



Charter Amendment Request From

The Charter Amendment Request Form and all required documentation must be received via email (ade.charterschools@arkansas.gov) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

Charter Name: Batesville High School Charter

LEA Number: 3201005

Superintendent or Director: Dr. Michael Hester

Email: mhester@gobsd1.org

Phone: 870-793-6831

**All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

Type of Amendment(s) Requested

Add a New Campus (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: _____

School District: _____

Relocate Existing Campus (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Campus Name: _____

Current Address: _____

Proposed Address: _____

School District: _____

Increase Enrollment Cap

Current Cap: _____

Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____

Proposed Grade Levels Served: _____

Name Change

New Name of Charter: _____

X Add a Digital Learning Program

| Schools | Grades/Courses | Interaction | Delivery | Platforms |
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| Batesville High School Charter | 9-12 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous | <input checked="" type="checkbox"/> Virtual (online) <input checked="" type="checkbox"/> Blended (hybrid) | <input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS |
| | | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous | <input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid) | <input type="checkbox"/> LMS <input type="checkbox"/> CMS |
| | | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous | <input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid) | <input type="checkbox"/> LMS <input type="checkbox"/> CMS |

| Waiver Topic | Standard for Accreditation | Division Rules | Arkansas Statutes | Indicate if the school is applying for the waiver and explain how the waiver will be utilized. |
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| Attendance | | | 6-18-213(a)(2) | This waiver will be utilized to allow students to learn asynchronously. There will be scheduled times to log in to Google Meetings and attendance will be monitored and recorded in scheduled meetings. Each teacher will schedule synchronous daily instruction to meet the science of reading requirements. If students fail to log in at the required time of the Google Meet they will be marked absent. If a student fails to log in to a scheduled Google Meet 5 times per semester without a valid excused absence, then the student will be expected to return to onsite learning immediately. The criteria for an excused or unexcused absence will follow the district policy. |
| Class Size | 1-A.5 | DESE Rules Governing Class Size and Teaching Load | 6-17-812 (a)(2) | The district is or is not applying for this waiver |
| Teaching Load 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 . | 1-A.5 | DESE Rules Governing Class Size and Teaching Load | 6-17-812 | The district is or is not applying for this waiver |
| Six Hour Instructional Day Waiver applies to virtual/remote students only | 1-A.4.2 | | 6-16-102; 6-16-126 | This waiver will be utilized to allow students to learn asynchronously. There will be scheduled times to log in to Google Meetings and attendance will be monitored and recorded |

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| | | | | in scheduled meetings. Teachers will schedule synchronous Google Meets to provide instruction daily, however, the Google Meet will not last the entire school day. So, there will be asynchronous assignments for the student to complete independently. The PVA virtual students will not be expected to stay logged into a Chromebook for the full 6 hours. They will have assignments that can be completed independently. Remote students in grades 9-12 will be expected to log into each class daily via Google Meet, however, there may be times the teacher assigns asynchronous independent assignments. |
| Clock Hours | 1-A.2 | | | This waiver will be utilized to allow students to learn asynchronously. There will be scheduled times to log in to Google Meetings and attendance will be monitored and recorded in scheduled meetings. The district has defined expectations for 9-12 coursework in order to receive credit. Typically, most courses require 120 clock hours to be completed asynchronously. The teacher monitors the course progression status to ensure the student remains "on-target" to complete the entire course. Accommodations or modifications are made as needed for students requiring differentiated instruction. |
| 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 | 6-16-102(a)(5) | The district is not seeking the recess waiver for BHSC. |

Digital Model

Please complete the following application with complete responses describing the school 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.

Asynchronous Learners - Students in grades 9-12 have the option of learning asynchronously through Edgenuity, which is on the approved digital provider's list, or synchronously by attending Batesville Charter High School classes remotely. Edgenuity classes follow the required standards and the students are expected to keep the progress bar on track and not fall behind. Students who learn asynchronously will have regularly required weekly scheduled times check-in with mentors and/or teachers. Teachers may also schedule regular synchronous learning times with virtual learners to provide instruction and learning support. Regular synchronous instruction will be offered to all virtual learners in addition to academic intervention support.

Remote Learners - Remote students are assigned a regular BHSC schedule, but join the scheduled class through a Google Meet instead of attending the class in person. Remote students are expected to learn & receive instruction synchronously each day. Students may only pivot to onsite learning at the end of the quarter or semester. To clarify, all remote students will be expected to learn synchronously each day. The instructional expectations for remote students are the same as the in-person students. If a student receives a grade of 'C' or below or misses more than five Google Meets in a semester, the student is required to return to onsite learning immediately. Google Meets will be started and recorded daily. Recordings will be posted in Google Classroom for all learners.

Blended Learners - On rare occasions, a student may request a blended schedule where some classes are taken "virtually" and some are taken onsite. If this model occurs, then virtual classes will follow the criteria for asynchronous learning listed above and the onsite classes will be delivered as usual. Students are only allowed to pivot to virtual or onsite at the end of each quarter/semester.

The district will provide ongoing support to teachers through Professional Learning Communities. Teachers have and will continue to receive training and support in Google Workspace, Digital Learning, Edgenuity, and effective instruction. In addition, the district provides a Dean of Students, Virtual School Coordinator, Literary Specialist,

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| | <p>Reading Specialist, and a Math Specialist that are resources and support for classroom teachers.</p> <p>Students will be supported by assigned teachers, regular required meetings with the mentor, and check-ins with the virtual school coordinator. In addition, students will have the opportunity to access regularly scheduled support for instruction and tutoring.</p> |
| <p>What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.</p> | <p>Students in grades 9-12 have three options: The delivery approach for the district will be virtual, remote, or traditional onsite learning.</p> <p>Virtual - Students taking Edgenuity classes are completely virtual students. They are assigned a mentor and a Batesville Teacher as describe above. Synchronous instruction and academic intervention support will be offered to virtual students</p> <p>Remote - Remote students in grades 9-12 will join classes from home while the class is being taught at the school. Remote students will be required to log in daily and receive synchronous instruction. Students may only pivot to a different learning option at the end of each quarter or semester.</p> <p>Blended Learners - On rare occasions, a student may request a blended schedule where some classes are taken “virtually” and some are taken onsite. If this model occurs, then virtual classes will follow the criteria for asynchronous learning listed above and the onsite classes will be delivered as usual. Students are only allowed to pivot to virtual or onsite at the end of each quarter/semester.</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 simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.</p> | <p>Teachers with students in grades 9-12 will serve in a dual role. They will have both remote and in-person learners simultaneously. This will ensure all students are learning the same content at the same pace as the students who are in the brick-and-mortar location. This will allow for an easy transition if a student wishes to return to in-person learning during the school year at the end of a quarter or semester. The student’s schedule, grades, and teacher will remain the same when a transition occurs back to campus. Students will be required to return to campus if they do not join the classes remotely or grades fall.</p> |

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| <p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p> | <p>The teachers collaborate with other teachers in the same grade level who are teaching in-person students. The teachers of the virtual students teach the same curriculum and standards as the onsite teachers. Teachers with students in grades 9-12 are expected to be in a Google Meet during the entire class period and interact with the students who are remote. Students must be able to see the classroom and any presentations being made. Students are encouraged to participate in discussions and are able to ask questions and join the whole group and small group discussions during class.</p> <p>PVA Students will follow the same curriculum as onsite students. They will be instructed regularly by BSD teachers who have been RISE trained. The literacy curriculum will be CKLA from the approved Science of Reading list. The virtual teachers are BSD teachers and will also have regular collaboration with onsite grade-level teachers.</p> <p>Students in grades 9-12 who are taking Edgenuity classes are frequently in contact with the Pioneer Virtual Academy coordinator. The coordinator is constantly monitoring progress and answering student questions. Content-related questions are forwarded to a specialist in that content area. Virtual and onsite tutoring is available for all students.</p> <p>Again, all teachers are BSD Employees and are RISE trained. They will be teaching from a State-Approved curriculum. The state-approved curriculum will be taught daily through synchronous learning. The district has adopted and uses with fidelity CKLA Literacy, Heggerty, and Phonics First. The science of reading requirements is being met through the use of the state-approved curriculum. All teachers also have access to RISE trainers and interventionists.</p> |
| <p>If utilizing waivers for class size, what supports will the school put in place to support the teacher and students? How will the charter monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.</p> | <p>NA</p> |
| <p>If utilizing waivers for teaching load, what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.</p> | <p>NA</p> |

| Technology / Platforms | |
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| Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.) | The learning management system Batesville School District currently uses and will continue to use is Google Classroom. |
| Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the school is using a content management system (CMS), please specify grades levels and subjects that the CMS will address. | The curriculum will be planned and correspond to what is happening at the school building. Elementary teachers will also use Zearn and CKLM digital curriculum with both onsite and virtual students. For remote students in grades 9-12, the digital content will be delivered through Google Classroom. The curriculum will be the same curriculum that is taught in the classroom to onsite students. Students in grades 9-12 who choose the virtual option will be enrolled in Edgenuity courses. |
| What video communication software is required for any digital learning student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants. | All Batesville School District students are provided a Chromebook. Students will have the opportunity to communicate with onsite teachers via Google Meet using this device. No additional video software is required. |
| 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 students are provided a Chromebook and those without internet access are issued a mobile hotspot to ensure all students have access to free public education. All hot spots that are checked out to families are CIPA compliant. |
| Student Supports | |
| Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students. | Teachers of remote students will be in contact with students on a daily basis or at a minimum of three times per week through Google Meet. Teachers will monitor student performance and observations of students will be made to ensure the wellness and safety of students. Food services offer meals to virtual and remote students. The meals are available to be picked up at several locations on scheduled days of the week. If a teacher observes a physical or mental need, this will be noted and the appropriate person will be contacted to investigate the situation. The same services offered to the students on site are available to all remote and virtual students. If a remote student is not |

joining the Google Meet or making adequate progress, a home visit will be made to check on the student when other communication fails. Teachers will have regular Google Meetings with students each week. Teachers will check in on their mental, physical, and academic needs. BSD is a community school model school. We have CSM Coordinators that check-in with campus site teams regularly to provide support and connected services for students and families. Each of our campuses has collaboration and access to our CSM coordinator, School-Based Mental Health Services, Rtl, etc as supports for all students.

The entirely virtual option is only available to students in grades 9-12. This option allows students to sign up for self-paced asynchronous learning through Edgenuity or, students may choose to follow a BSD schedule and log into their classes remotely each day through Google Meet. Students who choose the asynchronous option will be assigned a mentor that will check in on a weekly basis to ensure they are making adequate progress. These students' teachers of record will be Batesville certified teachers. Teachers may arrange tutoring or Google Meets to provide additional instruction or intervention in addition to the mentor. Students who choose the remote option will follow the same curriculum and expectations as onsite students. They will be expected to login into their classes remotely every day. All students will be expected to participate in the Ready for Learning Assessment, which is NWEA Benchmark. We will monitor the progress of students through this growth assessment and other local formative assessments. Students will be expected to participate in all State Testing. If a student is struggling, they will be given the same types of supports through the Rtl process as onsite students. The Pioneer Virtual Academy coordinator communicates with both students and parents through phone calls and email. Weekly progress reports are sent via email to parents of all Edgenuity students. If adequate progress is not being made in Edgenuity, both the parent and the student are contacted. If needed, a home visit will be made. If a student makes below a C at the end of a nine-week period, the student will be required to return to in-person learning. Tutoring is available after school hours for all students who are struggling. Tutoring is available both online and in-person at the high school level. Student engagement is monitored by the virtual academy coordinator through observation of the session log and the progress bar of all virtual students.

Describe the manner and frequency the school will use to monitor the academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.

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| <p>Describe the Academic Response to Intervention plan for digital learning students, including additional support and personnel.</p> | <p>BSD RtI Process - is utilized at every campus. Each campus implements Professional Learning Communities and RtI teams that meet regularly to discuss enrichment and interventions needed for students in each grade. In addition, each campus leadership team meets with district administration monthly during Care and Data Consults to review campus data including enrichments and interventions. Data that is reviewed includes local formative and summative assessments, NWEA Benchmark Assessments, DIBELS, NWEA Skills Checklist, and the PAST test. Student data will be monitored by the classroom teacher and grade level RtI support team. Any students falling below the benchmark or failing to make progress will be monitored through RtI. The Response to Intervention plan for both remote and virtual students will follow the same policy and guidelines as the onsite students. The student will be referred by a teacher to the RTI team at the home school of the student. If additional support is needed, the RTI team will determine if additional personnel is needed to provide the determined support and meet the needs of each student. Online tutoring is also available.</p> |
| <p>Describe the school's formative assessment plan to support student learning.</p> | <p>The formative assessment plan is the same for all students, both onsite and remote/virtual students. As state above, the district utilizes the following: local formative and summative assessments, NWEA Benchmark Assessments, DIBELS, NWEA Skills Checklist, and the PAST test. In addition to regular RtI meetings to discuss student progress, each campus leadership team meets with district administration monthly during Care and Data Consults to review campus data including enrichments and interventions.</p> |
| <p>Describe how dyslexia screening and services will be provided to digital learning students.</p> | <p>Dyslexia screening will be provided to digital learning students in the same manner as onsite students. Parents will sign an agreement of understanding that some testing/screening will be required onsite even though the student is remote or virtual. The district will ensure dyslexia law requirements are met for virtual learners. Dyslexia interventions will be provided synchronously. Asynchronous activities will be in addition to, not in place of, synchronous intervention delivery. Phonics First is the dyslexia intervention program for the district and will be provided synchronously through scheduled meetings with fidelity. The BSD dyslexia policies and guidelines will be followed for all students regardless of the method of the delivery of instruction. BSD Dyslexia Guidelines</p> |

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| | <p>The dyslexia interventionist will schedule times to provide intervention through a Google Meet on a regular basis in compliance with the requirements for the district's dyslexia intervention program.</p> <p>The district will ensure all requirements of the dyslexia law will be met for virtual learners that qualify for dyslexia intervention.</p> |
| <p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p> | <p>BHSC has charter waivers for all GT requirements. All students will options to take advanced /accelerated classes. Digital learning students will have the same options for courses as onsite students all GT Program Approval Standards will be met for virtual learners.</p> |
| <p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p> | <p>Students who receive support and service through the ESOL program will be served through their home campus. The ESOL director will work with both remote and virtual students along with the parents. Each campus within our district provides ESOL services and frequently communicates through phone calls, Google Meet, and home visits. Students who are not successful in the remote or virtual program will be required to return to onsite learning. PVA students will be required to complete all ELPA 21 screeners and assessments with trained, qualified teachers. Teachers will arrange the times with parents to administer these assessments. LPAC conferences will either be arranged face to face or virtually through a Google Meet. LPACs are managed in Ellevation, so all required teachers can see the necessary accommodations and modifications to follow. The EL Director and the PVA Director will monitor all ELL students and their services regularly. The district will ensure that all requirements of the District English Learner plan will be met for on-site and remote learners. In addition, all LPAC requirements will be met for virtual learners.</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>The Special Education Director for the district will work with each special education teacher at all schools within the district along with classroom teachers to ensure that all services and supports provided for onsite students are also provided to students who are remote or virtual learners. Evaluations and conferences will not change because the student is remote or virtual. All required evaluations and conferences will be held as required. Special education will be provided based on rules and regulations. The LEA supervisor will assign any remote or virtual students a certified special education</p> |

educator to provide the services as designated in the students IEP. Special Education referrals will be held as requested for digital learning students in the same manner as onsite students. The district will ensure that IDEA requirements are met for virtual learners. Special Education and Related Services will be provided asynchronously or synchronously as determined by the IEP team. All students with IEPs in the BSD have a Blended Learning Contingency Plan (BLCP) that is developed individually based on student data. The BLCP guides the instruction and accommodations for the student should they pivot from synchronous to asynchronous learning. For students participating in asynchronous learning, a special education teacher will schedule times to provide intervention through a Google Meet on a regular basis in compliance with the requirements based on the student's IEP and Blended Learning Contingency Plan.

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.

Teachers will follow all IEPs and 504s and provide accommodations as needed. A common and frequently used digital accommodation is allowing extra time to complete assignments. The district has provided a Chromebook to each student and teacher in order to easily create and access Google Meets and assist students with classwork and homework through Google Classroom.

Teacher Supports

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

The district has a virtual academy coordinator who provides support for teachers and students related to the digital programs. The goal is for all teachers, both onsite and teachers teaching remote students, to teach the same curriculum at approximately the same time of year. This will enable a seamless transition when a student returns to onsite learning. All teachers have access to webinars related to each digital learning platform or when there is a need, a separate professional development is scheduled. The coordinator also handles technology issues within each learning platform. Each teacher communicates with the coordinator when digital content or instructional support is needed throughout the year. Team Digital, a free resource provided through our local educational cooperative, will be utilized to provide needed training for digital learning. Teachers are provided access to ongoing professional development with all digital learning platforms that the district offers. In addition, all schools participate in regular professional collaboration meetings to discuss best practices. The district also employs a full-time literacy and

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| | <p>a full-time math specialist that works with teachers on best practices. In addition, the district has 5 RISE TOT trainers that provide ongoing professional development for the best practices in reading instruction. BSD also has over 65 Google Certified Educators and a Certified Google Trainer to assist teachers in any way.</p> <p>The district will also share and review ADE: DESE’s Content Resources for Digital Learning with all teachers. The district has also utilized Team Digital to provide professional development for staff. In addition, the district has access to the NAESC Cooperative to access supplemental support and resources for all areas.</p> |
| <p>Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?</p> | <p>The teachers will have the same planning time as the teachers who are teaching onsite students. They will receive the state-required 40 minutes daily. As stated earlier, all teachers meet on a regular basis to discuss student progress, so as a student transitions to or from PVA to onsite, the teachers will discuss student progress in PLC or RtI Meeting. All teachers are BSD employees and work on our onsite campuses. The content will be the same throughout the district, both onsite and virtual, with the exception of Edgenuity, which also follows the state standards. The district provides a virtual academy coordinator to provide necessary support as needed.</p> |
| <p>School Supports</p> | |
| <p>Describe how the school 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 school equity plan may be acceptable if it meets this criteria.</p> | <p>Batesville School District is a 1:1 school district with Chromebooks. Each student enrolled is issued a Chromebook. If a family does not have internet access, the district provides WiFi hotspots that can be checked out to families to access digital learning at home. To ensure equity for the following populations as listed by ADE: DESE (poverty, homelessness, migrant, foster care, and military-connected students), the district employs a Community School Model Coordinator that meets regularly with campus site teams to arrange “wrap-around” services when needed. The district employees and ESOL/Migrant Director as well as ESOL& Migrant teachers on every campus are also a part of the PLC and RtI meetings. The district also employs a full-time MCKV Liaison to provide intervention and services for families that are temporarily displaced. There are also onsite contacts for foster families and military-connected families.</p> |

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| <p>All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the school may communicate to parents and test digital learning students at a school site.</p> | <p>Virtual students in grades 9-12 who are enrolled in Edgenuity classes will test onsite either at the building where they would typically attend or at an approved off-site location. Students who are remote students will test onsite with the classroom teacher of the class they remote into at the scheduled time. Communication will be through email, phone calls, and social media. All parents agree to onsite testing at the same time a student is registered for virtual learning. If parents fail to comply with the agreed-upon MOU for PVA to bring their student onsite for State Testing, they will be referred to the superintendent and may be required to return to onsite instruction and forfeit the place in PVA.</p> |
| <p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p> | <p>The district will use data from ACT Aspire interim assessments and the ACT Aspire summative assessment in grades 3-10. Students who are enrolled in remote or virtual learning will be monitored and compared to students who attend school onsite to evaluate the effectiveness of the digital and remote options. In addition to achievement data, the district will also review growth assessments, behavior, attendance, classroom participation, and anecdotal records. As stated earlier, data is reviewed on a weekly basis in PLC and a monthly basis through RtI and Care & Data Consults. Leadership Teams from each campus along with the district leadership will review student progress through RtI, and CDCs to not only review student progress, but also the effectiveness of the digital learning platforms.</p> <p>To the question of policies- I have pasted the parent /student agreement, but students will follow the local handbook policies for attendance, behavior, and grading.</p> <p>Pioneer Virtual Academy - PVA</p> <p>Pioneer Virtual Academy is an extension of Batesville School District to offer a long-term option for virtual/remote learning. PVA enrollment must occur prior to the first day of school and changes can only be made at the end of each quarter or semester.</p> <p>Students will only be allowed to pivot to onsite learning at the end of the quarter or semester. However, if a student's grades drop below a C average, if a virtual learner fails to make adequate progress in Edgenuity, or a remote student fails to log in to a scheduled Google Meet 5 times per semester, then the student will be expected to return to</p> |

onsite learning immediately. If onsite learning is required for either of these two reasons, the student may not re-enter PVA for the remainder of the year.

As a part of PVA enrollment, there may be times when the student is required to come onsite for state or local assessments. If a parent or student fails to comply with the district request, they may forfeit their right to enroll in PVA and may be required to onsite learning. If a student is using School Choice to attend the district, then their School Choice may be reviewed.

If an onsite student in grades 9-12 is absent and needs to remote into the classroom, the parent will need to call the school before 8:00 am so the teachers can be notified that the student will be remoting into the class. This can occur up to 5 times per semester. This is not considered a part of Pioneer Virtual Academy.

Expectations for PVA- Parent/Student Agreement

Pioneer Virtual Academy is a part of Batesville School District, which is a full-time accredited public school and my student may not be enrolled in any other public school system or program, or any other public school sport or group.

It is my responsibility to secure an Internet service provider in my home. Student progress is a required part of the Virtual Academy. To remain enrolled, students are required to follow listed due dates in each course during the school year and to keep current each day. I understand my student should be on target for each quarter, and scores may be lowered for late work.

I accept responsibility to supervise my student in using the curriculum, and I understand that I am expected to become knowledgeable about it. I understand it is my responsibility to monitor and require my child's daily progress.

I will follow the guidelines and support of the professional staff including the teachers and the school coordinator in implementing this program with my student. I understand each teacher may communicate and address student instruction and follow-up differently, depending on the subject and needs of the student.

If attendance and progress requirements are not met, my child can be

reported as truant and/or asked to leave the virtual school at the end of the semester to return to our local district school. I understand regular attendance is required and this is determined by consistent progress in completing the daily assignments set for each school day.

I must report special circumstances that may impede progress in the curriculum to the school coordinator.

I am required to participate in regular conferences as needed and I must make every effort to be available when these are requested.

Teachers will review progress and consider other factors, including parental input, when making student advancement decisions.

Virtual students participate in Arkansas State Assessments and I am responsible for transportation to and from. I understand my child needs to be present on testing day(s) to meet Arkansas requirements.

Summative testing must be on campus under the supervision of the instructor (unit assessments, semester tests).

One hundred percent of the course must be completed with a passing grade.

I am responsible for all Chromebook repair charges due to accidents or negligence. This can include damage from dropping, spilling, or not caring for it or the charger properly. When there is an issue, I understand it is my responsibility to notify the school coordinator as soon as possible so the Chromebook can be checked.

I have discussed this with my child, and my child understands that he/she is responsible for completing his/her own work and that any form of copying or plagiarism is a serious situation and is unacceptable. School policy regarding these issues will be enforced.

Describe how the teacher(s) will engage families into the digital learning process. (School may link the District Engagement Plan if digital learning is included. The plan must address how the school will support parents/students with digital tools and resources)

The teachers and Pioneer Virtual Academy coordinator will engage families in the digital learning process by offering training on all digital tools used by the district. The parent engagement committee will meet multiple times throughout the year. The Pioneer Virtual Academy (PVA) Director shares information with the Parent Engagement Coordinator and team. Through collaboration and discussion with the parent engagement team, goals have established that address any concerns with digital tools and resources. The district has Pioneer Parent Academy that provides video and tools for parents to access at any time. The parents also have access to the classroom teachers through a two-way Remind Communication. Batesville Parental Engagement

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| | Plan |
| Provide a URL to evidence of the local school board's approval of the waiver request(s). | 4-26-21 Special Board Meeting Minutes |
| Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s). | Results from PVA survey |
| Policies | |
| Please provide a link (URL) to the attendance policy for digital learning students. | https://docs.google.com/document/d/1jE-bwRJH0E8AnznIN0zjT1hI23d56QJIR_kAV2HxCml/edit?usp=sharing Pioneer Virtual Academy |
| | https://docs.google.com/document/d/19s3aYOPcB-7WXpuzu-bHy6nZPJxsHcyYQnZlvpg_FXA/edit?usp=sharing |
| Please provide a link (URL) to the discipline policy for digital learning students. | Discipline Policies |
| Please provide a link (URL) to the grading policy for digital learning students. | https://drive.google.com/drive/folders/1I1U4HEh4velKS_EbssedkyvUmYQORHqB?usp=sharing UPdated Batesville Digital Learning Plan |
| Charter | |
| Describe how the addition of a virtual program is in line with the mission or model of the school. | |

Additional Waiver(s) - No additional waivers other than those listed at the top of this request.

Enrollment by Grade:

9th - 238 total
10th - 245 total
11th - 117 total
12th - 205 total

Enrollment by Race:

638 White
212 Two or More Races
201 Hispanic

11 Asian
49 Black

Free/Reduced - 41%

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| Waiver Topic #1 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #2 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #3 | |
| Arkansas Code Annotated | |

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|-----------------------------------|--|
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #4 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #5 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |