



Charter Amendment Request Form

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

Charter Name: Westwind School for Performing Arts

LEA Number: 6063700

Superintendent or Director: Theresa Timmons

Email: ttimmons@thewestwindschool.org

Phone: 501-891-1792

**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
Westwind School for Performing Arts	6th - 8th Grade	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	x Virtual (online) x Blended (hybrid)	x LMS x 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.
Attendance			6-18-213(a)(2)	For each day/class period that a student did not engage in the daily lessons by being present in class via virtual meeting, an absence will be documented in the Arkansas online reporting system. WSPA is not requesting a waiver for attendance.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	WSPA will not request the waiver for class size
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	WSPA will not request the waiver, due to enrollment being less than 150.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	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. Hours spent in the instructional day will vary between students based on student ability and will be monitored by teachers and administrators. WSPA is requesting a waiver due to instructional time may exceed more than six hours in a day.
Clock Hours	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 some students may 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. Therefore, WSPA is

				requesting a waiver due to the use of lesson/unit completion versus clock hours.
Recess Waiver applies to virtual/remote students only	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	WSPA is not requesting a waiver for recess due to recess only applying to elementary students.

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.	<p>The goal of the Westwind School for Performing Arts Virtual Option is to provide students and their families an equitable alternative to onsite learning.</p> <p>Teachers and Students will engage with digital content through Synchronous and Asynchronous methods. The students will access instruction daily using Google Classroom, Zuni, and our SSO Clever.</p> <p>Content for grade-level general education will be provided by Wit and Wisdom (English), Eureka Math, Savvas (Social Studies), Generation Genius (Science), Lincoln Learning, and teacher-created resources for 6-8 creatives. In addition to the content lessons provided through the curricula above, teachers have the flexibility to create their lessons to meet the needs of individual students using data results from NWEA.</p> <p>Virtual students and teachers will be using learning and content management systems which will require special training before navigating the platforms. (Google Classroom, Clever, Zuni, Google Meets, etc.). We will have virtual facilitators that will support the</p>

	<p>creatives during live instruction. For 6-8, the facilitator will be in the classroom and will be able to support the teacher and creatives in real-time.</p> <p>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 using the facilitators as needed. Results from formative and summative assessments provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.</p> <p>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 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. If creatives continue to struggle in the virtual environment, the School-Based Intervention Team will meet to determine the next steps which may include the creative coming back onsite permanently.</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>Westwind School for Performing Arts (WSPA) will use high-quality curricula, Clever, Google Classroom, and Zuni to provide a fully online learning experience for its students that choose a virtual option. The experience will be enhanced by facilitators in 6-8 that are supporting the teacher and creatives.</p> <p>Students working during asynchronous learning times have control over the pace, place, and time when they are completing assignments. Creatives will be required 6-8 to follow the same schedules as onsite creatives to ensure they are getting as close to the same learning experience as possible.</p> <p>WSPA teachers will work onsite to provide students both synchronous and asynchronous learning opportunities. Creatives will log in and participate in class through Google Meet for a synchronous experience. Students will engage in asynchronous digital coursework through Clever, Google Classroom, and Zuni as directed and necessary.</p> <p>Students will be able to participate in a hybrid model by coming onto campus to participate in tutoring and other student support or special services.</p>
<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners.</p> <p>*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>WSPA teachers selected to deliver the instruction to virtual creatives will receive additional training and will be supported by facilitators during the time they have virtual creatives. Virtual creatives will be assigned a specific time they are to be logged in to receive instruction. Teachers that teach the same course multiple times a day will deliver hybrid instruction once for that course with the support of the facilitator.</p>

Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	<p>All teachers will have direct and live communication with creatives daily and multiple times as needed to meet the needs of their creatives. The minimum expectation is daily two-way interaction with virtual creatives. This will be assisted with the support of the 6-8 virtual creative facilitator.</p> <p>Teachers will deliver daily instruction to their virtual creatives and interact during lessons as needed. Teachers will be able to give feedback live or through the learning management system or Google Meet chat.</p>
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.	N/A
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.	N/A
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	<p>Teachers and creatives will use a combination of Clever, Zuni, Google Classroom, and Buzz.</p> <p>Teachers will enter grades into eSchool. Families and creatives will have access to their grades through the Home Access Center (HAC).</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.	Our creatives will access our various digital curricula by using Clever as the SSO. ELA and math courses will use Wit and Wisdom and Eureka Math digital curriculum. Also, teachers will use Zuni/Google Classroom and upload instructional materials, content, and support for Science and Social Studies from Lincoln Learning, Savvas, and Generation Genius. These platforms will be enhanced by content teachers through connected apps using Clever and teacher-created content that meets the needs of their creatives. Our non-core teachers will use Clever to link content-specific apps and Zuni/Google Classroom to upload daily lessons and videos to support synchronous and asynchronous learners.
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.	We will use a combination of Google Meet and One Source Technology. Google Meets will be the best-in-class delivery. Teachers will be able to upload their videos to Zuni and Google Classroom.

	All creatives will receive the technology needed to view and interact during lessons.
Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives free public education.	<p>All creatives will receive a WiFi-enabled device and we will make hot spots available as needed.</p> <p>Creatives and families may contact the Technology Coordinator during regular school hours or submit a help desk ticket at any time for technological assistance.</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.	<p>To make certain families are prepared for learning from home, the schools will require that every virtual creative and parent or guardian participate in an onsite orientation before 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.</p> <p>During the orientation, virtual creatives and their parents/guardians will receive an overview of WSPA expectations, training on how to navigate the learning management systems, and strategies for successful online learning. WSPA staff will distribute hard copies of creatives' virtual learning schedules, the creative/parent contract, and the Chromebook agreement form.</p> <p>Throughout the first weeks of school, teachers will continue to train creatives 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. Creatives and parents completed a survey informing the staff of individual needs and possible support areas. These surveys provide an opportunity for sharing important information with teachers, such as the need for a hotspot, the 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>Surveys will be conducted during the semester and again at the end of the year. This will provide important data to the WSPA campus teams to ensure that current programming is meeting the needs of creatives and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the virtual learning experience.</p> <p>Teachers communicate with creatives daily via Google Meet and/or messaging platforms such as Remind, Google Classroom, and/or Zuni. Teachers call families regularly to check in with the parents/guardians and discuss their creative's progress. Any concerns about a creative's wellness or safety are brought to building leaders and the Principal for further communication with the creatives and their families. Child Nutrition has programs in place to make sure families receive food if it is needed. Counselors and Nurses are available to families with any physical or mental health needs. All services will be routinely advertised, communicated, and offered to families to make certain they are aware and take advantage of the services.</p>

	<p>WSPA teachers document and monitor creative attendance and engagement levels. Teachers, along with administrators, contact families when creatives do not log on, submit assignments, or join synchronous lessons and/or interventions over a minimum of three consecutive days.</p> <p>If families experience changes so that they are no longer able to adequately support creatives in a virtual setting, they are encouraged to return their creatives to onsite learning. If onsite learning is not an option, WSPA will work with the family to identify the best solution for their creativity.</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>Teachers provide relevant and engaging learning experiences for creatives using Google Meet and the Learning Management Systems. Through deliberate planning, creative grouping for intervention will be based on academic needs and not geographic location.</p> <p>Teachers will call families to check in with parents/guardians regularly to discuss progress and tools for success.</p> <p>Campus leaders will use weekly progress monitoring reports from the learning management system and attendance records for the virtual creatives and they will be discussed during PLCs or coaching.</p> <p>WSPA teachers will share bi-weekly academic progress reports to keep creatives and families abreast of student mastery of grade-level skills and standards. If creatives do not show progress in bi-weekly assignments, or if an overall grade drops below 70%, WSPA staff will follow the Student Supports procedure. Also, teachers will provide interventions for these creatives. Interventions could include but are not limited to 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 with the creative, family, and school leader will be required. Creatives 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 Support Team (SST) process. As a last resort, creatives may be asked to return to the onsite learning.</p>
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	<p>If a creative is not making daily academic progress or is not engaging consistently, the WSPA teacher will intervene. These interventions may include, but are not limited to:</p> <p>Teacher activity:</p> <ul style="list-style-type: none"> o Contact parents o Provide small group or one-on-one instruction o Reteach the skill or standard o Offer onsite tutoring

	<p>Student activity:</p> <ul style="list-style-type: none"> o Accomplish specific daily and/or weekly goals determined by the teacher o Participate in mandatory in-person or virtual meetings with the teacher and parent to monitor progress o Increase time spent on coursework o Remediation sessions to ensure success on assignments <p>Additionally, interventions may include weekly check-in meetings with the teacher, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance, the creative will be referred to the Student Support Team (SST) for consideration of more intensive support.</p> <p>Creatives are eligible for face-to-face instructional support during established hours of on-site learning.</p> <p>Creatives may access school-based counseling services onsite or remotely.</p> <p>All services provided through special education, English speakers of other languages (ESOL), dyslexia intervention, or 504 plans will be provided remotely or onsite, based on family preference and/or creative need. Students may be required to meet onsite for specific services and assessments.</p> <p>Support personnel includes, but are not limited to the following: Arkansas Public School Resource Center Specialists Culture Coordinators Campus Administration School Academic Specialists</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>We will use a variety of formative assessments: Edualstic, Teacher-created formative assessments that are developed within PLCs, and curriculum-embedded assessments (Wit and Wisdom, Eureka Math, Savvas, and Generation Genius). In PLC's teachers will preview the assessments to ensure they match the learning objectives, then they will assess creatives, once the assessments have been scored the teachers will share results in PLCs and their plan for the next steps based on the formative assessments.</p> <p>Teachers will share formative assessment data with families and creatives routinely. The reports will update families on creative progress towards mastery and ways to improve performance.</p> <p>In the rare instance, a creative is administered any district or state formative assessment through a digital format, the creative and Tech Coordinator 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.</p>

<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>WSPA will ensure all dyslexia law requirements are met for virtual creatives. Dyslexia staff will reach out to our families to schedule an in-person or online time for the creative to complete the screener. We will accommodate family schedules to the best of our ability to set up meetings to review results and set up the next steps as needed. Once the creative needs have been identified, a member of our Dyslexia team will identify a routine time and space that works with the family to provide services.</p> <p>WSPA Wilson Reading Training as its primary curriculum resource to support creatives with dyslexia.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>GT services are provided for identified Gifted creatives.</p> <p>Teachers will utilize supplemental material provided by curriculums to address the needs of gifted creatives. GT designee will provide professional development to the WSPA teaching staff and will collaborate with teachers throughout the year on appropriate GT services, documentation of differentiation, characteristics of GT creatives, etc.</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>WSPA will ensure all requirements of the District English Learner plan are met for virtual creatives.</p> <p>ESOL services are provided for identified English Learners (ELs).</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 creative'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 will be implemented and accessible for creatives.</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>SPED services are provided for identified creatives.</p> <p>The SPED designee will work with teachers who have identified creatives that may need an evaluation for services. The SPED designee will reach out to families to schedule an in-person or online time for the creative to complete the evaluation. WSPA will accommodate family schedules to the best of our ability to set up meetings to review results and set up the next steps as needed. Once the creative needs have been identified, the SPED designee will identify a routine time and space that works with the family to provide services for the creative. The SPED designee will complete the required paperwork and distribute it to teachers to ensure that accommodations are being met.</p> <p>Teachers will be provided training on provide accommodations/modifications to digital learning students; this training will be ongoing throughout the school year. Teachers will utilize supplemental material provided by curriculums to address the needs of creatives who receive services. Teaching staff and will collaborate throughout the year on appropriate documentation of differentiation, instructional resources/strategies, etc.</p>

Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Teachers have access to interactive boards which are equipped with cameras for recording of instruction to provide to students, digital curriculum that is technology-enhanced for digital learners. Each teacher has been provided with a laptop to have access to technology. Each laptop is equipped with a camera that allows access for recording and virtual class meeting. Teachers also have the ability to use Google Meet which allows students to have class virtually.
Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	<p>Teachers will receive initial and ongoing professional development from the vendors we use for our digital content. In addition to vendor-provided professional development, WSPA will provide ongoing, job-embedded professional development focused on content management and instructional practices appropriate for virtual learning. Instructional coaches will provide weekly tech instructional support for digital instruction and modeling to help teachers provide robust digital lessons to creatives.</p> <p>Teachers with virtual creatives will receive additional instructional support through their professional learning community (PLC) and specific professional development. The PLCs will be vertical and horizontal to provide content-specific and grade-level relevant practices.</p>
Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?	Teachers will receive a minimum of 250 minutes of planning and Fridays will include extended planning time. Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support the curriculum, accommodations, technology tools, instructional practices, etc. However, teachers will have the flexibility to insert lessons into the learning management system to help further meet the needs of the creatives.
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.	<p>Every creative will receive technology (Chromebook) for digital instruction. creatives that do not have internet access will be provided a mobile hotspot. There is virtual tech support available to creatives and their families to assist with any technology/digital-based issues. Teachers will also check in on the creatives daily through class instruction and on a weekly/bi-weekly basis for updates with the creative's parent/guardian. Additionally, we have homeless and military liaisons that are available to creatives and their families virtually, via phone, or in person.</p> <p>The Principal serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all creatives and handling inquiries regarding non-discrimination policies.</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>Summative ACT/ACT Aspire, ELPA and ACT Aspire interims are administered onsite for digital learning for creatives.</p> <p>Creatives will test on-site as per DESE guidelines. The school will create small testing cohorts, keeping virtual creatives separated from in-person creatives when they test at the same time as required and depending on student needs, personnel availability, and DESE assessment flexibility provisions When testing separately, a special testing</p>

	<p>day will be created for virtual creatives. The school will communicate via social media platforms, LMS platforms, phone calls, email, and text messages. Schedules for assessment will be directed by building testing coordinators and 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>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 digital option will be based on student growth, engagement, and proficiency. With that in mind, schools will use digital assessments, participation reports, and formative assessments to provide the overall effectiveness of the program.</p> <p>For Instructional delivery, district and school leaders will observe the effective use of instructional technology and systems based on professional development. Leaders will record observations and coaching within a digital system. In addition to simple usage, observations will be used to observe student learning and engagement in real-time and how effective that instruction was based on formative assessments. Leaders will routinely review the digital classroom spaces to ensure that high-quality information and assignments are posted and creatives engage with the information.</p> <p>Teachers will report out routinely about the strategies that are and are not working with their virtual creatives during school-based meetings. In addition to the strategies, the teachers will share out grades and concerns based on data.</p> <p>Weekly monitoring will occur during virtual PLC Meetings where teachers will collaborate with the principal on their data from assessments and student work. Teachers will discuss best practices for digital learning and will adjust instruction according to the needs of the creatives. Through the use of surveys to creatives and families, it will allow WSPA to evaluate the effectiveness of the digital option and all so feedback from the teachers using a survey focused on the digital option will be used for evaluation</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>To continue healthy relationships with our families, we are committed to communicating regularly and through multiple platforms. The following platforms have been approved. Additional platforms not mentioned below will be communicated by the school building leader.</p> <ul style="list-style-type: none"> ● Phone Calls/Messenger/Westwind School for Performing Arts <ul style="list-style-type: none"> ○ To provide updated information, announcements, resources, etc. ○ Westwind School for Performing Arts will call the telephone number on your creative's file. ● The WSPA app can be downloaded for free from the Apple App Store or Google Play through Edlio. ● Emails <ul style="list-style-type: none"> ○ To provide updated information, announcements, resources, and support

	<ul style="list-style-type: none"> WSPA Website - https://www.thewestwindschool.org/ <ul style="list-style-type: none"> To provide updated information regarding schools, announcements, and resources WSPA Social Media <ul style="list-style-type: none"> To provide updated information, events, and announcements Facebook - https://www.facebook.com/wearewestwind Instagram - https://www.instagram.com/wearewestwind Google Classroom/Zuni <ul style="list-style-type: none"> To access recorded videos, new assignments, and assignment submission Links will be shared by the teacher. Zuni - https://wspace.zunilearningtree.com/ <p>Google Meets Sessions To communicate directly with your child's teacher and for creatives to attend instructional sessions or receive online help Links will be shared by the teacher.</p>
Provide a URL to evidence of the local school board's approval of the waiver request(s).	WSPA Board Meetings
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	WSPA Digital Learning Survey WSPA Digital Learning Survey Results
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	Westwind School for Performing Arts 6-8 Students are expected to be online during class periods and attendance will be taken as the same as in-person.
Please provide a link (URL) to the discipline policy for digital learning students.	Westwind School for Performing Arts 6-8 Same as in-person learning.
Please provide a link (URL) to the grading policy for digital learning students.	Westwind School for Performing Arts 6-8 Same as in-person learning.
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	Westwind School for Performing Arts' mission is to provide a high-quality curriculum for every creative that prepares them for college, career, and life. The virtual program allows us to prepare creatives academically for college and empower them to make choices about their life and career even when they are remote. Our commitment to Healthy Relationships will keep creatives engaged throughout their learning experience as well so that they are not left feeling isolated because they are learning

	from home
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Additional Waiver(s)