



# Charter Amendment Request From

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

**Charter Name:** Siloam Springs High School Conversion Charter

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**LEA Number:** 0406073

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**Superintendent or Director:** Jody Wiggins

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**Email:** [wigginsj@gosiloam.com](mailto:wigginsj@gosiloam.com)

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**Phone:** 479-524-3191

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*\*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: \_\_\_\_\_

**Add a Digital Learning Program**

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

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	<p>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.</p> <p>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.</p>

				<p>Requested student-teacher class size ratios are</p> <p>60:1, not to exceed 180 students total for grades 9-12.</p> <p>Teachers in grades 9-12 who teach both virtual and onsite classes can have 10 additional students per digital period, not to exceed 180 students total.</p>
<p><b>Teaching Load</b>  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 <a href="#">DESE Rules for Distance and Digital Learning</a> and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a>.</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>The Siloam Springs Virtual Academy offers a virtual option using an LMS with digital content. This provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.</p> <p>Teaching loads by grades 9-12 are 60:1, not to exceed 180 students total.</p> <p>Teachers in grades 9-12 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 identified here.</p>
<p><b>Six Hour Instructional Day</b>  Waiver applies to virtual/remote students only</p>	1-A.4.2		6-16-102; 6-10-126	<p>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</p>

				daily. Some may work ahead, take longer, etc. on some days and work less on other days.
<b>Clock Hours</b>	1-A.2			Because virtual students have more control over the pace of their instruction and learning, mastery of grade level standards and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary.
<b>Attendance</b>	2-B.2		6-18-213 (a)(2)	<p>The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning. Student attendance in the Siloam Springs Virtual Academy (SSVA) 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.</p> <p>SSSD has developed an internal device management system (CMD) that identifies student access to district-issued devices. Teachers will monitor student time, and pace with a combination of the Florida Virtual School/Buzz and internal management system (CMD).</p> <p>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.</p>

## 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 Siloam Springs Virtual Academy (SSVA) is to provide students and their families an equitable alternative to onsite learning.

SSVA offers students a robust digital learning option with the benefit of synchronous “live” instruction coupled with aligned asynchronous courses. This allows for students and teachers to develop relationships, to address support and enrichment needs, and to provide flexibility with learning.

Siloam Springs certified teachers deliver instruction online through Google Classroom and the DESE approved digital provider Florida Virtual School Global FLVS/Buzz learning management systems (LMS). Students attending the virtual academy will, in large part, have control over their pace and location of learning management systems access.

Content for grade-level general education curriculum is developed by Florida Virtual School, a DESE approved digital provider. EL Achieve and Imagine Learning support English learners’ mastery of the English language; TeachTown, and Unique Learning are developed to best meet the learning needs of our students with individual education plans. In addition to the content lessons provided through the Buzz LMS, teachers have the flexibility to create their own lessons in order to meet the needs of individual students. All units of instruction, whether purchased or locally developed, will be aligned with Arkansas’ Academic Standards.

Virtual students and teachers will be using learning and content management systems that will require special training prior to navigating the platforms (Google Classroom, Buzz, etc.). One paraprofessional will be trained and serve as a guest teacher in the event a virtual teacher is absent. If Title I funds pay this paraprofessional salary, payment for guest teaching will be paid from operating funds.

Students interact with teachers to complete learning tasks, both teacher directed and independently. Teachers and students monitor task completion and mastery of the same standards as students in onsite classrooms. Teachers provide feedback through LMS and live stream sessions. Results from formative and summative assessments provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.

Students in grades 9-12 will be expected to follow a schedule, complete daily check-ins with their advisor, and attend a minimum of one live virtual session per subject each week during the first two weeks of each semester to complete course orientation and to become acquainted with the virtual teacher.

Teachers will have designated class periods built into their schedules for both virtual and onsite students. They will not be teaching virtual students and onsite students at the same time.

Students and parents will be notified weekly by official correspondence (email, letter, phone call, text message, etc.) when a student’s grade falls into a D or F range. Teachers will monitor

	<p>student coursework and provide feedback and re-teaching. Students whose grades fall in the D or F range in any course will be required to attend individual or small group virtual intervention sessions and may be asked to come onsite for additional support for a minimum of one week or until their grades rise to a C or above.</p>
<p>What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.</p>	<p>The Siloam Springs Virtual Academy (SSVA) will partner with the DESE approved virtual provider Florida Virtual School/Buzz LMS to provide a fully online learning experience for its students.</p> <p>Students working during asynchronous learning times have control over the pace, place, and time when they are completing assignments.</p> <p>SSVA teachers will work onsite to provide students both synchronous and asynchronous learning opportunities. Scheduled Zoom and Google Meet sessions will allow for synchronous learning. Students will engage in asynchronous digital coursework through Florida Virtual/Buzz Learning Management Systems (LMS) and Google Classroom.</p> <p>Students will be able to participate in a hybrid model by coming onto campus to participate in classes identified in <a href="#">9-12 Course Offerings</a>.</p>
<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners? *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.</p>	<p>The Siloam Springs School District will hire SSVA teachers, fully licensed in the state of Arkansas, to deliver instruction for its virtual students.</p> <p>Teachers in grades 9-12 will serve in a dual role, but not simultaneously. Teachers will have designated class periods built into their schedules for both virtual and onsite students. They will not be teaching virtual students and onsite students at the same time.</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p>One of each student's teachers will serve as his/her SSVA teacher advisor. The teacher advisor's role is to support students' online learning experience. This includes monitoring student progress, attendance, and engagement. The teacher will make recommendations for additional services, including, but not limited to, counseling, School Intervention Team (SIT) referral, and additional synchronous times to meet students' individual needs.</p> <p>In addition to instructional interaction, teachers will communicate with students at least weekly to identify barriers to student success including physical and social-emotional well-being. SSVA will have an online counseling form that virtual students can complete. This form notifies the counselor if a student would like to speak to them. Students will complete counselor developed social-emotional learning (SEL) curriculum, Tuesdays with Mr. Joel. Tuesdays with Mr. Joel is aligned to the Arkansas standards for SEL (G.U.I.D.E. for Life) and will be delivered through Google classroom. The District will provide equitable student services to both onsite and virtual students to provide wrap around support when needed.</p>
<p>If utilizing waivers for <b>class size</b>, what supports will the school put in place to support the teacher and students? How will the charter monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.</p>	<p>The purchase of Florida Virtual School Curriculum is one of the most important supports that allows a teacher to exceed class size requirements. The curriculum itself, along with additional teacher resources, greatly reduces the workload in preparing lessons, assignments, and assessments.</p> <p>The district will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile</p>

hotspot, if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity.

The district will provide time weekly for teachers to work collaboratively in academy, building, grade-level, and content-area professional learning communities (PLC). PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions and/or enrichment based on results.

District leadership facilitates monthly PLCs for counselors, special education teachers, gifted and talented teachers, reading interventionists, and ESL teachers. These leaders facilitate professional learning activities related to teachers' specific job responsibilities in the virtual setting.

A minimum of 200 minutes per week will be provided for teachers to plan differentiated instruction. Teachers will be able to modify the online content and develop personalized lessons to better support the students they serve.

Teachers will provide Tier 2 and Tier 3 interventions to meet students' individual needs. Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services. Student support staff (ESL, GT, Sped, Interventionists) will be available to support teachers and students.

District instructional coaches will support teachers by providing ongoing, job-embedded professional development and facilitating student-centered coaching cycles. Professional development will be focused on learning and refining current best practices for instructing students in the online learning environment.

The SSVA Director will also provide additional instructional support to teachers through the SSVA PLC process. The Director was hired in the 2020-2021 school year and job responsibilities are solely related to the virtual academy. The Director is a member of the administrative leadership team and works collaboratively with other team members to address needs of the Siloam Springs Virtual Academy (SSVA).

An administrative assistant was also hired in the 2020-2021 school year and works solely to assist the Director in all aspects of the virtual academy.

A paraprofessional will be hired in 2021-2022 to help track progress of students, step in as a substitute when a virtual teacher is absent, and provide support to teachers working on student interventions. If Title I funds pay this paraprofessional salary, payment for guest teaching will be paid from operating funds.

Beginning with the 2021-2022 school year, the ALE school counselor will spend a portion of his time working with virtual academy students to provide additional support, including but not limited to: student scheduling, monitoring student credits for graduation, providing student and family support, and acting as a liaison between the virtual academy and the buildings.

District directors of ESOL, Special Education, Gifted Education, and Student Services will assist the SSVA Director when needed to ensure teachers are able to address the needs of all students that are assigned to their classroom.



	<p>The district will determine the effectiveness of these supports by observing and/or participating in PLC meetings; analyzing student achievement data; and providing and collecting specific, meaningful feedback to and from teachers following classroom observations.</p> <p>The district will determine the effectiveness of supports for students by analyzing various data sets including, but not limited to students' attendance, levels of engagement, and mastery of essential standards, as well as results from teacher, student, and family surveys.</p>
<p>If utilizing waivers for <b>teaching load</b>, what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.</p>	<p>The district will support teachers with their teaching load by placing a cap on the number of students enrolled in each class.</p> <p>Student-teacher ratios in grades 9-12 will be 60:1, not to exceed 180. Teachers who teach both virtual and onsite classes may have 10 additional students per digital period, not to exceed 180 students total.</p> <p>Teachers will be provided with the Florida Virtual School/Buzz LMS with digital coursework. LMS training will be provided by the Florida Virtual School prior to using the platform. Grade level literacy and math coaches, in addition to the technology instructional coaches will be available to provide teachers with support as needed. Ongoing, job-embedded professional development will be provided as needed, including support from Northwest Arkansas Educational Service Center content specialists.</p> <p>All teachers will monitor student performance data weekly, with frequent updates sent home to families. Students and parents have access to Home Access Center (HAC) to monitor grades in real time. Florida Virtual School also offers a dashboard feature for families to monitor individual student progress at any time.</p> <p>Stakeholder feedback will be collected two times each year, through teacher, student, and parent surveys. The data collected will be used in the SSVA PLC process to further explore areas of growth within the program.</p> <p>Informal monthly check-in meetings will be conducted with teachers and support staff who work with our special populations (SPED/ESOL/GT). Virtual Academy Director and district leadership for these special populations will facilitate the informal monthly meetings.</p> <p>District leadership facilitates monthly PLCs for counselors, special education teachers, gifted and talented teachers, reading interventionists, special education teachers, and ESL teachers. These staff members provide additional support to teachers and students who teach and learn in the virtual setting. Virtual teachers will also receive additional support through the PLC process led by the SSVA Director.</p> <p>The district will monitor the effectiveness of supports by observing the PLC process, analyzing assessment results, and survey data.</p>

**Technology / Platforms**

<p>Identify the learning management system/content management system that will the school will use. (Canvas, Buzz, Google Classroom, etc.)</p>	<p>The Siloam Springs Virtual Academy (SSVA) will use Buzz (FLVS) and Google Classroom as learning management systems for all virtual learning students in grades 9-12. Utilizing the Buzz (FLVS) curriculum provides consistency and clarity for all students and families in the Virtual Academy.</p> <p>Teachers will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).</p>
<p>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.</p>	<p>SSVA will use the Florida Virtual School (FLVS) curriculum as the primary learning management system for students in Grades 9 -12.</p> <p>In order to fully support all students in the virtual academy, other content management systems may be implemented as Tier 1 instruction, as well as Tier 2 and Tier 3 interventions.</p> <p>EL Achieve is a core content, systematic, research-based English Language Development Curriculum, and will be used with ESOL students to support second language acquisition needs.</p> <p>TeachTown and Unique Learning may serve as the primary curriculum resource in self-contained learning environments (SLE), or to provide interventions for IEP students in need of additional support.</p> <p>Imagine Learning may be used as a Tier 2 or Tier 3 intervention to supplement core content in reading and math.</p>
<p>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.</p>	<p>Zoom and Google Meet video communication are used to facilitate live communication between two or more participants. All district issued devices have web cameras for video communication.</p> <p>Teachers use Zoom and Google Meet Breakout Rooms during synchronous teaching times to foster a deeper level of connection and communication for/with virtual students in a smaller setting.</p>
<p>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.</p>	<p>The district will provide students with a district-issued Chromebook and charger. Families with little or no connectivity will be provided a mobile hotspot.</p> <p>Students and families may contact the District Technology Department during regular school hours or submit a help desk ticket at any time for technological assistance.</p> <p>Drive-up Wi-Fi is available in every school parking lot in the district. Students may also access free Wi-Fi at Siloam Springs Public Library. Use of all district devices is monitored and KaJeet filters are in place to meet the provisions outlined in the Children’s Information Protection Act.</p>

**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 make certain that families are prepared for learning from home, the Siloam Springs Virtual Academy will require that every virtual student and parent or guardian participate in an onsite orientation prior to the first day of instruction. Families will have the ability to attend an orientation session during the day or the evening to allow for greater flexibility.

During the orientation, virtual students and their parents/guardians will receive an overview of SSVA expectations, training on how to navigate the learning management systems and strategies for successful online learning. SSVA staff will distribute hardcopies of students' virtual learning schedules, the student/parent contract, and the Chromebook agreement form. Students whose families do not participate in the orientation will not be allowed to enroll in the Siloam Springs Virtual Academy.

Throughout the first weeks of school, teachers will continue to train students during small and large group synchronous instruction on how to navigate the learning management systems. If additional support is needed teachers will provide opportunities for families to come onsite for individual training sessions.

During the first week of school, students and parents will be asked to complete a survey to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family.

Surveys will be conducted at semester and again at the end of the year. This will provide important data to the SSVA team to ensure that current programming is meeting the needs of students and their families. Survey results will also be used as part of the yearly program evaluation to determine the overall effectiveness of the Siloam Springs Virtual Academy.

SSVA teachers will monitor students' wellness and safety through student-teacher interactions, both digital and live. These interactions may include submission of assignments through learning management systems and video conferencing. School email, texts, and phone conversations also provide a communication avenue for students and their families to reach out to virtual academy, building and district-level staff. Professional learning communities provide an avenue for SSVA teachers to identify and address virtual students' health and wellness needs with counselors, administrators, and other support staff whose role it is to connect students and their families with medical and behavioral health resources.

SSVA teachers will document and monitor student attendance and engagement levels. Teachers, along with administrators, contact families when students do not log on, submit assignments, or join synchronous lessons and/or interventions over a minimum of three consecutive days.

If families experience changes where they are no longer able to 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.

	<p>Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Siloam Springs High School for all SSVA students every day that school is in session. On Fridays, weekend snack packs are also available for SSVA students who qualify.</p> <p>SSSD operates a school based health clinic, <a href="#">Panther Health &amp; Wellness Clinic</a> (PHWC) in partnership with <a href="#">Ozark Guidance &amp; Counseling</a> (OGC), <a href="#">Community Clinic</a>, and <a href="#">Bright Futures</a> Siloam Springs. Both physical and mental health services are available at the clinic. Families may contact the clinic for more information at 479-524-8175.</p> <p>Ozark Guidance Center provides school-based therapists to SSVA students through a referral process initiated by the family or the school. Sessions with digital learners are typically conducted using telehealth services made available through the service provider.</p> <p>Community Clinic employs a nurse practitioner (APRN) who provides acute care (non-emergency illnesses), chronic disease management, sports physicals, child wellness checks, and immunizations for students, families, staff, and community members.</p> <p>Bright Futures Siloam Springs (BFSS) is a non-profit organization dedicated to meeting the basic needs of our students. Food, clothing, school supplies, and support for accessing community resources is available by contacting the PHWC coordinator online, by phone, or in person at the clinic. Families may request assistance for these basic needs on the <a href="#">Family Needs Request</a> block, posted on the district and school websites.</p>
<p>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.</p>	<p>Virtual classroom teachers will monitor student progress weekly using reports from the learning management system and attendance records of the.</p> <p>SSVA 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%, SSVA staff will follow the <a href="#">Protocols for Disengaged Learners</a>. In addition, teachers will provide interventions for these students. Interventions could include, but are not limited to the following: re-teaching of a lesson, small group sessions, one to one sessions, or onsite tutoring time.</p> <p>If interventions are not successful, an academic meeting will be required with the student, parent, and SSVA Director. Students may be required to attend daily digital or onsite check-in meetings with the teacher for more frequent individual or small group support. Additionally, teachers may request support through the School Intervention Team (SIT) process. As a last resort, students may be asked to return to the onsite learning.</p>
<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>If a student fails to meet the required daily academic progress or engage consistently, the student's teacher will intervene. These interventions may include, but are not limited to:</p> <p>Teacher activity:</p> <ul style="list-style-type: none"> <li>○ A phone call to parents</li> <li>○ Provide small group or one-on-one instruction</li> <li>○ Reteach the skill or standard</li> <li>○ Academic coaching</li> </ul> <p>Student activity:</p>

	<ul style="list-style-type: none"> <li>○ Completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student</li> <li>○ Mandatory in-person or virtual meetings with the teacher and parent to monitor progress</li> <li>○ Increased time spent on coursework</li> <li>○ Remediation with a teacher to ensure success on assignments</li> </ul> <p>Additionally, interventions may include weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face-to-face instruction. If student achievement data indicates interventions have failed to produce improved student performance, the student will be referred to the School Intervention Team (SIT) for consideration of more intensive support.</p> <p>Students are eligible for face-to-face instructional support during established hours of on-site learning and evening hours twice per week. Classroom teachers may host evening hours from home. Those hours will be posted each school year based on the campus schedule.</p> <p>Students may access school-based counseling services onsite or remotely.</p> <p>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. Teachers licensed in specialty areas such as ESOL, GT, OT, PT, and reading provide these Tier 3 services.</p> <p>Support personnel include, but are not limited to the following:  Migrant Aide  Gifted and Talented Director  SSVA Director  Behavior Interventionist  Student Services Director  Special Education Director  ESOL Director  School Counselors  Panther Health &amp; Wellness/Bright Futures Director  ESOL Communications Specialist  Arkansas Educational Service Cooperative Specialists</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>To support student learning the Siloam Springs School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence based instructional decisions in the best interest of the students we serve.</p> <p>Additional data points are analyzed including attendance, discipline, mobility, etc. The SSVA, depending on analysis of data, uses the School Intervention Team (SIT) at each building site to monitor and support students showing limited improvement throughout the multiple data points.</p> <p>Freshmen and sophomores will be required to complete ACT Aspire Interim assessments onsite three times per year. Assessments will include reading, math and science. English assessments are administered at the discretion of the building principal in collaboration with the SSVA Director. Teachers and students will conference over the formative assessment results in order</p>

to celebrate success and set goals for growth. Based on individual need, in extreme circumstances, digital ACT Aspire Interims may be administered.

SSVA 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.

Formative assessments may be PLC developed or included in content management systems. Teachers will analyze results from common formative assessments (CFA) to monitor students' mastery of grade level content standards and determine instructional next steps.

SSSD formative assessments are outlined in the [District Assessment Expectations](#) that include a timeline of assessment windows. When aligned with testing requirements, district formative assessments (ACT Aspire Interims, teacher created CFAs, etc.) may allow for flexible testing schedules. State summative exams (ACT, PSAT, AP, etc.) do not currently allow flexible schedules.

Describe how dyslexia screening and services will be provided to digital learning students.

Early intervention for students with dyslexia are dependent upon informed and knowledgeable teachers. Reading interventionists will provide grade-level and content-area teachers with training to better identify students that experience learning difficulties. Teachers may also access online training through [ArkansasIDEAS](#). Reading interventionists receive additional professional development from experts in the field including Vicki King, William Van Cleave, Louisa Moats, and David Kilpatrick.

Data collected from the Early Indicator Checklist (*Arkansas Dyslexia Resource Guide, 2017*) will serve as the primary tool for teachers to use as they become proficient at recognizing specific characteristics that could indicate the need to refer students to the School Intervention Team (SIT) for dyslexia screening.

Teachers or reading interventionists will administer Level I screeners to digital learning students in Grades 3-12 onsite, if at all possible. Level I screening assessments must include the following components:

- Phonological and phonemic awareness
- Sound-symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming
- Encoding skills

For older students in Grades 7 and above, using standardized assessments, such as ACT and ACT Aspire, allows a comparison of the student's performance on the individual components to other students of the same age and grade.

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify characteristics of dyslexia. Siloam Springs School District uses the following Level II screeners for this purpose:

- CTOPP-2
- WRMT-III
- TOWRE
- WIST
- OWLS

Reading interventionists will administer Level II dyslexia screeners to digital learning students' onsite, if at all possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings, conducted via Zoom/Google Meet are available if absolutely necessary.

All interventionists who provide services for students with COD are licensed teachers who have been trained by company (Brainspring & Sondag System) specialists to use the programs they deliver with fidelity. Neither of these programs include digital resources; however, interventionists use technology tools such as Screencastify, Nearpod, and Google Classroom to create their own digital resources such as word lists, sentences and red words. Instructional coaches for technology facilitate training with follow-up support on the use of learning management systems and program content to effectively deliver interventions in a virtual setting.

Siloam Springs School District employs one reading interventionist to serve students in Grades 9-12 with COD. The Director of Student Services serves as the district's dyslexia contact and facilitates reading interventionist PLC meetings on the second Wednesday and the fourth Friday of each month. This time is used to collaboratively analyze results from Level II screeners and determine COD. Professional growth opportunities are also included in these PLC meetings and include book studies, model lessons, and resource sharing. In addition, a dyslexia specialist, fluent in the Response to Intervention process, is available through the Northwest Arkansas Education Service Cooperative to provide training in administering screeners, analyzing and interpreting results from screeners, and determining appropriate interventions that are systematic, multisensory, and evidence based.

Students with dyslexia represent a subgroup of all the students in school who experience difficulties learning to read. Parents and teachers typically refer students for dyslexia screening when they observe ongoing reading difficulties that cannot be attributed to typical factors as noted above.

1. These referrals are made to the School Intervention Team (SIT) at each campus.
2. The SIT analyzes various data sets including results from state-required Level I screeners, classroom and interim assessments, unedited writing samples, and the state's [Dyslexia Early Indicator Checklist](#) to determine the need for Level II assessments.
3. If data indicates the student's reading difficulties are likely due to dyslexia, the reading interventionist obtains [parental permission](#) to administer Level II screeners.
4. Level II screeners are administered and results are reported to reading interventionists for collaborative determination of characteristics of dyslexia.
5. Reading interventionists meet with parents to discuss [results and determine interventions](#).

Interventionists are available to meet with parents/guardians via Zoom, Google Meet, or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians information regarding screening and progress monitoring results. Phone calls and text messages provide a quick and easy form of communication between parents and interventionists.

Reading interventionists will provide dyslexia intervention for both onsite and virtual students who demonstrate characteristics of dyslexia (COD) or whom a medical doctor has diagnosed with dyslexia. SSSD uses Level I Phonics First and Structures as its primary curriculum resource to support students with COD. Some secondary special education teachers implement Soudy System I and II. Digital learning students will be able to choose either virtual or onsite intervention sessions.

Zoom and Google Meet are the video communication tools interventionists will use to deliver live sessions to those who choose virtual services. These virtual sessions are most often conducted in conjunction with onsite sessions to ensure program guidelines for engagement, group size, and length and frequency of sessions are consistently implemented. Zoom provides simple user management and single sign-on that makes video communication a seamless component of the virtual learning experience. Session recording allows students to replay sessions for reinforcing knowledge and skills learned during intervention sessions. Google Meet requires no download so students can join intervention sessions from the Chrome browser on district-provided Chromebooks or personal computers/laptops. The HD video and audio, already available through the hardware the district supplies for students and teachers, provides exceptional clarity and quality so that the fidelity of instruction is maintained in the virtual setting. Camera features enable interventionists to see students' written work clearly in order to monitor performance and determine instructional next steps to support handwriting and spelling. Audio features allow interventionists to accurately monitor students' reading fluency and accuracy of articulation. Google Classroom enables interventionists to set up multiple classes, create classwork, and efficiently manage and assess students' progress while providing another communication connection with and among digital learners. For more information, see the [SSSD Dyslexia Plan](#).

Based on student/parent survey results, over 95% of all SSSD students have access to reliable internet service. The district provides a hot spot for the small percentage of students who have either weak or no internet connection. Wi-Fi is available in all school parking lots, as well as the Siloam Springs Public Library. Use of all district devices is monitored and KaJeet filters are in place to meet the provisions outlined in the Children's Information Protection Act.

The local school board has adopted policies and SSVA leadership has developed procedures to address attendance, student engagement levels, and parent commitment to virtual learning. To make certain families are prepared for learning from home, the Siloam Springs Virtual Academy will require that every virtual student and parent or guardian participate in an onsite orientation prior to the first day of instruction. Families will have the ability to attend an orientation session during the day or the evening to allow for greater flexibility.

During the orientation, virtual students and their parents/guardians will receive an overview of SSVA expectations, training on how to navigate the learning management systems and strategies for successful online learning. SSVA staff will distribute hardcopies of students' virtual learning schedules, the student/parent contract, and the Chromebook agreement form.



	<p>Throughout the first weeks of school, teachers will continue to train students during small and large group synchronous instruction on how to navigate the learning management systems. If additional support is needed teachers will provide opportunities for families to come onsite for individual training sessions.</p> <p>During the first week of school, students and parents will be asked to complete a survey to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family.</p> <p>SSVA teachers document and monitor student attendance and engagement levels. Teachers, along with administrators, contact families when students do not log on, submit assignments, or join synchronous lessons and/or interventions based on SSVA's <a href="#">Protocols for Disengaged Learners</a>. As with onsite students, digital students may be dropped after ten days of consecutive absences.</p> <p>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.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>Siloam Springs School District gifted programming options will be provided to virtual students across all grade levels, K-12. GT students in Grades 9-12 will be able to take honors courses through the virtual academy. They may also come onsite for Advanced Placement courses if they choose. AP teachers meet Arkansas Teacher Licensure requirements and attend a College Board Advanced Placement Summer Institute no less than once every five years in order to stay current on curriculum and program development. The GT director will collaborate with the NWAESC GT director and area GT directors to ensure best practices are effectively implemented.</p> <p>GT staff will provide professional development to the SSVA teaching staff and will collaborate with teachers throughout the year on appropriate GT services, differentiated instruction, characteristics of GT students, etc. The GT Specialist from the Northwest Arkansas Education Service Cooperative (NWAESC) will support by providing professional development as needed. The virtual academy will become a component of the annual program evaluation of the gifted program.</p> <p>The GT department will accept referrals for virtual students in the same manner that they do for students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom. The Director of GT programs will assist the SSVA director to ensure identified students receive required minutes of service and that this service is documented as required by state statute, DESE Rules and Regulations, and district policy.</p>

<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>ESOL services are provided for identified English Learners (ELs) in grades K-12.</p> <p>Daily English Language Development classes will be offered synchronously or asynchronously by an English Speakers of Other Languages (ESOL) endorsed, licensed teacher using the programming guidelines set forth in the Siloam Springs School District ESOL Service Handbook and declared in the district's yearly Title III application.</p> <p>Curriculum, grouping, and pacing will follow that of the Siloam Springs School District ESOL Department guidelines. The district- approved English Language Development curriculum, EL Achieve, will be implemented. This curriculum addresses second language acquisition by addressing the national English Language Proficiency Standards. Students' language progression will be monitored through annual state testing using the ELPA21.</p> <p>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.</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>Every digital learning student with an IEP will be assigned a special education teacher in addition to his or her general education teachers.</p> <p>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.</p> <p>The special education teacher will provide direct instruction to digital learning students according to the student's IEP.</p> <p>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.</p> <p>Evaluations will be conducted on-site due to validity requirements.</p> <p>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.</p> <p>Special education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.</p> <p>SSVA special education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.</p>
<p>Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.</p>	<p>Frequently used <a href="#">Digital Accommodations</a> will be shared with all SSVA, as well as all onsite teachers. Student services committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on students' IEP, 504 Plan, or LPAC.</p>

## Teacher Supports

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

The district will purchase seats through Florida Virtual School for virtual students in grades 9-12. The digital coursework provides core content and elective course offerings. Florida Virtual School will provide training to SSVA teachers on the learning management system as well as strategies for being an effective virtual teacher. The curriculum itself, along with additional district provided teacher resources, greatly reduces the workload in preparing lessons, assignments, and assessments. The SSVA Director will provide summer workshops for virtual teachers to align digital curriculum with the scope & sequence of onsite curriculum.

SSSD will provide ongoing, job-embedded professional development focused on content management and instructional practices appropriate for virtual learning. The Northwest Arkansas Education Service Cooperative (NWAESC) will assist with technology tools/instructional practices as needed. District instructional technology coaches will provide weekly tech instructional support for digital instruction. (ex. [Eclectech](#)) The district instructional technology coaches will also be available for modeling or team-teaching with SSVA teachers to provide robust digital lessons to students.

Virtual teachers will receive additional instructional support through their professional learning community (PLC). The SSVA Director, who is a member of the district leadership team, will lead the PLC. The district leadership team will work closely with the SSVA administrator to provide support in leading the Virtual Academy (SSVA).

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?

All virtual teachers will be scheduled for a minimum of 200 minutes of planning time per week, which aligns with district onsite staff requirements. Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support curriculum, accommodations, technology tools, instructional practices, etc. The virtual school learning management system will include digital content to reduce the need for teacher-created lessons. However, teachers will have flexibility to insert lessons into the learning management system to help further meet the needs of the students.

The district will continue to partner with the Northwest Arkansas Education Service Cooperative (NWAESC) to provide additional support to SSVA teachers for digital learning.

Virtual teachers will attend weekly PLC meetings to review student data and to collaboratively develop student engagement strategies and support student progress.

## 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.

In order to ensure all digital learners have equitable access to virtual instruction, SSSD provides every student will be provided, regardless of living situations, with a Chromebook and charger. If necessary, a mobile hotspot to access the internet ([Mobile Hotspot Agreement](#)). Low cost insurance for Chromebooks is available through the school district. These costs may be waived for students who qualify for assistance, such as those who receive McKinney-Vento Educational Services.

Bright Futures Siloam Springs provides basic needs such as clothing, food, and school supplies to remove barriers to student learning.

	<p>The Director of Student Services serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies.</p>
<p>All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the school may communicate to parents and test digital learning students at a school site.</p>	<p>Summative ACT/ACT Aspire, ELPA and ACT Aspire interims are administered onsite for digital learning students.</p> <p>Parents will be notified of onsite testing requirements during student enrollment and registration. Testing requirements are also outlined in the <a href="#">SSVA Program Guide</a>. Student/family refusal to test on site may result in denied enrollment in the virtual academy.</p> <p>Students will test onsite as per DESE guidelines. The building test coordinator with input from SSVA Director and virtual academy teachers will direct the assessment plan/schedule. Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments.</p> <p>VA teachers and the VA director will assist building test coordinators with communication to students and families regarding testing.</p> <p><a href="#">District Assessment Expectations</a></p>
<p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>The effectiveness of the Siloam Springs Virtual Academy (SSVA) 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 and ACT Aspire.</p> <p>Administrators, teachers and counselors will identify students receiving D/F grades to determine instructional next steps, and to monitor students' progress toward meeting graduation requirements.</p> <p>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. Focus groups and/or advisory committees will be formed to contribute additional data to evaluate effectiveness.</p> <p>Administrators will also use data and feedback collected from teacher meetings and PLCs to monitor program implementation levels.</p> <p>The Siloam Springs Virtual Academy Director and building and district administrators will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs and Science of Reading monitoring requirements.</p> <p>Building administrators, including the virtual academy director, will meet at least once each month to work collaboratively to improve student outcomes across the district.</p>

<p>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)</p>	<p>Family and community feedback was a key component in the development of the Siloam Springs Digital Learning Plan. Throughout the 2020-2021 school year <a href="#">parents</a> and <a href="#">students</a> have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process.</p> <p>Teachers will facilitate an orientation for SSVA students and families to provide the following:</p> <ul style="list-style-type: none"> <li>• An overview of SSVA expectations</li> <li>• Training on how to navigate the learning management systems (Buzz and Google Classroom)</li> <li>• Training on the content management systems, if applicable (EL Achieve, TeachTown, Unique Learning and Imagine Learning)</li> <li>• Strategies on how to be successful with online learning</li> </ul> <p>SSVA staff will publish <a href="#">weekly memos</a>, via email and the SSVA website, with important information and updates for students. All correspondence to families will be communicated in English and Spanish.</p> <p>The SSVA Director partners with the District ESOL Communications Specialist to provide community outreach for cultural and language support.</p> <p>Parents have access to the Home Access Center, parent portal of the Buzz Learning Management System, and they receive notifications from Google Classroom to monitor their student's progress. Teachers provide parents with progress reports and parents are encouraged to attend parent/teacher conferences conducted each semester.</p> <p>At any point during the school year, parents may contact the SSVA Director or an SSVA teacher for individual assistance with digital learning tools, academics, or student support services.</p>
<p>Provide a URL to evidence the local school board's approval of the waiver request(s).</p>	<p><a href="https://drive.google.com/file/d/1femj05V4kquMjvWh8ur_UXP8D6Q0Wv2q/view">https://drive.google.com/file/d/1femj05V4kquMjvWh8ur_UXP8D6Q0Wv2q/view</a></p>
<p>Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).</p>	<p><a href="#">Stakeholder Feedback</a></p> <p><a href="#">District Communication Plan</a></p>
<p><b>Policies</b></p>	
<p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p><a href="https://drive.google.com/file/d/1vNi939ncxzx-dD-xE1hMJ8tLC36O1lh/view">https://drive.google.com/file/d/1vNi939ncxzx-dD-xE1hMJ8tLC36O1lh/view</a></p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	<p><a href="https://drive.google.com/file/d/1vNi939ncxzx-dD-xE1hMJ8tLC36O1lh/view">https://drive.google.com/file/d/1vNi939ncxzx-dD-xE1hMJ8tLC36O1lh/view</a></p>
<p>Please provide a link (URL) to the grading policy for digital learning students.</p>	<p><a href="#">Grading Policy</a></p> <p>Students attending the virtual academy will follow the same grading policy as those who attend onsite.</p>

**Charter**

Describe how the addition of a virtual program is in line with the mission or model of the school.

The addition of a virtual program aligns with our school mission of changing lives through educational excellence. Students are aware of what they are expected to learn, know what they have learned, and can identify what they still need to learn.

We believe students will become productive citizens when they are challenged academically and mentored in leadership, problem solving and critical thinking skills. Our student centered education includes the following:

- A rigorous online learning environment that prepares them for advanced education options, future employment, and post-secondary education.
- Meaningful virtual communications throughout their school experience.

By providing a robust, relevant, cutting edge, technology-based education, the SS Virtual Academy prepares students for college, careers, and the global community of life-long learners by engaging one student at a time, utilizing innovative approaches, partnerships, and resources to meet the individual needs of every student.

**Additional Waiver(s)**

<b>Waiver Topic #1</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #2</b>	
<b>Arkansas Code Annotated</b>	

<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #3</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #4</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #5</b>	
<b>Arkansas Code Annotated</b>	

<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

**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.**