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: Hot Springs World Class High School

LEA Number: 2603703

Superintendent or Director: Dr. Stephanie Nehus, superintendent
Kiley Simms, principal
Billy Brazle, Principal

Email: nehuss@hssd.net
simmsk@hssd.net
brazlew@hssd.net

Phone: 501-624-3372
501-624-5286

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
Hot Springs World Class High School	10-12 courses required for graduation	☒ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☒ Virtual (online) ☐ Blended (hybrid)	☐ LMS x CMS
Hot Springs Junior Academy	7-8 State required courses 9th grade courses required for graduation	X Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	x Virtual (online) ☐ Blended (hybrid)	☐ LMS x 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)	Digital learning allows students and their families some degree of control over time,pace, path, and place for learning. Student attendance in the Trojan Virtual Academy is based on daily login to a district-issued device between the hours of 6:00 AM and 10:00 PM. Special attendance consideration is given to students working at an accelerated pace. Teachers will continue to record attendance in eSchool. Teachers will monitor student time and pace through APEX, weekly check in and 1-minute checks with the school counselor. District policies and practices regarding student absences apply to virtual academy students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	The district is not requesting this waiver.
Teaching Load Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	The district is not requesting this waiver. Teachers will not exceed the maximum load of students.

[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	Students enrolled in the Trojan Virtual Academy 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. 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. HSSD is requesting this waiver.
Clock Hours	1-A.2			HSSD has been approved for the clock hour waiver and is not requesting this waiver for the purposes of the digital learning plan.
Recess Waiver applies to virtual/remote students only	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	The district is not requesting this waiver.

Documents for Review
- **One Page Document for the Trojan Virtual Academy Links**
- **School Board Meeting Agenda**
- **Overview of Stakeholder Feedback**

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.	The goal of the Trojan Virtual Academy is to provide students with an alternative to onsite instruction that allows flexibility and equity through learning services. Students will access course content asynchronously through Apex Learning. Students are familiar with this platform as it is used on campus for credit recovery and for course tutorials. Students will work at their own pace to complete modules and learning targets through APEX. Teachers will provide specific content assistance. Teachers will have a dedicated virtual block to contact students and families and to provide targeted instruction as students needed. Students should expect to engage in virtual coursework at least 6 hours per day consisting of a mixture of course reading, video, graphic organizer/ student practice, and/ or assessments.
	Students will meet with their school teacher bi-monthly for check ins. The teachers will have daily have designated office hours where they will are available to assist with learning difficulties. The Virtual Learning Coordinator will meet with teachers weekly to determine any specific needs of the students. Students will do a 2 week onboarding process during the month of July that is mandatory to set up courses and work through the course guides for the school year.
	Students will receive instructional content through Apex tutorials, activities, and videos. In addition to instructional support provided via Apex, students will be provided additional instructional resources via Khan Academy as directed by the virtual teacher.
	In the event that students need one-on-one personal support (as reported by the virtual student or his/ her parent OR by assessment scores below passing), the virtual teacher will provide targeted instruction via Zoom. If the virtual teacher is not able to provide the instruction, the student will receive content support by an HSWCHS Lead Teacher to ensure that students are able to master content provided.
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.	Content would be delivered virtually (*online*) through Apex Learning. Apex Learning offers a variety of courses for credit that are built to standards to meet strict high school graduation requirements with a rigorous curriculum. Engaging content keeps students interested and motivated to succeed. At the same time, "Courses" are designed to help students learn independently: On a bi-monthly basis, virtual teachers will provide targeted content support via Zoom.
	Teachers will ensure students progress is acceptable to the attendance policy guidelines, meet any needs the students may have and ensure the needs of the students are reported to the Virtual Learning Coordinator and school liaisons.
	A guide was created for families that outlines important information about the TVA.
	The teachers will set office hours for students to contact them with any questions and or assistance they may need. Teachers are given an additional block of time in the

	schedule to ensure they have the time needed to support the needs of the students.
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 who are selected for virtual teaching will have both virtual and in-person classes; however, these teachers will not be responsible for simultaneous teaching and will have dedicated times to spend communicating with virtual students and parents. These times will be clearly communicated to virtual students and teachers during the onboarding sessions. The teachers role is more of a *facilitator* of learning **rather** than *teaching synchronous* lessons to students. They will serve as TVA mentors. A total of 3 teachers are needed for the 7-12 TVA based on student needs for the 2021-2022 school year.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	Because the coursework is housed on an online platform, all content preparations will occur in the summer during paid virtual teacher workdays. Teacher instruction will occur on an as needed basis according to student need during the school year. Teachers will be available daily during designated office hours. Teachers will meet with their virtual students every other week via zoom or phone. This meeting will be used for goal setting and progress checks. Teachers will also meet with the TVA Coordinator as she prepares data progress monitoring to school RTI teams that consist of the school counselor and administrators.
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.	The school is not seeking waivers for class size.
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 school is not seeking waivers for teaching load. Virtual students will count towards the teachers 150-student load to ensure that teachers have appropriate time to devote to each learner while managing their professional responsibilities.
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	Trojan Virtual Academy will utilize Apex Learning to facilitate coursework. Students will also be added to an announcement Google Classroom/Schoology group facilitated by their virtual teacher so they are able to stay current with school events and Seminar activities.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the school is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.	The school will utilize Apex Learning which will be integrated through Power School to ensure real-time reporting. This content management system will be used for grades 7-12 for core content or DESE required courses for students to maintain proper grade/credit status.
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.	Teachers will continue to use Zoom to video conference with students, teaching lessons and checking in with individual students and to facilitate small-group tutorials and informational meetings with students.
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.	Students will have access to a school-provided Chromebook and graphing calculator. The school will also provide hot spots to students who need internet access.

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.	To ensure students and families are prepared for off -site learning, the Trojan Virtual Academy will require that meet via zoom once applications have been processed. Once the zoom meeting occurs, the TVA coordinator, principal and counsels will go over the expectations for students through the duration of their time in the TVA. Students will have a two week trial period in July to get acclimated to courses, meet with their identified virtual teacher lidasion and meet with their destination counselor.

Students will meet virtually with the virtual teacher at least once per week to check in academically. During check-ins, teachers will look for visible signs of distress and will work in coordination with counselors to ensure student safety and wellness.

Students will also receive social-emotional instruction via the virtual teacher through our Seminar period. Social-emotional lessons and support will be based off of Capturing Kids' Hearts curriculum and will provide students with essential skills to build relational capacity and emotional intelligence. This social-emotional learning will couple with bi-weekly counselor check-ins that work to ensure the health and safety of students.

The virtual counselor will conduct check-ins bi-weekly in coordination with the virtual teacher to ensure an adult on campus is able to connect with each student weekly. In the event that a student does not connect, the counselor/ teacher will make a parent contact. If there is no response within a week, the school safety team will conduct a homevisit to ensure safety and provide appropriate supports to the family to ensure proper academic engagement.. |

	Surveys will be conducted at semester and again at the end of the year. This will provide important data to the TVA team to ensure that current programming is meeting the needs of students and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the Trojan Virtual Academy.
	TVA counselors and teachers will document and monitor student attendance and engagement levels. Teachers, along with administrators, will contact families when students do not log on, submit assignments, or join check-ins and/or interventions over a minimum of four consecutive days. If families experience changes so that they are no longer able to adequately support students in a virtual setting, they are encouraged to return their students to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support or families may elect to homeschool..
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.	Virtual teachers will communicate with parents via 2-way communication- phone calls, text messages, emails, or video conferencing at least twice per month. This will help ensure that virtual learners' needs are being met and that they are staying on track towards graduation.
	These meetings will happen bi-monthly. Once the teacher completes their meetings, they will report to the TVA Coordinator any needs or supports and progress of each child. The TVA Coordinator will work with school administrators to fill identified gaps for students in need of additional support.
	Weekly progress monitoring will take place utilizing reports from the learning management system and attendance records of the virtual classroom teachers by the school counselor designated to work with the TVA coordinator. . TVA teachers will share weekly academic progress reports to keep students and families abreast of student mastery of grade level skills and standards. If students do not show progress in weekly assignments, or if an overall grade drops below 70%, TVA staff will follow the protocol to coordinate with the TVA coordinator and administrator from each campus to decide upon supports for the students.
	In addition, teachers will provide interventions for these students. Interventions could include, but are not limited to: reteaching of a lesson, small group sessions, one to one sessions, or onsite tutoring time. If interventions are not successful, an academic meeting will be required with the student, parent and TVA Coordinator. Students may be required to attend daily digital check-in meetings with the teacher for more frequent individual or small group support.. As a last resort, students may be asked to return to onsite learning.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	Students will be given a pacing guide for each semester helping them stay on track. Because students will have dedicated content teachers, teachers will have real-time access to students' needs. This will allow teachers to create an individualized program to meet the full needs of virtual students. If students are not progressing with identified

Tier 1 and Tier 2 supports, a recommendation will be made to return to onsite instruction for more targeted supports that are on site.

If a student does not make daily academic progress or is not engaging consistently, the TVA teacher will intervene. These interventions may include, but are not limited to: academic coaching, providing small group or one-on-one instruction, reteach the skill or standard, and/or a phone call to parents.

Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in mandatory virtual meetings with the teacher and parent to monitor progress, remediation sessions to ensure success on assignments, and increased time spent on coursework.

Additionally, interventions may include weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance within a 4 week timeframe, the student will be referred to the RTI Team for consideration of more intensive support. The RTI team consists of an administrator, a counselor, and at least one other licensed staff member. Guest experts are also included when appropriate.

Students who demonstrate a need for tier 2 interventions will be provided to small groups or one-on-one (depending upon needs of virtual students) based on skill. Content Lead teachers/ interventionists will conduct these sessions as needed based on student mastery as demonstrated by scores on quizzes.

Students who demonstrate a need for tier 3 interventions will be provided one-on-one remediation by an interventionist/ instructional facilitator. Tier 3 interventions will be assigned based on a collection of data- Apex scores, ACT/ ACT Aspire and NWEA scores.

Students may access school-based counseling services onsite or remotely.
All services provided through special education, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely, or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments.
Support personnel include, but are not limited to the following:
Migrant Aide
Gifted and Talented Director
TVA Coordinator
Behavior Interventionist
Special Education Director
ESOL Director
School Counselors

Describe the school's formative assessment plan to support student learning.	Students will complete assessments each day to help their teachers recognize where additional work on skills is needed. These assessments will help the teacher formulate small group lessons and individual RtI in real time. This is outlined in our TVA Attendance Policy. TVA staff will monitor student progress weekly in order to ensure students are meeting academic goals or targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved. In the rare instance a student is administered any district or state formative assessment through a digital format, the District Technology Department will be accessible by phone or email to provide technical assistance. Families may also submit a Help Desk Ticket. Additionally, teachers will be able to provide limited support for technical issues or concerns.
Describe how dyslexia screening and services will be provided to digital learning students.	Students who are receiving services for dyslexia will continue services with our District Dyslexia Specialist, Mrs. Janie Hill. She will serve students virtually via Zoom. Reading interventionists will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia or who have been diagnosed with dyslexia by a medical doctor. TVA uses Sonday I and II (Level 1 both) as its primary curriculum resource to support students with characteristics of dyslexia. If screening is necessary for students, they will be screened either virtual or onsite intervention sessions. The district will ensure that all requirements of dyslexia law are met for virtual learners.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	Gifted and Talented supports and services will be offered to students through the use of Honors courses in Apex Learning. Virtual students will have the same access to supplemental GT programs so long as these programs provide students the same security as virtual instruction provides. The district will ensure that all GT Program Approval Standards are met for virtual learners.
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	Students who receive ESOL supports will receive supplemental support in Apex coursework via our campus's ESOL Coordinator who will work with virtual students to develop their language skills in both English and their native tongue. These supports will be via video conference and face-to-face instruction as needed. The district will ensure that all requirements of the students LPAC are met for 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.	All TVA students with an IEP will be assigned a special education designee teacher in addition to his or her general education teachers. The special education designee 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 designee teacher will provide direct instruction via ZOOM to digital learning students according to the student's IEP. The special education teacher, a general education teacher, and the parent or guardian will meet together by phone or online session at least once each year for the IEP meeting. Referral and Initial Placement conferences will be conducted on-site. 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. TVA Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators. The Director of Special Education will monitor and evaluate the progress of all special education students in the TVA programming.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Digital accommodations include, but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services committees may determine additional accommodations based on individual student needs.
Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	Teachers selected for virtual positions will apply. These teachers will have prior knowledge of the Apex Learning System and will receive additional training from an Apex consultant to support their work in the platform. Teachers will receive _at least three curriculum days_ to align Apex coursework to what is offered in the traditional classroom as it pertains to the district's essential stands for core courses.
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 currently receive 250 planning minutes per week. Teachers will receive an additional 30 minutes of planning per day (built into their virtual instructional block) and two 45-minute blocks per week for an additional total of 150-180 minutes) to communicate with parents and students and to identify student groups for small-group skills tutoring and to conduct college and career planning activities with students. Because the content and assessments are already built, planning supplemental tutoring would be a simple matter of using the CMS to identify the skill and then teaching it to a small group.

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.	All HSSD students have a district-issued Chromebook to complete work in any of our learning models including the Trojan Virtual Academy. Students have devices that are appropriate for their given grade level ranging from a touch-screen device for Kindergarten to a standard Chromebook, to much more diverse devices for students in certain CTE programming. Information about our 1:1 program is publicly posted at https://www.hssd.net/about_us/hssd_fast_facts

Families needing technical support can access their assigned TVA mentor teacher during office hours or our TVA Coordinator, Mrs. Trina Burden by phone or email.

Families may qualify for a mobile hotspot by contacting their schools counseling or administrative team. |
| 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. | At our parent and student onboarding session, parents will be given a list of testing windows/ dates before the start of the school year. Upon signing the contract before the start of the student's virtual schooling, parents accept responsibility ensuring that their virtual learner(s) attend(s) on required test dates.

Communication of this plan are outlined our TVA Guide. Students are expected to take all assessments, ACT, ACT Aspire Summative, ELPA, NWEA Map Assessments, PSAT, and any other assessments given by HSSD.

If a parent fails to ensure their student take a mandatory test, they will forfeit the right to their virtual academy placement (unless there is a medical or emergency issue). |
| 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. | Trojan Virtual Academy will operate under a Standard Operating Procedure that clearly outlines a communication protocol between teachers and students and families and the Trojan Virtual Academy Coordinator and school administration.

In addition to the communication protocol, there are clear responsibilities given to each stakeholder as well as systems in place to easily communicate between parties. These are outlined in the parent and student contracts.

The effectiveness of the Trojan Virtual Academy will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as ELPA 21, ACT Aspire, and NWEA MAP. Surveys will be conducted at semester and again at the end of the year. This will provide important data to the TVA team to ensure that current programming is meeting the needs of students and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the Trojan Virtual Academy.

Administrators, teachers and counselors will identify students earning low achieving grades and progress on APEX learning to determine instructional next steps, and to monitor students' progress toward meeting graduation requirements.
Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within the academy, |

	what needs improvement, etc. Administrators will also use data and feedback collected from teacher meetings and PLCs to monitor program implementation 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)	Teachers will personally communicate with families at least once every other week (bi-weekly). Communication will take place via phone call, text, message, email, and/ or Zoom depending on parent communication preference and/ or needs of the conversation.

Parents will be added as coaches to their students APEX accounts and will receive weekly progress reports. Parents will be invited (*with strongly suggested attendance)* to a virtual academy parent session where parents will learn how to check on their child's progress, contact their virtual teachers, counselors, administrators, and support staff.

Family and community feedback was a key component in the development of the Trojan Ready to Learn Plan Digital Learning Plan. Throughout the 2020-2021 school year parents and students have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process.

The TVA Coordinator will facilitate an orientation for TVA students and families to provide the following:
● An overview of TVA expectations
● Training on how to navigate the learning management systems, APEX Learning
● Strategies on how to be successful with online learning

TVA staff will publish weekly memos, via email and the HSSD website, with important information and updates for students. All correspondence to families will be communicated in English and Spanish.
The TVA Coordinator will partner with the District ESOL Communications Specialist to provide community outreach for cultural and language support.
Parents have access to the Home Access Center, parent portal of the APEX Learning Management System, and they receive notifications from teachers to monitor their student's progress. Teachers provide parents with progress reports and parents are encouraged to attend parent/teacher conferences conducted each semester.

At any point during the school year, parents may contact the TVA Coordinator a TVA teacher, for individual assistance with digital learning tools, academics, or student support services. |
| Provide a URL to evidence of the local school board's approval of the waiver request(s). | Hot Springs Junior Academy and Hot Springs World Class High School are not seeking waivers outside those applied for and awarded in our approved charter application. |

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	Hot Springs Junior Academy and Hot Springs World Class High School are not seeking waivers outside those applied for and awarded in our approved charter application. Overview of Stakeholder Feedback Meetings
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	Please see board approved policy here.
Please provide a link (URL) to the discipline policy for digital learning students.	Policy 4.17 STUDENT DISCIPLINE and 4.29, 4.29F INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY CONSEQUENCES outlines our student consequences and policies for internet usage of HSSD students. These policies are board approved. The full student handbook can be found here. A Virtual Academy Code of Conduct was approved by the school board. It can be found here.
Please provide a link (URL) to the grading policy for digital learning students.	Trojan Virtual Academy Students will adhere to the policies outlined in the school handbook found in sections Policy 4.58 HSSD.6 GRADING POLICY and Policy 4.58 HSSD.7 DISTRICT WIDE GRADING & REPORTING GUIDELINES & PRACTICES POLICY as well a the grading policy for APEX below. An additional grading policy for APEX course usage was approved by the school board. It can be found here.
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	The mission of our school is to "do whatever it takes to guarantee high levels of learning for all students to graduate prepared for career success in a global society." The past year has taught us how invaluable technology and self-driven skills are for employees. Our goal is to not only teach students the academic skills needed to navigate their future careers but also the personal skills needed to navigate whatever is thrown at them. Since our school was already using the Apex Learning Courses, our team made fine adjustments to continue to offer experiences for students that fit to their needs.

☐ **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.