DIVISION OF ELEMENTARY & SECONDARY EDUCATION

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:	Prairie Grove School District Conversion Charter High School
LEA Number:	7206703
Superintendent or Director:	Reba Holmes
Email:	reba.holmes@pgtigers.org
Phone:	479-846-4213

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
Prairie Grove Conversion Charter High School	9-12	X Asynchronous ☐ Synchronous Asynchronous & Synchronous	x Virtual (online) ☐ Blended (hybrid)	x LMS -- Edgenuity x CMS -- Edgenuity
		☐ 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)	Prairie Grove HS (PGHS) is requesting a waiver for this topic and will address student attendance in the following fashion: A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning. Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course. Engagement requirements: A student logs in weekly to the learning platform and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments. The building administrator and Virtual Program Coordinator will work with the student and family to create a student success plan. If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the District's AMI plan. Attendance policy 4.7 B: Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward

				standard mastery and credit attainment for the course.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	PGHS 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 DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	PGHS is not requesting this waiver.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	PGHS is requesting a waiver for this topic and will address the six-hour instructional day in the following fashion: Students in a virtual setting where learning is asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace. District coursework requires an average of 45 minutes per course/core content area per day (60 hours for 0.5 credit). Students taking 7 courses will spend a maximum of 6 hours per day working in the online platform.

Clock Hours	1-A.2			PGHS is requesting a waiver for this topic and will address student attendance in the following fashion: Students in a virtual setting where learning is synchronous and/or synchronous will learn at their own time, place, and pace. This may mean that 60 hours of seat time or clock hours per ½ credit may not be needed to master the course standards
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)	Does not apply

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.	PGHS will use virtual asynchronous instruction with off-site students receiving their instruction from Edgenuity and other online resources. PGHS will be in contact with each "off-site" student weekly to make the student aware of school activities, announcements, and student progress and achievement on assigned instruction. The frequency of

those interactions will be determined by the student's teachers and based on each student's progress and achievement. If a student starts to demonstrate having difficulty due to poor performance, or not completing assigned instruction on pace with the virtual program (Edgenuity), the student will be requested to make arrangements to meet with the assigned class teacher either through streaming audio/video or "on-site" when the teacher has available time.

Virtual students will be assigned to a PGHS teacher who is licensed in the course that the off-site student is enrolled in.

Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom.

Hands-on projects
Independent projects
Choice of assignments
Activities that encourage student's voice
Weekly progress monitoring
Science of reading
Enrichment opportunities
Virtual office hours for support
Educational games
Interactive online quizzes

| 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. | PGHS will provide a delivery approach of hybrid instruction with emphasis placed on synchronous learning especially in select CTE courses. For core classes, students who choose virtual instruction will be assigned to a classroom teacher and will receive instruction using the resources of Edgenuity. However, students in select CTE courses will also be provided synchronous instruction using streaming video and audio in order to see modeling of content or demonstration of skills. In the event that certain electives such as band, choir, athletics, and certain CTE electives, cannot be adequately provided virtually, students will have the option of coming back to campus to participate in those electives during the school day to demonstrate learned skills. |

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 of core and elective classes will have a dual role of teaching both on-site students assigned to them while monitoring off-site students assigned to them. Those students that are virtual will use Edgenuity as their curriculum provider and for their LMS. Their assigned teacher will monitor their progress and be available at prescribed times during the day to provide additional instructional support as needed.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	PGHS 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) or 200 minutes per week. Likewise, PGHS will provide instructional and digital content support for point-in-time support for the teacher. Students will be monitored for their achievement and will be required to have more focused interactions with their assigned teacher if they start to struggle or fall behind in their academic progress.
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.	No waiver is being requested.
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.	No waiver is being requested.
Technology/Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	PGHS will use Edgenuity for their LMS and CMS.
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.	PGHS will use Edgenuity's 9-12 content management systems as it is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students.

	Edgenuity's 9-12 learning management system (LMS) allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. Furthermore, PGHS teachers can monitor student progress using the Gradebook and Reporting features built into the Edgenuity learning management systems (LMS). The teacher(s) will use the analytics from assignments and tests in order to determine which students need synchronous lessons/tutoring.
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.	Prairie Grove High School's 9-12 virtual program teachers and students will be utilizing either Google Meet or Zoom video software for all synchronous learning opportunities. The Zoom software/app and Google Meet is downloaded to the district-provided device and checked out to each 100% virtual student by the district. Furthermore, teachers will have Screencastify as a resource as well as Open Broadcasting System's Screen Capture.
Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.	The PGSD has implemented a plan to purchase Chromebooks for all its students. This plan will be fully implemented by the beginning of the 2021-22 school year. Students are surveyed for internet availability in their homes. Any student without internet capability is given the option to apply for a "hotspot" device to access the internet via a cell phone signal. This service will be provided free of charge to students during the 2021-22 school year.
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.	Virtual students will receive weekly updates regarding school events, announcements and updates on their progress in Edgenuity. During these announcements students will be provided resources and contacts if they are in need of food or physical or mental health needs. Furthermore, each virtual student, accompanied by their parents or guardians, will be required to have a conference with the principal and school counselor before being enrolled in off-site instruction. During this conference, the student and parents will be informed of these services and if any are needed from the beginning.

For their part, school counselors will reach out to parents, families, and students to make them aware of counseling services, food security programs, and additional support within this scope. At PGHS, every virtual student will be assigned a virtual advisor. Virtual students will be |

required to check in with their virtual advisor weekly.

If a student starts to show lack of progress in the assigned curriculum or their achievement starts to struggle, their assigned school counselor will make arrangements to meet online with the student to determine if wellness issues are coming into play. If two attempts are made by the school counselor to meet with the student and no response is given, a home visit will be conducted to determine the student's situation.

Additionally, the PGSD has a backpack program to assist those students who have food security issues. The PGSD also has licensed school counselors to have conversations with students who are struggling emotionally while at school or participating in virtual instruction. This includes the ability to refer students to more intensive mental health providers in the area.

Finally, the PGSD is able to supply students with internet accessibility, free of charge, using "hotspot" Wi-Fi devices that connect to cell phone signals.

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.	Teachers assigned to students in a virtual setting will check the progress of the virtual student daily. Signs of lack of timely progress with online lessons and unmet deadlines for completion of projects and assignments will trigger response action by the teacher and/or school counselor. The frequency of those interactions will be determined by the student's teachers and based on each student's progress and achievement. If a student starts to demonstrate having difficulty due to poor performance, or not completing assigned instruction on pace with the virtual program (Edgenuity), the student will be requested to make arrangements to meet with the assigned class teacher either through streaming audio/video or "on-site" when the teacher has available time. This response action will initially be email or phone calls to parents to make them aware of lack of activity or engagement by the student. However, if these concerns continue, a consultation with the parents of the virtually instructed students will be asked to conduct at a more formal conference either in person or via streaming video. At this point parents will be made aware of the lack of progress and engagement by the student and the student will be given the opportunity to set up remediation sessions with their assigned teacher of the course either in

	person or using streaming audio/video. If all these attempts are not responded to, or the student fails to attend remediation sessions, the principal of the school will request another student-parent conference to discuss if the student needs to return to on-site instruction.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	PGHS's Academic Response to Intervention will play a vital role toward student success. The primary way that PGHS staff will monitor and determine a student's need for intervention will be the act of checking to make sure virtual students are making progress and having success with student online activities and assessments throughout the year and participation, or attendance, within the virtual format. Before a student is accepted in PGHS's virtual program, these expectations, listed above, will be presented to both the student and their parents. Along with the understanding that when a student's achievement starts to regress PGSD staff will contact the student and parents to make them aware of intervention sessions during the school day so the student can get additional support from the PGSD virtual liaison or a classroom teacher that specializes in the subject area that the student is struggling in. Failure to participate in these sessions may cause the student to withdraw from the virtual program and be required to attend classes in person. If necessary, 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 through Edgenuity's learning management system. School/district student services committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on students' IEPs, 504 Plans, or LPACs and supported by the K-8 virtual teacher. Finally, teachers of virtual students will have scheduled times during the day to be available, through streaming video, to assist students with questions about digital instruction or assignments for completion. Student attendance to these support times will be voluntary as long as the student is staying up-to-date with the pace of the virtual instruction and meeting deadlines for completed assignments. However, once those expectations are not met, due to primarily poor attendance and/or

	declining grades and deadlines met, attendance to sessions will become mandatory after consulting with the student's parents. Counselors will reach out to parents, families, and students to make them aware of counseling services, food security programs, and additional supports within this scope. At PGHS, every virtual student will be assigned a virtual advisor. Virtual students will be required to check in with their virtual advisor weekly.
Describe the school's formative assessment plan to support student learning.	PGHS's 9-12 teachers will use formative assessments throughout the year using Edgenuity's assessments as well as common formative assessment for the subject area being taught. Virtual students will be asked to come to campus to take all necessary formative assessments or complete them at home. Students will complete mastery assessments at the end of each unit to demonstrate their mastery of concepts. Virtual students may also complete projects and activities that demonstrate their proficiency with concepts. Virtual students may engage in virtual meetings with teachers where teachers can engage in conversations with students and assess their understanding of concepts. Virtual students will be encouraged to take state-supported tests including ACT Periodic Assessments and the PSAT for juniors. If that is not possible, then building principals (or their designees) will find opportunities for off-site students to participate in formative assessment in locations away from school with appropriate supervision and proctoring. Whichever plan is used; formal assessments will provide pivotal data that will allow PGHS teachers to determine if adequate progress is being made by the virtual students in order to continue participating in the virtual program. Continued poor performance or regression will cause the teaching staff to question if a virtual instructional format is the best format for a student's success. If necessary, communication with the parent, either electronically or in person will be conducted to see if a change of environment needs to be done and return the virtual student back to in-person instruction.
Describe how dyslexia screening and services will be provided to digital learning students.	Beginning of year screening will be conducted on all PGSD on-site and virtual students to look for students who might have characteristics of dyslexia. Each student who needs monitoring based on that data will receive progress monitoring. Level 1 dyslexia screenings will be conducted virtually using Google Meet or Zoom. In order to assure reliability and validity of assessments, referrals for Level II assessment

	will require face-to-face assessment. The student will meet with the examiner onsite for these assessments. If that is not possible, then building principals (or their designees) will find opportunities for off-site students to participate in formative assessment in locations away from school with appropriate supervision and proctoring. Dyslexia reading intervention will be provided for all virtual students identified with characteristics of dyslexia. Intervention can be provided onsite or via virtual face-to-face sessions depending on parent preference. Regardless of which plan a student participates in, the PGSD will ensure that Arkansas dyslexia law requirements will be met for virtual learners.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	PGHS will ensure that all GT Program Approval standards will be met for virtual learners. Prairie Grove High School 9-12 virtual GT students will be offered Advanced Placement courses that will provide their required 150 minutes a week of service. Therefore, 9-12 grade virtual GT students will need to be enrolled in at least one Advanced Placement course in order to receive GT services. If this enrollment is not done by the student, a meeting will be set up between the parent(s) of the child and the GT Coordinator to discuss the viability of the student remaining in the GT program. Students can also opt to come back on campus to participate in GT and AP classes if approved by the child's parents and building principal. Documentation of differentiation will be provided for each of our virtual honors courses and will be kept on file with the district's GT Coordinator.
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	PGHS's Virtual Program for grades 9-12 provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS. The PGSD English Language Development program will continue for virtual ESL students through Zoom and Google Meet as a pull-out when needed. Virtual ESL students will be given a Zoom or Google Meet time that they are expected to log on and participate. If an ESOL-trained classroom teacher is available, English Language Development program may be through the embedded model through the classroom teacher. Access to the Core Content Program will be embedded through the classroom teacher. Virtual instructors will receive an LPAC for virtual ESL students. Regardless of which plan the student participates in, the PGSD will

	ensure that all requirements of the PGSD English Learner plan are met for on-site and remote 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.	In order to ensure that all PGSD students receiving special education services are provided a Free and Appropriate Public Education within the least restrictive environment, each student's IEP team will convene and discuss services and supports in a virtual setting. Special education will be provided based on rules and regulations. At the same time, parents, teachers, counselors, or administration can continue to request evaluations of students for special education services. This referral process for virtual students will involve observations of the student in question while they are participating in streaming video during intervention sessions for specific classes or subjects. In some situations, students referred students may be requested to return to on-site instruction in order to allow teachers to conduct evaluations.

If, after screening and observations, a student is determined to qualify for special education services, a parent conference will be held to make the parents aware of their child's situation and start the process of developing an IEP if so desired.

Students who are already identified as eligible for special education services will still have their regularly scheduled conference with parents and teachers.

These will be done either on-site face-to-face with school staff or through the use of streaming audio/video technology.

Based on the individual needs of the student, the team will determine the need for specialized instruction and accommodations necessary for the student to make progress on goals and objectives and in the |

	general curriculum. Depending on the individual needs of the student as determined by the IEP team, the virtual setting may be determined to be inappropriate for some students. The district will continue to follow all due process requirements for ensuring a free and appropriate public education. At the beginning of the school year, special needs student's Special Education teacher will meet with the student and parent to determine the amount of time needed to address the weekly instructional needs of the student based upon the students' IEP. This time can be done all at once or in segments throughout the week as agreed upon in the most recent IEP review meeting. Extra consideration will be given to allow special education virtual students adequate time to complete school assignments and projects.
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 through Edgenuity's learning management system (LMS) and content management system (CMS). School/district student services committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on students' IEP, 504 Plan, or LPAC and supported by the K-8 virtual teacher
Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	Prairie Grove High School's Virtual Program will incorporate training for the usage of the Edgenuity learning management systems (LMS) and associated virtual instructional strategies. PGHS teachers will have the opportunity to attend directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams at each host school. Edgenuity will provide a

| | team of instructional and digital content experts for in-time support for the teachers through their LMS. NWAESC content specialists will also be available for PGHS staff.
Finally, PGHS's Virtual Program will have a team of technical support specialists from the PGSD district technology team. |
|---|---|
| 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? | PGHS 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) or 200 minutes per week. Likewise, Edgenuity's virtual program will provide instructional and digital content support for point-in-time support for the teacher, along with content support from specialists and other educators at host schools.
PGHS teachers who are involved with instructing virtual students will utilize a curriculum developed by experts within Edgenuity's learning management systems (LMS). This curriculum is aligned to Arkansas state standards. |

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. | The local school/district will provide all appropriate testing and support services for qualifying students. The PGHS Virtual Program and all PGHS virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary. Equitable services and opportunities for success, including poverty, homelessness, migrant, foster care, and military-connected students will be supported by both PGHS and the PGSD.

https://www.pgtigers.org/page/equity-statement |
|---|---|
| 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. | All PGHS virtual students will be required to do statewide summative and school/district required testing 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 by PGHS Virtual Program personnel. Primary communication to the parents for the student working through content provided by Edgenuity will be conducted by the PGHS staff and any state assessments, evaluations, etc. will be communicated by the PGHS staff.
Students in the PGHS Virtual Program will be made aware of the importance and necessity to participate in state summative assessments in the following ways: |

	Direct communication with online teachers and student support staff. Announcements sent via traditional mail, email, and social media will inform parents of the importance for their child to participate in state testing and on what dates the testing will be done. These announcements will also state how PGSD schools will create an environment of safe conditions if health concerns are still prevalent. Phone calls and additional announcements geared toward off-site students will be done a week before the grade-specific testing dates as a reminder for parents and students. Unfortunately, after all these efforts are made, if the parent of the virtual student does not want their child to come on-site for state mandated testing, PGHS will document that parent's decision.
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.	The PGHS Virtual Program and the PGSD will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. PGHS and PGSD will analyze student data such as common formative assessments, LMS work from Edgenuity, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. Teachers and staff from the PGHS will participate in an evaluation of the effectiveness of the digital option offered to virtual students. Each school in the PGSD will create an ad hoc committee of teachers and parents to monitor the overall effectiveness of the digital program. A meeting will be held in January as well as May to determine if the program is achieving the goals of the district. Data will include, but not limited to, student achievement, attendance, student participation, the number of required interventions, and teacher-required planning.
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)	Based on experiences from the 2020-21 school year, the PGSD will ask all parents/guardians of students who wish to receive their instruction digitally for 2021-22 to complete an application and have a short interview with the principal of the school. During this interview, both the parents and students will receive information about the school's expectations for the digital learner in order to help them have success. This will include the attendance policy for digital learners, the behavior policy for digital learners, and the grading policy for digital learners. Parents and students will be made aware of resources available to them from the school, and outside the school, to assist both parties for student success. Examples of successful routines or schedules that

	need to be done to keep up with instruction online will also be provided. Finally, the student and parents will be provided with a list of resources (Khan Academy, Project Gutenberg, Readworks, and National Geographic for Kids to name a few that can assist a student who may be struggling. Starting in June 2021, the PGSD will send out communications through automated phone calls, letters using traditional mail, and social media giving directions to parents who wish to have their child have school instruction done through digital means for the 1st semester of the 21-22 school year. When these invitations are accepted, building principals, or their designees, will set up times for students and parents to meet with the building principals, or their designees, to discuss the expectations, rules, and routines of digital learning. There will also be a discussion of what the school's response will be if the student does not have success in a digital, off-site instructional environment. Furthermore, it will strongly be requested that the student have some documented medical reason for not wishing to return to on-site instruction. Parents and students will sign an understanding of the expectations and requirements for digital instruction in order to document the discussion. This procedure will be revisited at the end of the 1st semester to see if continuing off-site digital instruction is best for the student going into the 2nd semester. Throughout the school year, Families of off-site digital students will be asked to complete surveys and participate in feedback forums for the program. Parent/Teacher Conferences will be held as usual for off-site digital students either in person or by video streaming.
Provide a URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/drive/folders/1LA9OsmF96uzqdR7t49FaQLz5_nxeN6bk -- April 20, 2021 meeting
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	https://drive.google.com/drive/folders/1g_33P6xc_hr7uOnIlmX6Tztq6ZnrS7QM?usp=sharing -- PG Schools Parent Feedback Survey 4-15-21
Policies	

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/file/d/1NYkY3IPgRbH_iNP5zpyUyv3WUKZAVIio/view?usp=sharing
Please provide a link (URL) to the discipline policy for digital learning students.	https://drive.google.com/file/d/1LLQwVmfjp5gG3c5ISHCYqHTC-9BoSGGF/view https://drive.google.com/file/d/1mVmRKIbz5XwBhG-ke6p2PWWDTAdJkC-6/view *Addendum* https://docs.google.com/document/d/17BAODqSyZHbyz6aMx3d0RW1C0Kbryhg4BPbS9XzYoLI/edit?usp=sharing
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1Wd470IuO1yyR61OzdNWneKZJ8TbZtgnK2ePk_V0W3-o/edit?usp=sharing
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	Prairie Grove Conversion Charter High School's mission was "to guide all students toward becoming more self-sufficient, responsible, and productive citizens in an ever-changing society. We will engage our students in their future success by providing opportunities to prepare students for further education and the workforce.". This mission could not be more self-evident than the "ever-changing society" that we, as a state and country, experienced over the past year and a half due to the pandemic. The option of allowing PGHS students to continue their education, by the use of virtual means, requires the students to take on more responsibility and become more self-sufficient. It is our experience, that without those two traits, most students will not be successful in a virtual program. The relevance of virtual instruction is a perfect example of providing the opportunity for our students to prepare themselves for further education and workforce opportunities. The need for students to be able to work in a virtual world has become apparent as job requirements, expectations, and accountability have all changed due to the pandemic.

☐   **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)

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

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)	