Charter Amendment Request Form

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: Mountain Home High School Career Academies

LEA Number: 0303703

Superintendent or Director: Dr. Jake Long, Superintendent

Email: jlong@mhbombers.com

Phone: 870-425-1201

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: _____

XXX **Add a Digital Learning Program**

Schools	Grades/Courses	Interaction	Delivery	Platforms
Mountain Home High School Career Academies	Grades 8-12 All academic and CTE courses	☐ Asynchronous ☐ Synchronous **XX** Asynchronous & Synchronous	**XX** Virtual (online) ☐ Blended (hybrid)	**XX** LMS ☐ CMS Canvas
		☐ 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)	**The district will apply for this waiver with the goal of identifying a virtual student attendance policy that is similar to a seated student attendance policy but accounts for the differences in virtual instruction and face-to-face instruction.** **Students enrolled in Bomber Virtual Academy will be subject to the same attendance expectations as seated students, however active daily participation will determine the student's daily attendance designation rather than physical attendance, which is used to determine student attendance on campus. Students in BVA will be scheduled into daily meetings with their teachers and with small groups, and they will be assigned asynchronous learning tasks when they are not in these meetings. Students will be required to complete the teacher's daily expectations (both meetings and learning tasks) in order to be counted present for that day. Teachers will set their class schedules before the semester begins, and students will be expected to log in and participate during direct instruction time periods. A student's completion of his/her daily assignments will also serve to mark the student as present when direct instruction between the teacher and students is not scheduled.** **Chronic absenteeism -- missing 6 days or more in a semester -- may result in a recommendation for the student to return to on-site instruction**

				and may also result in a referral to juvenile services when applicable.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	<mark>The district will apply for this waiver.</mark> **The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered "large group instruction" courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction. Current class size restrictions are in place for many reasons including classroom management, physical space limitations, and the ability to give students individualized attention. The nature of digital learning and virtual instruction remove some of those issues. Because virtual learning is primarily asynchronous, teachers can instruct more than the usual class size load of students. There isn't a limit to how many students can access the curriculum at one time; however, we believe that virtual teachers should have no more than double the class size mandated by law. Requested student-teacher class size ratios are as follows: Gades 8-12: 60:1, not to exceed 180 students total Teachers in grades 8-12 who teach both virtual and onsite classes can have 10 additional students per digital period, not to exceed 180 students total.**

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 wishes to apply for this waiver.** **The Bomber Virtual Academy offers a virtual option using the Canvas LMS with digital content.** **This provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.** **Teaching loads by grade levels for 8-12 BVA are as follows:** **8-12: 60:1, not to exceed 180 students total** **Teachers in grades 8-12 who teach both virtual and onsite classes can have 10 additional students per digital period, not to exceed 180 students total. Although this would be considered the maximum number of students for a teaching load, current projections indicate numbers much lower than the maximum.**
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	**The district wishes to apply for this waiver.** Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.
Clock Hours	1-A.2			The district does not wish to apply for this waiver.
Recess Waiver applies to virtual/remote students only	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	The district does not wish to apply for this waiver.

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.	Synchronous: Live instruction daily with assignments and tests administered as in seated instruction classes. Attendance taken based on student being present during live instruction session Asynchronous: Instructional delivery based on a weekly set of expectations and assigned modules / assignments. Attendance taken based on student "check-in" according to teacher's expectations. Student participation synchronously: Students will engage in daily instruction via either Zoom or Google Meet sessions for core, elective, CTE and AP courses. Synchronous courses will meet and operate in the same manner as seated instruction courses and the student schedules will reflect that. -Student participation asynchronously: Students will will be expected to engage in instruction in asynchronous courses via recorded video sessions, voice-over presentations, live meetings via either Google Meet or Zoom sessions, 1 on 1 discussions in teachers' office hours, discussion board postings in core, elective, CTE and AP courses. -Synchronous and Asynchronous courses will be offered based on student demand, as well as scheduling limitations. For example, if a full class of a course (Economics for example) is demanded, but it will not fit in all student schedules, a teacher will be able to teach that course asynchronously. This means that the teacher's daily schedule will reflect a course, but students may not have that course in the same time slot and will be expected to meet course expectations for assignment completion, assessments, class meetings, discussion boards, etc on the teachers expected schedule -The goal is to have purely synchronous, or asynchronous classes in a course. However, demand may require that a teacher's asynchronous course (i.e., AP Biology will not require 2 course sections) be offered in a single time slot. Some students may be able to fit that course into the assigned time slot, and other students may not, necessitating asynchronous scheduling of that course

6

	for those students.
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.	Virtual / Online: Instruction based on Synchronous / Asynchronous models as follows: -Utilizing the CANVAS Learning Management System (LMS), in addition to the direct support of Digital Instructional Designers (DIDs), content teachers will have the opportunity to access instructional and state approved curriculum supports. Teachers are provided direct support in the following manners: • DESE Playbook • DCTE Playbook • iCEV Supplemental Curriculum for CTE coursework • College Board Digital Classroom for Advanced Placement courses • Virtual Arkansas Courses as needed (for courses not offered by MHPS) • Summer Professional Development • Continuous and ongoing professional development, and supports with Essential Standards work within PLC Guiding Coalition meetings
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.	Teachers will be instructing classes only in seated or virtual instruction. There will be no dual role classes in which teachers have both remote and in-person students.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	Synchronous: Daily instruction sessions with face to face (virtual) instruction, attendance, assignments. Asynchronous: Weekly module of instructions, assignments, projects, resources and assessments with student check in based on email, face to face (virtual) session during teacher's office hours, module completion or LMS Discussion boards.
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.	Asynchronous instruction: Teachers will have that period of instruction in his / her schedule to provide instruction, feedback, administer and grade assignments, in addition to the daily planning period.

	Synchronous instruction: Teachers of synchronous classes will have their full planning period daily. Synchronous classes will be included in the daily master schedule to coincide with seated classes. Teachers of virtual classes (synchronous and asynchronous) will have opportunities monthly to meet with administration (Lunch N Learn, Faculty or Dept/PLC meetings, 1 on 1 conferencing, etc.) to discuss needs, goals, progress. Utilization of Digital Instructional Designers (DID's) for content management, instructional delivery, material acquisition and distribution will also be available to instructors as a resource.
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.	The district has flexibility in scheduling virtual instruction into a teacher's schedule to include up to 180 total students to allow for variations in student schedules. This flexibility will allow the district to ensure the best possible ratio of students in both seated and virtual class instructional settings for each building teachers Supports for teachers exceeding teaching loads in digital settings include, but are not limited to: Conferencing with DIDs, Professional Development (Summer and Ongoing) with DIDs and education professionals engaged in digital instruction, PLC meetings (with digital and seated instruction teachers. Monitoring of progress and support will be accomplished with BVA Success teams (Admin, Dean of Students, Counselors, Dept Chairs).
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	The district will use the Canvas LMS

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.	Digital content and curriculum available to teachers and students includes, but is not limited to, Canvas (Digital Instructional Designers), ICEV (CTE) / DCTE Playbook, Ready for Learning Plan, DESE Playbook (Frameworks by subject area), Guide for Life, Virtual Arkansas (VARK), AP / College Board Digital Classrooms.
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.	Zoom and Google meet utilized in the virtual classroom
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 student, both seated and virtual, will be issued a Chromebook for connectivity purposes and to utilize for instructional and class purposes. ● All MHHS students are provided with Chromebooks. ● Students showing the need for internet access are provided with Internet Hotspots
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.	Video / Phone conferencing with students and families from counseling staff and administration as needed. Video conferencing for School Based Mental Health Professionals is an available option. In terms of food security, surveys are sent to students and guardians for food pick up times throughout the year in order to determine student needs. Also, counselors that are aware of student situations connect those in need with our Food Service Department for times and dates of food pick up. Backpack/snack pack programs are also available to 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.	Weekly uploads of grades and completed work by virtual teachers Regular communication between teachers and students / families as per the BVA Student / Parent Contract and BVA Teacher Expectations. Support for student engagement is accomplished through the Dean of Students and the District Director of Academic Support. The focus of the Director of Academic Support is student re-engagement and will work to reconnect students who became disengaged during the pandemic.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	Regular monitoring of progress, attendance, late / missing work, communication records with BVA Success team (Classroom teachers, Admin or Dean of Students, Counselors, Parent / Student)

Describe the school's formative assessment plan to support student learning.	Common Formative Assessments are created within PLC Collaboration to support / prepare for: NWEA, MAP, ELPA-21, ACT Aspire
Describe how dyslexia screening and services will be provided to digital learning students.	Virtual sessions with Dyslexia facilitators for interventions in addition to virtual screenings for students with Dyslexia will be provided to students that are in need of these services. Virtual, and or face to face Dyslexia Intervention sessions are provided as needed
Describe how Gifted and Talented supports and services will be provided to digital learning students.	Availability of AP and Pre-AP coursework will be provided either in seated instruction, VARK, or virtual (synchronous or asynchronous). The Gifted and Talented population of MHHS students will have access to: ● G/T Counseling with a certified Gifted and Talented teacher ● Advanced Placement and Pre-Advanced Placement course offerings in the following methods: Virtual Arkansas, MHPS Seated courses, MHPS Virtual (Synchronous and / or Asynchronous) courses
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	Virtual sessions with ESOL facilitators for interventions in addition to virtual screenings for students in need of ESOL screening / testing will be provided. ESOL / ESL students will have access to direct (face to face and virtual as needed) intervention from a certified LPAC Supervising Teacher ESOL Services are provided for identified English Learners (ELs) in grades K-12. English Language Development classes will be offered synchronously or asynchronously using the programming guidelines set forth in the Mountain Home Public Schools ESOL Handbook. Curriculum, grouping, and pacing will follow that of the Mountain Home Public Schools ESOL guidelines. Students' language progression will be monitored through annual state testing using the ELPA21. Meaningful access to core curriculum standards will be provided in all content areas using grade appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. Testing accommodations will be listed in each English Learners' Language Proficiency and Assessment Committee's form, updated annually.

Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	Every BVA student with an IEP will be assigned a special education teacher in addition to his or her general education teachers. Each BVA student will also have a contingency plan that aligns with the IEP schedule of services to clearly define exactly how the specialized services will be provided. The special education teacher will be available to assist general education teachers with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success. The special education teacher will also provide direct instruction to BVA students as dictated in the student's IEP. TeachTown and teacher developed lessons through CANVAS may serve as the primary curriculum resource in the self-contained learning environments (SLE) or in order to meet the identified needs and goals within a student's IEP. Related service providers, such as speech, physical, and occupational therapists, will offer virtual services for students with an IEP through tele-health therapy or onsite therapy depending on the preference of the parent. The special education teacher, a general education teacher, and the parent or guardian will meet together by phone,online session or in person at least once each year for the annual IEP meeting. Referral and Initial Placement conferences will be conducted on-site, by phone or virtual conference depending on parent preference. Student evaluations will be conducted on-site due to validity requirements. At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals. Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP. Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Each BVA student will have a contingency plan that addresses any additional accommodations that may be necessary to access the digital learning platform. All other accommodations are identified in the special factors section of the student's IEP.

Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	Availability of DIDs for virtual teachers for conferencing, instructional feedback and delivery, material acquisition and distribution will be provided as support.

Digital / Content Support for teachers:
- Administrative Support:
- -Planning time for Asynchronous Courses: For example, the teacher's schedule reflects an asynchronous course is taught during a specified time. This time is used to publish class materials such as videos or voice over presentations, 1 on 1 Google Meet / Zoom sessions to meet student needs, administer or grade asynchronous assignments or assessments in addition to the 90 Minute Daily Planning Period
- -Parents / Families will be provided an orientation to the CANVAS Learning Management System with support follow up opportunities at least once per semester
- -"Lunch & Learn" opportunities with Administrators and DIDs to determine current and future instructional needs

Building Level Supports:
- -The Family / Community Engagement plan will include avenues of support for Bomber Virtual Academy Students and Families including:
    - -Orientation of Student Expectations for BVA students (Attendance, LMS Operation, Technology Department Contact information, Handbook policies, District and State Assessment Policies)
    - -Family surveys and needs assessment of areas of growth and strength through the CANVAS Platform. Survey conducted through Google form and data collected and compiled for analysis to determine a comprehensive needs assessment and establish growth goals for student success moving forward through the LMS. This will be conducted twice per year.
    - -Parent / Teacher Conference will be conducted either virtually or in person for all MHHS students once per semester

Professional Development Opportunities:

	- -PD Sessions with District DIDs - -Essential Standards Professional Development - -Ongoing needs assessments to establish Professional Development support

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?	Teachers of virtual instruction will have the class (either synchronous or asynchronous) in the daily schedule of classes and will have a full daily planning period to prepare digital instruction. -Full Daily Planning Period: 90 Minutes Per Day
	- All teachers are instructing on-site. However, asynchronous instructors will have Office Hours built into the course's scheduled time slot.
	
	Digital / Content Support for teachers:
	- Administrative Support:
	   ○ -Planning time for Asynchronous Courses: For example, the teacher's schedule reflects an asynchronous course is taught during a specified time. This time is used to publish class materials such as videos or voice over presentations, 1 on 1 Google Meet / Zoom sessions to meet student needs, administer or grade asynchronous assignments or assessments in addition to the 90 Minute Daily Planning Period
	   ○ -Parents / Families will be provided an orientation to the CANVAS Learning Management System with support follow up opportunities at least once per semester
	   ○ -"Lunch & Learn" opportunities with Administrators and DIDs to determine current and future instructional needs
	
	Building Level Supports:
	- -The Family / Community Engagement plan will include avenues of support for Bomber Virtual Academy
	
	Students and Families including:
	- -Orientation of Student Expectations for BVA students (Attendance, LMS Operation, Technology Department Contact information, Handbook policies, District and State Assessment Policies)
	- -Family surveys and needs assessment of areas of growth and strength

through the CANVAS Platform. Survey conducted through Google form and data collected and compiled for analysis to determine a comprehensive needs assessment and establish growth goals for student success moving forward through the LMS. This will be conducted twice per year.

- -Parent / Teacher Conference will be conducted either virtually or in person for all MHHS students once per semester

Professional Development Opportunities:

- -PD Sessions with District DIDs
- -Essential Standards Professional Development
- -Ongoing needs assessments to establish Professional Development support

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.	A link to MHPS equity plan as approved by ASBA model policy as well as MHBOE approved is provided here: https://docs.google.com/document/d/1vjQxDXRM7PCt499jFhNqJKip2Tl LnSAS6MGf5-6zgRI/edit#bookmark=id.9tojthwtgkjs
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.	Communication will be utilized through district email, phone system, local media, social media to inform families of testing schedules, information, and locations. **District Supports** **Assessment**: Clarify if students will come on site to test. What is the plan if parents do not bring their students on site to test? Unit / Chapter / Semester Exams: - Students will have the flexibility to request on-site testing when needed at a designated testing location. Students can also request to test said assessments via Zoom with the teacher monitoring the platform and using a Secure Testing Browser as required for security purposes. LockDown Browser is currently being used in Virtual Arkansas courses. The district is researching adding the Secure Testing Browser for BVA students for testing purposes. - The goal of the Mountain Home School District is to clearly define the expectation that all district students will test on-site. This is addressed in the MHPS Student Expectations as approved by the

	MHPS Board of Education, and is a requirement of the Application for admission into Mountain Home High School BVA. The district will have a conversation with parents of virtual students to address any concerns regarding testing in an on-site setting. Any continuing refusal will be referred to the District's Director of Student Engagement for review and placement back into on-site instruction.
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.	Data will be gathered from summative and formative assessments to assess the validity of virtual instruction, and student performance. Also, family and stakeholder feedback through conferencing and surveys throughout the year will be utilized to effectively monitor the effectiveness of virtual instruction. **Monitor/Evaluate:** How will the district evaluate the overall effectiveness of the digital option? Evaluation of the Digital Option will be accomplished through surveys of district stakeholders to include: ● Parents / Families ● Students ● Teachers ● Administrators ● Counselors These surveys will be conducted twice per year and compiled to create a comprehensive needs assessment for the district. ● Surveys will be conducted each year in March to build a plan for the coming school year and again in December to evaluate progress, areas of growth, areas of strength, as well as to incorporate the findings of the needs assessment within the Family & Community Engagement plan at the building and district levels.
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)	BVA Success Team will conference with parents / students regarding progress and areas needing improvement DIDs will be available during Open House and Conferencing times to assist families with digital resources and LMS usage

Provide a URL to evidence of the local school board's approval of the waiver request(s).	https://docs.google.com/document/d/1lPBN23msjgLQeNiMjEGGqXU6o6kanm2jAdh4TNJyZbc/edit A link is provided here that references a Board Action item that was presented and approved at the March School Board meeting. Minutes of the meeting will not be available until the next regularly scheduled Board Meeting which is April 15, 2021.
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	Attached here is a link to the responses from a semester survey for parents/guardians that has been utilized.
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1zqAu4OMxG940cQoIGjheVF8-08ZqBxz5f51Vgs9_GQQ/edit
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1zqAu4OMxG940cQoIGjheVF8-08ZqBxz5f51Vgs9_GQQ/edit
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1zqAu4OMxG940cQoIGjheVF8-08ZqBxz5f51Vgs9_GQQ/edit The link above outlines grading expectations for teachers and students as a guideline for students and educators engaged in Bomber Virtual Academy. The below link is to the Mountain Home Public School district grading policy as outlined in the Mountain Home Jr. / Sr. High Student Handbook. Grading policy is outlined on pages 29-30. https://static.visionamp.org/rubix/20200831/e5fb80a2636c19b45bc33af061abc3499fe54c6e.pdf
Charter	

Describe how the addition of a virtual program is in line with the mission or model of the school.	MHPS Mission: Committed to Excellence in Education MHPS Vision: Every Student, Every Time By implementing a digital learning program, MHPS is seeking to provide an educational opportunity to those students desiring flexibility in their educational setting while still providing a rigorous education.

☐ **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	
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) Plans must be submitted in LEA Insights for the 2021-2022 school year. For assistance with LEA Insights, please contact Arijit Sarkar at 501-682-1524.