



ADE USE ONLY: Submission Date: _____
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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:

Southside Charter High School and Southside Jr High

LEA Number:

3209702 and 3209703

Superintendent or Director:

Dion Stevens

Email:

dion.stevens@southsideschools.org

Phone:

870-251-2341

**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
Southside Charter High School Southside Junior High School		☐ Asynchronous ☐ Synchronous X Asynchronous & Synchronous	X Virtual (online) ☐ Blended (hybrid)	X LMS ☐ CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☐ Virtual (online) ☐ Blended (hybrid)	☐ LMS ☐ CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☐ Virtual (online) ☐ Blended (hybrid)	☐ LMS ☐ 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.
Attendance			6-18-213(a)(2)	Southside School District is requesting the waiver of attendance policy. The district shall define attendance in virtual learning courses by the online attendance, time the student is working on the coursework, and completion of assignments within the assigned timeline as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course. Students in Grades 7-8 will participate in the Tri Region Virtual Program (TRVP). Students in grades 9-12 will participate in instruction from Virtual Arkansas. Grades 7-8: All instruction will be synchronous, and students will be required to meet daily. However, a district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	Southside School District is requesting a waiver for class size. The Virtual Teacher provides virtual instruction to only students who are remote. Grades 7-8 TRVP A waiver is being requested due to the anticipated student:teacher ratio in K-8 classes--30:1. TRVP will provide P.E. and health- a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1)

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	Southside School District is not requesting additional waivers for the teaching load. 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.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	Southside School District is requesting the six 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. Grades 7-8 TRVP All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.
Clock Hours	1-A.2			Southside School District is requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours. Grades 7-8 TRVP A waiver is being requested for Clock Hours for 7th and 8th grade courses earning credit. Students will receive credit for the course based on successful completion of course work instead of required clock hours.

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)	N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.
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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.	For grades 9-12, Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Southside virtual students will be required to attend synchronous sessions. In the first two weeks of the semester, all students must attend all virtual sessions. Failure to attend all sessions could result in a return to on-site learning. Students in grades 7-9 must attend all sessions all semester. For students in grades 10-12, it is highly recommended that the students continue in the habit. If the 10th-12th grade student is successfully engaged with learning (70% or better), he or she will be required to attend 50% of live sessions in the academic reporting period. Should a student fall below mastery, 70% or less, he or she will be required to conference with Southside’s virtual facilitator, his or her parent/guardian, and then be required to attend 100% of synchronous sessions. If a student is failing, 59% or less, he or she will be required to attend a face to face conference with Southside’s virtual facilitator, principal or counselor, his parent or guardian and attend all synchronous sessions. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a

	student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week. For grades 7-8, The K-8 TRVP will primarily be a synchronous model for K-8 core instruction. The synchronous model will allow for daily structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students. An asynchronous option will be made available to students with extenuating circumstances and at the discretion of participating districts. The virtual lessons will be made available to asynchronous students on a weekly basis. Teachers: Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. Virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson. Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real time. Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support. Students: Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc.
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.	Grades 9-12 will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

	Grades 7-8 will participate in the K-8 TRVP. The K-8 TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual. All virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar.
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.	Grades 9-12 will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. A certified teacher will serve as a facilitator. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities. Grades 7-8: The K-8 TRVP delivery of instruction for K-8 students will be 100% virtual/remote. The K-8 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-8 TRVP teachers will be solely dedicated to remote instruction. The K-8 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option. The K-8 TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the TRVP teachers and district CCCs throughout the year. Responsibilities of the CCCs may be to: • Monitor progress in real-time, • Serve as an ambassador for the district, • Advocate for their students and families, • Serve as a support seeker, • Serve as the first line of communication and contact for parents and students for the district, • Provide information technology support, and overall help, • Partner with the virtual staff to provide support for the students, • Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families, • Address issues that tend to be "high touch" • Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district The facilitator will be dedicated to the success of virtual learners. Requirements for the position include but are not limited to: current Arkansas certification, participating in Virtual Arkansas

	Facilitator Training, strong rapport with students, and effective skills in communicating and engaging families. The facilitator will enter grades and other student data into eSchool.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	For students in grades 9-12 utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction. Grades 7-8: TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. Synchronous students will be required to attend daily sessions each week, and asynchronous students are expected to view all virtual lesson sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Parents will also have access to these lessons in order to support their child with any additional activities or tasks. Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction. The 3-8 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds.

	Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures, and verbal reasoning. Instruction will occur synchronously five days a week and in real time. This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition (“bottom of the rope”) are developed and supported on a regular basis, as well as the skills of language recognition (“top of the rope”) Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students’ progress so that the CCCs can fulfill their responsibilities in helping to ensure student success. • Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date. • Teachers will complete the grading of assessments within 2-3 business days • Teachers will complete the grading of portfolio items within 4-5 business days Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher’s set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.
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.	Grades 9-12: Southside School District is not requesting additional waivers for teacher load. 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. Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction. Grades 7-8: The K-8 TRVP will utilize district waivers for class size. The following student: teacher ratios will be followed: Core Courses • Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1). • Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (30:1).

	• Middle School (7-8): The average student-to-teacher ratio for middle school core courses is (30:1). Non-Core subjects will be integrated into the instructional day
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.	Southside School District is not requesting additional waivers for teacher load. Grades 9-12: 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. Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction. Grades 7-8: The K-8 TRVP will not utilize district waivers for teaching load. The following student-teacher ratios will be followed: Core Courses • Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1). • Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (30:1). • Middle School (7-8): The average student-to-teacher ratio for middle school core courses is (30:1). Teaching load in the K-8 TRVP will not exceed 150 students
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 9-12) (Grades 7-12). 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. Grades 7-8: Students in the K-8 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

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.

Virtual Arkansas provides access to 139 courses in grades ~~7-12~~ **9-12** 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.

Grades 7-8: The K-8 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-8 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program with the recommended considerations for supplemental resources. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters. The content and resources will effectively address phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other common assessments such as DIBELS.

	TRVP will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies.
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.	Grades 9-12: Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote-control option. The remote-control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators. Grades 7-8: The K-8 TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date. Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.
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.	Each 100% virtual student will be assigned a district device. For students in grades 7-8, devices will be locked down between the hours of 11:00 pm and 5:00 am. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas. In addition, virtual students may attend bi-weekly after school study sessions to utilize wi-fi and have support of on-campus instructors.
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.	Grades 9-12: 7-12 Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

	Grades 7-8: The K-8 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies. Wellness and safety will be monitored with synchronous students via strategies such as visual "check-ins," conferring during the lessons, and monitoring the students' participation and completion of work. Teachers will monitor asynchronous students via observations of the students' work habits (e.g., a change in work quality and/or quantity), regular communications with the students and parents, and any other indications that a student may be struggling (e.g., lack of participation for prolonged periods of time). To address the overall well-being of students, Southside Schools has developed wrap around services to address such needs as food security, physical, mental health, etc. All supports are shared with families. Food pickups twice a week, access to counselors and school based mental health, school based health clinic, etc. These services will be shared with students and families during orientation, the virtual handbook, and as needed throughout the school year.
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.	Southside School District will employ a part time virtual learning facilitator. Each week this certified teacher will monitor the academic and student engagement in the K-8 TRVP and Virtual Arkansas Courses. When engagement is not at expected levels, the facilitator will reach out to students and families. If disengagement continues, the facilitator will refer the student to the building principal for a family conference and other steps as outlined in the virtual handbook. The facilitator will also encourage and applaud students who are successfully learning and engage with instruction. 7-12 9-12 virtual students have access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful. For grades 7-8, Southside School District has access to the Google Classroom in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the virtual learning facilitator. 7-12 students will be able to take advantage of tutoring sessions which will be offered bi-weekly. Southside's Virtual Facilitator will communicate weekly sessions availability to families and students.

Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	Additionally, 9-12 Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks. Grades 7-8: K-8 Tri-Region Virtual teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions. Southside's Virtual Facilitator will work with school administrators and intervention committees to ensure virtual students have access to all Tier II and Tier III interventions as determined by the school's RTI committee. Services include but are not limited to: • Core Content Study sessions which are offered bi-weekly. • Academic support and planning with a school counselor. • Virtual students in grades 9-12 may choose a hybrid approach to attend on campus courses in Critical Algebra or Critical Reading. Virtual students in grades 7-8 may attend Math Lab or Literacy 2.0 Courses to receive additional supports. • Access to online intervention programs such as i-Ready for grades 7-8 in ELA and Mathematics. • Dyslexia Services • Intervention groups during advisory
Describe the school's formative assessment plan to support student learning.	To support student learning, the Southside School District uses a combination of formative and summative assessment results along with previous years' data and trends to inform curricular and instructional decisions. Other data used to support student success is provided by intervention teams and school administrators (attendance, discipline, etc.) The timing for all required local and state assessments is included in the SSD Assessment Calendar for Digital Learners. Students in grades 3-12 will complete NWEA MAP assessments a minimum of two times per year. Some cases may allow for remote completion of this test. Students in grades 3-10 may complete ACT Aspire Interim assessments onsite as content area teams determine. These interims could include English, reading, math, and science. Other grade-level formative assessments developed by PLC Teams may be given and monitored by classroom teachers who will regularly communicate with students and parents about progress. These will be designed to reflect mastery of essential standards within each content area.

	Technical support for these assessments will be provided by the district IT team; technical support will be available to all families through contact with building-level coordinators.
Describe how dyslexia screening and services will be provided to digital learning students.	In the K-8 TRVP, teachers will provide accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the virtual facilitator. The virtual facilitator will follow-up with appropriate school district procedures. Initial Screening The initial screening process for students in grades 7-12 include NWEA MAP Growth: Reading data, content writing samples, classroom work samples, and common formative assessments. Historical data - standardized assessment achievement (ACT Aspire/ACT), classroom achievement, past intervention experiences/data - will also be used to universally screen all students in these grade levels. Students who are reading below their expected grade/achievement level AND are not showing growth on common formative assessments or the NWEA MAP Growth: Reading assessment AND demonstrate multiple indicators for dyslexia will be considered for a referral for more intense intervention supports and Level I dyslexia screening. Level I Screening Process Within ten school days of the referral, the instructional facilitator and/or interventionist will notify parents, request parents to complete a survey, and provide the student's teacher(s) with a questionnaire. Level I screening at all grade 7-12 will consist of a teacher referral and a Level I Team Meeting, during which the referred student's teachers, and the instructional facilitator and/or interventionist will work together to analyze the students' initial screening results, classroom data/samples, parent survey, and teacher survey. If the team decides that Level II screening is necessary, then parents will be contacted for their consent of continuing with Level II assessments. Level II Screening Process Students who are recommended for Level II screening and whose parents have provided consent for continued testing will complete four additional state-approved assessments. These assessments will be administered by one of the on-site, trained and certified Level II assessors. The assessments will be administered within ten days of the Level I decision and the parent's consent. The Level II assessments are as follows: Woodcock Reading Mastery Test - 3rd Edition (WRMT III)

Comprehensive Test of Phonological Processing - 2nd Edition (CTOPP 2)
Gray Oral Reading Tests 5th Edition - (GORT 5)
Test of Written Spelling 5th Edition - (TWS 5)

Within ten school days of completion of the Level II assessments, the intervention team (referring teacher, interventionists, and instructional facilitator) will schedule a meeting with the students' parents to review and discuss the results of these assessments. The assessment data, as well as the information included in the parent survey and the teacher survey, will be considered in the overall analysis of the student's strengths and weaknesses.

Within 10 days of completion of Level II screeners, the instructional facilitator and/or interventionist will schedule a meeting with the student's parents to share the results, plan of service/intervention programming, and share parent resources.

Dyslexia Services

If a student demonstrates multiple characteristics of dyslexia, as indicated by Level I and Level II screening, then that student will participate in explicit, systematic dyslexia intervention. The programming used for dyslexia remediation at Southside School District is Phonics First and Structures by Brainspring. The program implementation options and standards are as follows:

Intervention services are delivered by teachers, interventionists, specialists, etc. who have participated in 30 hours of training and certification for the program.

Small group services are provided to students exhibiting significant decoding and encoding deficits and/or multiple characteristics of dyslexia.

7-12: Students receive a minimum of 30 minutes of remediation, three times a week. This is also completed as 45-minute sessions, twice a week. Students who are receiving these services must participate in at least 90 minutes of remedial services each week.

Up to six students can be served in one group. Smaller group sizes can be arranged for more intense remedial services.

Students who are enrolled as digital learners at Southside School District will have the option of participating in these sessions in person or via remote learning experiences. Digital learning students who choose to participate remotely will be able to participate in virtual sessions with one of the certified interventionists. These virtual sessions will be completed using Google Classroom and Good Meet technologies. Utilizing Google Classroom and Google Meet will allow interventionists to set up classes, create classwork, and monitor and assess each student's progress throughout the remedial program. Any additional support and/or resources that the students/parents will need for effective engagement in the remedial sessions will be provided by the school. These supports may include student technology devices (Chromebooks, iPads, etc.), multisensory manipulatives, whiteboards/markers/erasers, and "red word" screens/crayons/strip blanks. Students

	who are enrolled as digital learners at Southside School District will also have the option of participating in onsite remedial sessions. The times will occur during or after the school day. The students will be included in existing, on-site remedial groups and will participate in all aspects of the program. Interventionists are available to meet with parents/guardians via Zoom, Google Meet, or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians with all necessary information. Phone calls and messages (Remind, ClassDojo, etc.) provide a quick and easy form of communication between parents and interventionists. Southside School District will ensure dyslexia law requirements are met for virtual learners. The Southside School District will ensure all requirements of the dyslexia law are met for on-site and virtual learners.” Also, the district must adhere to the protocols of dyslexia screeners and therapy programs regarding the use of a virtual format.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	Southside School District Gifted and Talented programming options will be provided to virtual students across all grade levels, K-12. GT Standards and the policies of the Southside School District will be followed while serving students through our GT program. GT services will be provided remotely by a GT licensed teacher and our learning management system (LMS) at each level. Time will be scheduled in the day for providing virtual services. AP and Pre-AP courses are offered to virtual GT students through the virtual school option in grades 7-12 9-12. Students in these grades will also be served digitally through the LMS by meeting monthly with the licensed GT teacher as set forth in the program approval application just as face to face students are served. The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. The district will ensure that all requirements from GT Program Approval Standards will be met for virtual learners
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	ESOL Services are provided for identified English Learners (ELs) in grades K-12. K-8 TRVP teachers will provide all accommodations and modifications as stated on LPACS. ESL students will participate in direct English Language Development instruction through Google Meets in small groups or individually if needed. These groups will meet 3-5 days a week depending on the student’s need for support to become fully proficient in English. Curriculum, grouping, and pacing will follow that of the Southside School District ESOL Program Handbook. 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. ESL teachers will collaborate with classroom teachers to determine appropriate scaffolds and differentiation methods to provide the correct amount of support for the appropriate time and to accommodate assessments. Students’ language progression will be monitored through annual state testing using ELPA21.

	ESL teachers will frequently communicate with families through the Google Meet format, phone calls and emails. An interpreter will be provided for administration, counselors, and teachers to communicate with families and students. Southside School District will ensure all requirements of the District English Learner Plan are met for virtual learners. will be met for on-site and virtual learners.
Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	Virtual Arkansas teachers and the K-8 TRVP teachers will provide information for evaluations and conferences when requested. Southside Schools will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff. Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities: 1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning. When the family chooses digital learning, the student's IEP committee will determine Special Education services and supports. The IEP committee will determine the method of delivery of services. Accommodations for 7-12 virtual students will be provided through the Virtual Arkansas or the 7-8 TRVP. K-8 TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher. When it has been determined that an evaluation is necessary by the IEP committee the students will be scheduled for on-site special education evaluations. Conferences for special education students will be conducted virtually if possible.

	Virtual teachers will provide information to the IEP committee for conferences and evaluations when requested. The School District will provide modifications / accommodations and functional levels to the virtual provider, soon after the start of school or when the student enrolls in our district. If the IEP committee has a conference throughout the school year, the virtual provider will be provided with updated information.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers. Assisted technology will be utilized as necessary for student achievement. Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning. In addition, Southside's Virtual Facilitator will work with Virtual Teachers and students to provide access to digital resources: • On To College (ACT Test Prep) • Personalized Learning Pathways in i-Ready Reading or Math • Additional digital accommodations utilized for learning loss
Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	Southside School District will be utilizing Virtual Arkansas for grades 9-12 and the K-8 Tri-Region Virtual Program (TRVP) as our digital content and digital instruction solutions. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology. As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. The K-8 TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital

	pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Digital Learning Unit specialists at each co-op, continuous professional development will be available to all TRVP teachers.
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?	Southside School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Southside School District will be utilizing Virtual Arkansas for grades 9-12 and the K-8 Tri-Region Virtual Program (TRVP) as our digital content and digital instruction solutions. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas. The K-8 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).
School Supports	
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.	Southside School District (SSD) will work to ensure all digital learners have equitable access to virtual instruction. SSD will provide every grade 9-12 student with a Chromebook or a grade 7-8 student with an iPad. If needed, a mobile hotspot may be checked out to access the Internet. Southside School District partners with the local 4-H Chapter to meet basic needs through a food bank and clothes closet. Both sites are located on the campus of the SSD. In addition, community partners provide school supplies to supplement any materials not provided by the district. The assistant superintendent 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. The district will also leverage the following 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. SSD will provide all appropriate testing and support services for all students. Virtual teachers

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.	will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary. All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, i-Ready, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment. Parents will be notified of onsite testing requirements during student enrollment and registration. Testing requirements are also outlined in the Program Guide. Student/family refusal to test on site may result in denied enrollment in the virtual academy. Students will test onsite per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the building test coordinator with input from the . Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments. Device updates for virtual students are pushed out via Chrome management and devices will update when powered off and on again, as long as they are connected to the internet (whether at home or at school). This ensures that student devices are ready for onsite testing. Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.
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.	7-12 9-12-Virtual Arkansas provides the Southside Schools with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email. TRVP will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, TRVP, TRVP Director, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below. Teacher Effectiveness: Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits.

	Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification. Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Arkansas Teachers and Administration. Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services. Southside School District will evaluate the program's effectiveness for 7-12 students by: - Analyzing student data on NWEA MAP Growth at mid-year and the end of year - Surveying students and families during the second week to determine any additional supports needed. Follow-up surveys will be used at the midpoint of each academic quarter to adjust services as needed. - Course engagement and course progress will be used to determine effectiveness
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)	7-12 Grades 9-12: Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (linked here) and Southside School's Virtual Program Guide. Grades 7-8: All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades. (Handbook: https://bit.ly/3e5KNeb) Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.
Provide a URL to evidence of the local school board's approval of the waiver request(s).	Board Minutes July 11, 2022 Agenda
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	Current Virtual families were surveyed, contacted by phone, or email to discuss changes in digital learning and their intent to participate in the 2020-21 school year. Survey data was utilized in planning for this model.

Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	Southside Virtual Policies
Please provide a link (URL) to the discipline policy for digital learning students.	Southside Virtual Policies
Please provide a link (URL) to the grading policy for digital learning students.	Southside Virtual Policies
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	Southside Virtual Learning is a rigorous program designed to provide students with flexible pathways to Future Story Success. The courses are designed to challenge students in mastering the Arkansas Curriculum Frameworks for each grade level. • Students can successfully complete these courses with a strong work ethic, dedication to a daily schedule, meeting assignment deadlines, and clearly communicating personal learning needs with teachers and family members. • The courses are built with high expectations for all learners. Courses include use of virtual tools such as online class meetings, discussion boards, assignment submission deadlines, and family communication tools. • Accountability for success is shared between the student, the family, and the school. A virtual facilitator is available to help students and families succeed. Policies and practices have been established to ensure accountability in attendance, behavior, and engagement with the learning. • Grade 7-8: TRVP students will be provided grades based on the individual school district's grading policy and shall be consistent with that of onsite students in the individual districts. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course(s). Final grades are provided to the schools who are expected to keep those records and will enter the students' grades in eSchool accordingly.

☐ Additional Waiver(s)

Waiver Topic #1	
Arkansas Code Annotated	

Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

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

Waiver Topic #3	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

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

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

_____AMI (Alternative Methods of Instruction)

As per Arkansas Code Annotated § 6-10-127 a district may apply for up to 10 days of AMI for the use of alternative methods of instruction, including [remote] learning, on days when the district is closed due to exceptional or emergency circumstances such as:

- contagious disease outbreak
- inclement weather
- other acts of God
- utility outage

AMI Requirements

REQUIREMENTS	DISTRICT RESPONSE
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Number of AMI days requested by the district. (Please note that all AMI days utilized must be noted in eSchool. Sporting events, funerals, other school events, lack of substitutes, or lack of bus drivers do not qualify as exceptional circumstances.)	# days requested per year
Provide a description of the AMI assignments and materials used at each school within the district to effectively facilitate teaching and support learning for the benefit of the students. Please include information if the district will utilize technology-based assignments or paper packets. (AMI packets must be available on-line or have been sent home prior to the designation of an AMI day)	
Describe how student attendance will be determined for an approved AMI day. (All attendance should be determined and reported in eSchool within 5 days of the AMI day.) May include a link (URL) to the attendance policy for digital learning students if applicable to all students during AMI days.	
1.) Describe how the district will ensure implementation of Individual Education Programs (IEPs) for students with disabilities on AMI days. Include how the district will involve the special education teacher in the provision of special education services during the AMI day to meet the individual needs of each student. 2.) Describe how accommodations and related services will be provided.	1. 2.
Please include the link (URL) to the webpage or social media where information will be posted to announce the date of the AMI day and reason for utilizing the AMI day - (this should match the AMI dates entered into eSchool). (Example: December 1 will be an AMI day due to inclement weather)	