional support and personnel.</p>	<p>Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.</p> <p>Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.</p> <p>Virtual Teachers will have additional support and resources through the SIT team, the Virtual Campus Coordinator, Cooperative staff, and resources provided by the State. If the School Intervention Team determines a student needs additional services and supports, Virtual staff and District staff will work together to coordinate these services and supports.</p> <p>The Pine Bluff School District will work in partnership with the Virtual staff to provide all Tier interventions for each student. A comprehensive system of tiered support will include behavior and academic interventions on each campus. Intervention and extension activities will be utilized to re-teach content and desired behaviors. Expanded roles of counselors, including virtual counseling, will continue to be implemented. One-on-one sessions, as well as whole group sessions, are a regular part of the counseling curriculum.</p>	<p>P. 36-38</p>
<p>Describe the district or school's formative assessment plan to support student learning.</p>	<p>Virtual Teachers will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions, very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as one-to-one, peer groups, additional tiered support as needed. Each student will be closely monitored on the RTI tiers to see if progress is being made. Virtual Teachers and students will meet virtually or face-to-face to determine a weekly goal. In addition to the 4 ½ week progress reports</p>	<p>P. 36-38</p>

	<p>required by law, we will provide a weekly progress report to parents.</p> <p>The Pine Bluff School District supports this process and will monitor the formative data in collaboration with the virtual staff.</p>	
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>The district will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate. If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.</p> <p>Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.</p> <p>K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.</p> <p>Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.</p> <p>After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by PBSA Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.</p> <p>3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet</p>	<p>P. 39-45</p>

knowledge, decoding, rapid naming, and encoding. 3-6 students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring. If a student's screening assessments indicate a need for dyslexia intervention services, the students parents or legal guardians will be:

- Notified of the results of the initial and Level II Dyslexia Screeners by PBS D
- Provided with information and resource materials, including:
 - The characteristics of dyslexia
 - Appropriate classroom accommodations
 - The right of the parent or legal guardian to have the student receive an independent dyslexia evaluation by a licensed psychological examiner, school psychology specialist, licensed speech- language pathologist, certified dyslexia testing specialist or a dyslexia therapist.

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. PBS D will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring

fluency and accuracy of articulation, reading, spelling, and writing. PBS interventionists will deliver Tier II and III interventions. Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the RTI process. The Virtual Teacher will monitor how the student is doing on grade level work. This will be communicated with the interventionist. PBS interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer the Level II.

Virtual Teachers and PBS interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous ZOOM sessions will be scheduled when interim and progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student. The district will ensure dyslexia law requirements are met for virtual learners.

Interventionists will work with virtual students five days per week for forty five minutes or four days per week for an hour each day. Interventionists are trained in Take Flight and utilize digital content for interventions when appropriate to meet students needs.

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and PBS Interventionists can evaluate handwriting and spelling errors. Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature— as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher’s notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes.

	<p>Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions. All equipment and resources needed to provide services to virtual students will be provided by the PBSD.</p> <p>All dyslexia law requirements will be met for on-site and virtual learners.</p> <p>Pine Bluff School District Dyslexia Plan URL: https://docs.google.com/document/d/1nCitoXlAUJmxRdHxfUc5ITr82luLOciUoWoRI_rgE/edit</p>	
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESG Gifted and Talented Coordinator and PBSD Gifted and Talented Coordinators.</p> <p>For 3-6 identified students, Virtual Staff will collaborate with PBSD Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule.</p> <p>Referrals - The PBSD Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.</p> <p>All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students. All requirements from GT Program Approval Standards are met for the gifted program for remote learners.</p> <p>The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be</p>	<p>P. 39-45</p>

	<p>mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom.</p>	
<p>Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.</p>	<p>The PBSD will ensure that all requirements of the PBSD English Learner plan are met for on-site and remote learners. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand. The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners.</p> <p>If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.</p> <p>During virtual learning, students who have been identified as needing ESOL/ESL support will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity’s robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual</p>	<p>P. 39-45</p>

	<p>Teacher will facilitate the usage of the tools during synchronous learning.</p> <p>Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.</p> <p>Curriculum, grouping, and pacing will follow that of the Pine Bluff School District ESOL Department guidelines. The district-approved English Language Development embedded instructional delivery model will be implemented. This embedded model addresses second language acquisition by addressing the national English Language Proficiency Standards. Students' language progression will be monitored through annual state testing using the ELPA21.</p> <p>Meaningful access to core curriculum standards will be provided in all content areas using grade appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. The ESOL Specialist from the Arkansas River Education Service Cooperative (ARESC) will help provide professional development as needed. Testing accommodations will be listed in each English Learners' Language Proficiency and Assessment Committee's form, updated annually. <i>PBSD ESOL Services Guide:</i></p> <p>https://docs.google.com/document/d/1QTBDFVtu4U2IU-mBQsUb7elibmvMxinLFJXkkgwtvC8/edit?ts=609163e6</p>	
<p>Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the PBSD Connection Coach to schedule screening and communication with parents. This will be in coordination with the PBSD Special Services Coordinator. 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</p>	<p>P. 39-45</p>

services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to IDEA guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all district protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices 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 styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, virtual teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

	<p>As is the case with all students, based on individual student needs and/or a student's IEP, the amount of face to face instruction by a district special education teacher and additional support services might require a change of placement that limits a student to on-sight instruction. Student placements are decided by following all rules and regulations of IDEA and district policies</p> <p>Virtual learning plans that are listed in each individual student's IEPs. Each plan has an outline of how and when services will be provided. These are individualized by students. Delivery of instruction (face-to-face or virtual) is outlined in each IEP.</p>	
<p>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.</p>	<p>All Virtual Teachers and Virtual Paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online sensory tools and assistive technology. Online sensory tools and assistive technology available to Special Education teachers will also be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, speech-to-text transcribers, and pencil-type stylus.</p>	<p>P. 39-45</p>
<p>Teacher Supports -</p>		<p>Digital Guidebook</p>
<p>Describe district and school supports to provide on-going digital content and instruction./al supports for teachers.</p>	<p>Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.</p> <p>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 identified, 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. The Virtual Campus Coordinator will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs.</p> <p>Virtual Teachers will have access to attend support sessions conducted by Solution Tree so that expectations and processes to support essential standards are aligned. Continuity of instruction will be prioritized.</p>	<p>P. 46-49</p>

<p>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?</p>	<p>Virtual 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.</p> <p>Prior to the start of school, the ARESC K-6 Virtual Academy Consortium and 7-12 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 district and cooperative staff. Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.</p> <p>The PBSO Central Office Staff will include virtual teachers in planning for professional development offered to onsite teachers. PBSO pacing guides and essential standards will be provided to virtual staff.</p>	<p>P. 46-49</p>
<p>District Supports</p>		<p>Digital Guidebook</p>
<p>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.</p>	<p>The Pine Bluff School District, in alignment with the federal Equal Educational Opportunities Act of 1974, implements policy to provide equal opportunities without regard to race, color, national origin, sex age, qualified handicap or veteran in its educational programs and activities. The Pine Bluff School District Virtual Academy offers families another choice in which students are able to access high-quality instruction provided by local Arkansas certified teachers. In partnership with teachers, parents, and the community, the Pine Bluff School District will provide quality educational opportunities that will enable all scholars to reach their maximum potential, graduating college and career ready.</p> <p>In order to ensure all digital learners have equitable access to virtual instruction, PBSO provides every student, regardless of living situations, with a Chromebook and charger. And, if necessary, a mobile hotspot to access the internet. If families elect to participate, low cost insurance for Chromebooks is available through the school district. These costs may be waived for students qualifying for assistance, such as those who receive McKinney-Vento Educational Services.</p> <p>PBSO Family and Community Engagement Coordinator works to provide basic needs such as clothing, food, and school supplies to remove barriers to student learning. Grants and donations have been secured for assistance. An active food pantry,</p>	<p>---</p>

	<p>sponsored by PBSB, serves the community. This service will be provided to all students, regardless of the educational model they opt for.</p> <p>The Director of Student Services/Student Hearing Officer serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies. Additionally, the district will use the following measures to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc., along with utilizing the School Intervention Team (SIT) for student support and intervention.</p> <p>The PBSB will afford the same services and educational opportunities to foster, migrant, military, and/or students in poverty to virtual students and on-site students.</p> <p>Page 17 of the PBSB Student Handbook https://content.schoolinsites.com/api/documents/1f26367e0ed34fe3bc90e99f7caab5cf.pdf</p>	
<p>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.</p>	<p>The Pine Bluff District Campus Connection Coach and Pine Bluff School District Testing Coordinator will work with the Virtual Campus Coordinator to coordinate assessments for remote learners, which will accommodate students and parents for onsite testing. The district contact will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement. The Virtual Campus Coordinator will work with the District Connection Coach to provide daily support and communication. Reminders for parents will be included during parent teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications. Virtual students will be required to participate in the same state assessments as on-site students. Virtual students will be required to participate in formative assessments as directed by the Pine Bluff School District.</p>	<p>---</p>
<p>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.</p>	<p>The Pine Bluff Virtual Academy will be closely monitored for effectiveness by the Pine Bluff School District Superintendent, District Central Office Staff, and PBSB District Connection Coach in partnership with the Virtual Campus Coordinator, Cooperative Teacher Center Coordinator, and the Cooperative Director of the</p>	<p>P. 20</p>

	<p>Arkansas River Education Service Cooperative. Components that affect student achievement are addressed below.</p> <p>Teacher Effectiveness: ARESC Virtual Academy will follow TESS and LEADS for teacher and administrator evaluations with scheduled and non-scheduled virtual classroom visits. Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.</p> <p>Curriculum Effectiveness: The content in the learning management system will be reviewed annually by district staff and virtual staff to ensure Arkansas standards are being met. Onsite and virtual students will be held to the same pacing, expectations, and standards.</p> <p>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 Staff and District Staff.</p> <p>Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent and staff (virtual and district) surveys will be conducted once each semester to monitor the effectiveness of the services. Assessment data will be used to monitor equity between both instructional models.</p> <p>Timeline: ARESC will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.</p>	
<p>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)</p>	<p>Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.</p> <p>The PBSO will provide a dedicated administrator (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support.</p> <p>In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.) Such resources will include food pantries, clothes closets, counseling services, additional training, and assistance programs.</p> <p>A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain,</p>	<p>P. 46-49</p>

	<p>3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.</p> <p>Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.</p> <p>Families will be provided the office hour schedules of the PBSA Administrator, Virtual Teachers, and Virtual Campus Coordinator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support. Families will receive a schedule for assignments and class meetings to engage students in both the local school community and the virtual school community. In partnership with the District Connection Coach, and Virtual Staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e., morning announcements, bulletins from the school.)</p> <p>One of our goals is to keep students connected to their local school campus and communities. In addition to the strategies listed above, the virtual campus will hold district-specific Zoom sessions where the teacher will utilize the district logo/colors as his/her background for that session. On set days, the virtual teacher will wear district spirit shirts while meeting with students from a specific district. Students will be asked to explore their communities in assignments and projects.</p> <p>Based on individual needs and requests, students/families will be connected to school, district, community, regional, and state resources (counseling services, additional training, food pantries, clothes closets, and assistance programs).</p> <p>Teachers will encourage and expect parents and student's voices, choices, and agency. We will build capacity in students and families to effectively engage in digital learning.</p> <p>When the parent and family engagement committee reconvenes, the plan will be updated to include virtual learners. Although the plan does not say that now, it is expected that all services for engagement be made available to all students and families.</p> <p>URL for the PBSA Parent and Family Engagement Plan https://content.schoolinsites.com/api/documents/54be4bee79c24784a94d7a85e761b02e.pdf</p>	
<p>Provide the URL to evidence of the local school board's approval of the waiver request(s).</p>	<p>N/A</p>	<p>---</p>

<p>Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).</p>	<p>Summary of Community/Parent Survey https://docs.google.com/presentation/d/1R9UDZkJowQdzAG-HQ676gXuNbrDr33-7ImHjqW5OEGU/edit?ts=60d0db49#slide=id.p</p>	<p>---</p>
<p>Policies</p>		<p>Digital Guidebook</p>
<p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p>Changes will be recommended regarding attendance for digital learning students. Here is a link to current Board Policies.</p> <p>PBSD 2020-2021 Board Policies https://content.schoolinsites.com/api/documents/ef546e73dde3421d98e8818d3425dc58.pdf</p> <p>4.7—... Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student’s physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District’s truancy policy</p>	<p>---</p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	<p>Changes will be recommended to include specifics about discipline policies for digital students. Here is a link to our current policies.</p> <p>PBSD 2020-2021 Board Policies https://content.schoolinsites.com/api/documents/ef546e73dde3421d98e8818d3425dc58.pdf</p> <p>Board Policy 4.17 STUDENT DISCIPLINE</p> <p>4.29—INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY</p> <p>4.29F—STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT</p>	<p>---</p>
<p>Please provide a link (URL) to the grading policy for digital learning students.</p>	<p>Changes to policy will be recommended to include specifics about grading policies for digital learning students. Here is a link to our current Board Policies.</p> <p>PBSD 2020-2021 Board Policies</p>	<p>---</p>

	<p>https://content.schoolinsites.com/api/documents/ef546e73dde3421d98e8818d3425dc58.pdf</p>	
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5.15—GRADING