



Spark Learning Center

Your spark, your path, your pace.

Remote Instruction Plan

ArtSpace Charter School is a unique, dynamic learning community established in 2001 to be "audacious" and "bold" in its efforts to reach and teach the whole child through the arts. The school is a two-time ESEA National Distinguished School and Impact Award semifinalist. The school is successful in large part due to its strong culture of belonging and trust, in which individuals support one another along our collective learning journeys. We believe in the inherent value and limitless potential of all of our students and strive to create learning opportunities that leverage their natural curiosities and strengths. We know that learning can be messy and that progress is not linear- and that is ok.

Every student can find a way to be successful at ArtSpace if they can physically get there. But not all students can, for a variety of reasons. The school now seeks to establish a remote academy, Spark Learning Center, to meet the ever-evolving needs of our students and community, providing access to high quality educational programming, in a flexible setting. We believe that not only will we reach students, we will empower them to take their learning to the next level.

Vision

ArtSpace Charter School will be a national benchmark in educational excellence through integration of the arts.

Our Mission

ArtSpace Charter School offers a complete education, through an integrated curriculum centered on the visual and performing arts, utilizing an experiential approach. We believe in a family-centered, cooperative approach to education that encourages parental involvement and community service in order to nurture responsible citizenship.

Governance

ArtSpace Charter School is a North Carolina public charter school that services students with an in-person, arts integrated curriculum. ArtSpace is governed by the Partnership for Arts at the Core of Education (PACE), an independent, nonprofit Board of Directors. The school's 10 year charter renewal was approved by the Charter School Review Board (CSRB) in January of 2025 and extends through July 1 of 2035.

Program Summary

Spark Learning Center is a remote learning program designed to meet the diverse and flexible learning needs of students in the western region, particularly those in counties in or contiguous to Buncombe County. Spark Learning Center will operate as a separate cohort from the traditional on-site program, with its own dedicated building, staff, and roster. However, it will collaborate closely with the existing award-winning programs to maximize instructional impact for both groups.

Our vision is to create a program that primarily serves students through virtual learning (both synchronous and asynchronous), while offering enriched on-site programming to support their success. A dedicated team will provide personalized instruction and engagement, meeting with students in small groups, individually, and alongside families throughout the program. As a partner to the traditional program, Spark students will also have full access to extracurricular activities, family events, community-building opportunities, technological support, and electronic and print media access.

This holistic approach combines the flexibility of virtual learning with strong support structures, fostering an environment of inclusion and tailored assistance. Our goal is to equip every student with the skills and knowledge they need to succeed in high school and beyond.

Justification of Need

The school dynamic has shifted since 2020. The pandemic not only changed the way we look at school, it changed our students' needs. There is a growing mental health crisis among school-age children. In the years since COVID, ArtSpace has had 60 students withdraw to pursue homeschooling, private schools, or virtual learning as they sought support and recovery for mental health needs. Furthermore, families are increasingly opting for virtual learning due to the flexibility it affords them as caregivers in an ever-evolving working world.

A 2025 survey of current ArtSpace families indicated that 30% of families would be interested in an alternative remote learning pathway for their child and 40% would like more learning options for extenuating circumstances. In Buncombe County alone, 4,693 students are homeschooled. There are more than 600 reported "un-school" students in Buncombe County. We see stressed families who feel backed into a corner. Under pressure, they opt for homeschooling or "un-schooling," only to realize that they are simply not equipped to sustain that effort. They need trained faculty, expertly developed lesson plans, tech support, knowledge of vertical and horizontal alignment, not to mention avenues for social interaction. These stranded families are in need of a custom learning experience that both honors individuality and develops critical skills. Requests for a flexible remote program that will help these students transition into more traditional programs are increasing with every year. There are reported waitlists for virtual programs, including Buncombe County Virtual Academy, North Carolina Virtual Public School, and the North Carolina Virtual Academy. For the past five years, ArtSpace has had a waitlist of over 350 students, so there is no concern that this Spark would compromise interest in the traditional program.

I. Remote Education & Technology

A. *Instructional Program*

Spark Learning Center is a face-virtual remote program for grades 6-8, covering the North Carolina Standard Course of Study with an arts-integrated pedagogy. Spark Learning Center will be housed in a physical building on site of the existing ArtSpace Charter School campus, hosting a dedicated staff which will work in collaboration with the ArtSpace team. Part of the magic of the Spark program is that many details are flexible; program particulars are adjustable, based on the individual needs of the student and agreements of the team. For example, Student A may thrive in an independent environment and need less time in person. That student might attend one small group session per week, if that is all that is needed or all the student's family can accommodate. Student B may want to maximize flexible on-campus opportunities or require more in person academic support to be successful. That student might also be able to get to and from the campus more often, perhaps attending 2-4 one hour on-campus sessions, and even lunch with on-campus peers and after school clubs throughout the week. These are the kinds of personalized adjustments that in a traditional classroom simply create insoluble practical problems for the classroom

teacher. At Spark, we can flex to meet the needs of the family without making impossible demands on faculty.

Through engaging synchronous sessions, students connect in real-time with instructors and peers via video conferencing, fostering dynamic discussions and receiving immediate feedback. Asynchronous learning will utilize Google Classroom, allowing students to progress at their own pace through prerecorded self-paced content, accessing carefully curated content and resources. Complementing these virtual experiences, our strategic in-person sessions provide hands-on learning opportunities that deepen understanding through practical application, peer collaboration, and community building. This blend of educational approaches ensures that each student's unique learning journey is supported, creating an environment where academic excellence and personal growth flourish together.

In order to ensure that remote instruction is supporting learning and continuing towards mastery of the standard course of study, Spark Learning Center will use the NWEA Measures of Academic Progress assessments as benchmark evaluations to measure growth over time. These assessments are currently given three times a year in our traditional program. Therefore, knowledge of the assessment and data analysis systems are already in place.

MAP assessments are complemented by regular formative assessments embedded within both synchronous and asynchronous instruction, allowing instructors to gauge understanding at the moment of learning and adjust teaching strategies and/or student support accordingly. Through progress monitoring tools, we maintain detailed records of each student's advancement through the curriculum, enabling early intervention when needed and ensuring all learners remain on track for success. This multi-faceted approach to assessment provides actionable data that guides instructional decisions and supports continuous improvement in both our synchronous and asynchronous learning environments.

The Multi Tiered System of Support (MTSS) structure that currently monitors ArtSpace traditional students will apply to Spark students as well. The Student Support Team (SST) is well staffed and prepared for growth. Currently, the SST meets weekly with homeroom teachers on a rolling basis. Spark Learning Center staff will be added to this rotation. If a Spark student has an IEP, their Exceptional Children (EC) teacher will provide service and have a place on this team.

Arts integration is a critical component of the charter for ArtSpace, and as such, will continue to be a driving instructional choice. The arts serve as a powerful and natural access point to the curriculum, engaging students in a way that makes learning both meaningful and memorable. By embedding the arts across all subjects, we tap into students' creativity, enhancing their ability to understand and retain complex concepts. Research from the Department of Education and other studies consistently demonstrates that arts integration not only boosts academic achievement but also fosters critical thinking, problem-solving, and collaboration. Moreover, the arts level the playing field for students from diverse backgrounds, providing an inclusive platform where all learners—regardless of their experiences or circumstances—can connect with the material in unique and personal ways.

B. Online Content

Academic source content will be carefully reviewed, selected, and used as a part of the curriculum map. Teachers will develop the curriculum map and quarterly plans following the Standard Course of Study and with review of administrators and the Arts Integration Team. This is already standard practice in the ArtSpace program.

Content sources are noted here:

- 6th-8th Grade- ELA/ Reading - teacher developed, ReadWorks, NoRedInk
- 6th-8th Grade- Math - teacher developed, Eureka, Khan Academy
- 6th-8th Grade- Social Studies - teacher developed, Scholastic, History.com
- 6th-8th Grade- Science - teacher developed, Generation Genius, Virtual Science Teacher
- 6th-8th Grade- Arts - teacher developed, Kennedy Center, Kodable, Google Flat, SketchUp

Universal supporting resources include (but are not limited to) Schoolnet, EverFi, Discovery Education, Flocabulary, #GoOpenNC, News2You, PBS Learning Media, Prodigy, TED Ed, Time for Kids.

C. Staff Structure

The ArtSpace campus is already equipped with a Data Manager, IT Specialist (remote technician), and Media Specialist, each capable of including the work for both programs without overtaxing their current responsibilities. This is affirmed following a workload analysis on each position with staff and leadership.

With the addition of Spark, a Program Director will be hired and will serve as the lead administrator of the program and the Instructional Technology Facilitator. The job description and recruitment will focus on instructional leadership, supervised by ArtSpace Charter's Executive Director.

Currently, ArtSpace Charter School thrives with a low staff:student ratio and intentional investment in staff. The school has five full time licensed Exceptional Children teachers, with case loads between 8-13 students, well below the average EC caseload. This is a strategic decision that allows the school to provide highly individualized, intensive support. This also means that should a proportionate number of Spark students have an IEP, they can be served by the existing EC teaching staff without compromising services. As the Spark enrollment grows in year 3, the budget allows for the hiring of an additional EC teacher.

Spark will have a dedicated teaching team of three teachers in years 1 and 2 and increasing to four teachers in year 3. The planned outline and budget also call for an Instructional Assistant. As the program increases in enrollment in year 3, the plan also provides a part time EC teacher and a part time Art teacher. The positions at part time would be shared with the traditional program. Of course, these projections are subject to adjustment based on actual needs. ArtSpace leadership will use needs assessment and workforce analysis at scheduled increments during the planning year and through implementation to ensure that personnel structures are appropriate for the realized needs.

D. Successful Learning Environments

A successful remote learning environment at Spark Learning Center is characterized by a blend of structure, engagement, and personalized support. To create a productive learning experience, the program will provide clear routines and expectations, helping students stay organized and focused.

Active learning is emphasized through interactive activities—such as dynamic modules, quizzes, video shorts, projects, and discussions—that promote deeper engagement with content. Frequent communication between teachers, students, and families ensures that students receive timely feedback and feel connected, both academically and emotionally.

Spark Learning Center also fosters student agency by allowing flexibility in assignment type and show-your-work pathways, encouraging students to take ownership of their learning. Social-emotional learning (SEL) strategies are embedded throughout the program, helping students manage emotions, build resilience, and create meaningful connections with peers. The program is designed to be flexible and accessible, with content that is easily navigable and accommodations for students with varying needs.

Self reflection for the sake of goal setting is an ongoing learning process for ArtSpace and Spark Learning students. Spark Learning students will create digital portfolios each quarter to document their growth and exemplify their growth towards mastery of standards. These portfolios will include artifacts from their learning experiences, including research and arts integration projects across the curriculum. The process of selecting, synthesizing, and assessing portfolio pieces will afford students the opportunity to develop further technical skills. The final product, a digital portfolio which includes self-reflection and goals, will allow students to share what they have learned with an authentic audience of their peers, teachers, and families.

Finally, parental involvement is key; regular communication with families helps ensure that they are well-equipped to support their child's learning at home. By combining these elements, Spark Learning Center will create a remote learning environment that is engaging, inclusive, and supportive, enabling students to succeed both academically and socially. Acknowledging the importance of sharing and celebrating student learning with an authentic audience of the larger community, Spark Learning students and teachers will create and maintain a digital blog that includes galleries of exemplary student work, newsworthy updates, and feature stories.

E. Grading & Assessments

At ArtSpace, our approach to grading and assessment reflects our commitment to empowering students to demonstrate their learning in a variety of ways. We believe that authentic learning is best measured through multiple forms of assessment, rather than relying on a single grade or score. Our standards-based report card is designed to communicate each student's progress along their learning journey, with a focus on skill mastery rather than traditional letter grades.

Instead of assigning one overall grade to a subject, each subject is broken down into specific standards based on the North Carolina Standard Course of Study. These

standards represent the key skills and concepts students are expected to master at each grade level. For each standard, students receive a numerical mark that reflects their current academic standing in that area. This provides families with a clearer understanding of what students know and where they may need further development.

The grading system uses a set of achievement levels that differ from traditional A-F letter grades. These levels are as follows:

4 – Advanced or Exceeds Standards: The student demonstrates an in-depth understanding of the standard, applying their knowledge with creativity and critical thinking. Students at this level often move through the material more quickly and explore deeper connections across topics.

3 – Proficient or Meets Standards: The student shows a solid grasp of the standard and consistently applies their knowledge as expected at their grade level.

2 – Basic or Approaching Standards: The student demonstrates partial understanding of the standard, but may still need further support to fully meet expectations.

1 – Below Basic or Below Standard: The student’s understanding of the standard is minimal, and they may require significant support to progress.

N/M – Not Marked: The standard could not be fully assessed due to factors such as incomplete work, lack of effort, or inconsistent attendance.

These achievement levels reflect a student’s progress toward mastering the standards, as evaluated through a range of assessments, including projects, quizzes, tests, assignments, and observations. Effort and homework are also reported separately to ensure that students are held accountable for their work habits and engagement. Moreover, because every ArtSpace student is more than a set of numbers or letters, each child receives voluminous, personalized written commentary on every report card from every single teacher. This practice acknowledges the growth of the whole child—not just those parts measured by numerical scores; and of course, this practice will be expanded to include Spark students.

It’s important to note that standards are taught and evaluated progressively throughout the school year. Not all standards are assessed in the first quarter, as our teachers scaffold instruction, building on skills over time. This approach gives students multiple opportunities to show growth and mastery, offering a more comprehensive picture of their academic progress.

The use of standards-based assessment strategies provides clearer feedback that fosters growth, encourages critical thinking, and supports a deeper understanding of each student’s learning journey. There is no high school program. At the completion of a student’s 8th grade year, student records will be transferred to their high school of choice, following typical procedures.

F. Learning Management Platform

Spark Learning Center will use Google Classroom as the standard learning management system (LMS). Spark Learning Center, like ArtSpace traditional, utilizes a standards based grading system, which focuses on individual student progress in the NCSCOS. Infinite Campus, which has been tailored for standards based grading, is the accompanying grading system, which syncs to the Google Education suite. Google Suite for Education, Microsoft Teams, and Infinite Campus Parent Portal will also be utilized for communication, grading, and reporting.

Using these platforms, students and caregivers can access lessons, resources, and assessments on-demand in a centralized location.

G. Hardware & Software

To fully participate in Spark Learning Center, students will need

- Computer or laptop (device must be capable of accessing Google Workspace for Education)
- Video Camera (may be integrated with device or a separate webcam)
- Microphone (may be integrated with device or a separate system)
- Access to a reliable internet connection capable of supporting virtual classroom settings (3.8Mbps/3.0 Mbps; up/down)

The school will provide a compatible device and internet access to all students in Spark Learning Center. A student may use a personal device to access the program, which would require signing an Acceptable Use Policy and downloading the Zscaler certificate for security. Tech support is provided in these instances. User accounts and access will be provided and facilitated by Spark staff.

H. Professional Development

Teachers and staff hired for Spark Learning Center will be opting in and selected for the primary purpose of facilitating high quality virtual instruction. Therefore, the recruitment, hiring, and onboarding process will be designed to create a strong team for this unique purpose. With an elevated baseline knowledge level, Spark Learning Center team will participate in professional development specifically targeting (1) their self-assessed areas of need and (2) school procedures and priorities.

It is the goal of the administration to hire Spark Learning Center staff six months ahead of the initial school opening. This time will allow staff to assist with planning the initial opening, participate in recruitment activities, engage in professional development, and work alongside the ArtSpace traditional team members to better understand programs and processes that will operate in both settings.

After opening and on an annual basis, ArtSpace will offer a combination of whole staff and smaller group professional development based on needs assessment, NCEES data, and teacher self-reflections. A scaffolded PD design will target teachers at the level of their need. Areas of focus will include blended learning, digital teaching, artificial intelligence (AI), individualized pathways, connection through computers, and arts integration. Resources for PD include guest speakers, book studies, peer/school observations, Friday Institute, and Western RESA. All Spark Learning Center staff will also be provided an ISTE-ASCD membership, which offers access to a wealth of high quality resources and connects them to a community of practitioners.

I. Family Communication

A successful learning experience for Spark students begins with strong communication and thorough onboarding. To support students and their families in navigating remote learning effectively, Spark will offer an Orientation Week at the start of each school year. This week is designed to equip families with the tools and knowledge they need to ensure their child's success at Spark Learning Center.

During Orientation Week, all Spark students and at least one caregiver are required to meet in person with a staff member for a review of the program and a tour of the facilities. This in person meeting also covers essential topics, such as:

- Introduction to hardware - Students learn how to handle their devices with care, navigating keyboard controls and shortcuts, adjusting camera positioning and lighting, and managing microphone settings as well as familiarise themselves with troubleshooting strategies and technical resources.
- Introduction to Google Suite & Ed Tools - This session covers navigating the platform, accessing content, saving files, communication features, and utilizing programs effectively.
- Schedule & Expectations - Students, caregivers, and staff will review the format of the program and expectations for participation. They will discuss and problem solve any barriers to access/understanding, creating a success plan for each student.

At other times during Orientation Week, Spark will provide online and in person community building sessions to connect Spark students with the larger ArtSpace family. This includes the traditional Open House night, where students can also learn more about extracurricular programs offered at ArtSpace.

Throughout the school year, Spark staff will communicate with families through a variety of methods, including:

- Monthly newsletter
- Quarterly parent-teacher conferences
- Quarterly report cards
- Weekly conference time with students
- Timely response to emails
- Infinite Campus Parent Portal

Additionally, students will be provided with a "hot-line" contact list, which includes key contacts for teachers, technology support, and curriculum questions. We are committed to ensuring both students and families feel supported throughout their learning journey.

Beyond the orientation training, technology support is available via the Help feature on each course's Google Site, allowing families to quickly access assistance when needed. Spark will offer small group academic support alongside whole class instruction, ensuring that each student receives the attention and guidance necessary to succeed. Families and students can request individualized conferences at any time for more focused support.

For students facing barriers to accessing instruction, our Student Support Team is proactive in developing solutions, including arranging on-campus learning sessions for

eligible students. These efforts are designed to provide flexibility and support to help all students achieve their full potential.

The goals of our family communication and training efforts are to:

- Review the remote learning plan and set clear expectations
- Demonstrate how to navigate the classroom website
- Ensure families have access to all necessary materials
- Answer any questions and provide individualized feedback
- Schedule additional conferences or support as needed

Spark Learning Center will be committed to fostering an inclusive, supportive environment where families feel confident in their ability to engage with their child's education and assist in their learning journey as partners in education.

J. Auxiliary Services

ArtSpace does not currently have a comprehensive school nutrition program, though it is in progress. The school has partnered with local restaurants for limited meal service. Where these options are available, Spark students will have the option to participate and either join students for lunch on campus or schedule a meal pick up. All free/reduced meal considerations would apply to Spark Learning Center students as well. Based on the expenditures in the traditional program, a line item is included on the budget for support for economically disadvantaged students.

For any on-site visits, transportation will be the responsibility of the family. If the schedule aligns with the current bus shuttle service, Spark students may ride the bus. Transportation assistance will be provided for students whose Individualized Education Plan (IEP) requires it.

II. Monitoring & Compliance

A. Eligibility & Enrollment

All students in grades 6th through 8th, who reside in Buncombe or its contiguous counties (Mcdowell, Henderson, Rutherford, Haywood, Yancey, Madison) are eligible to apply. To be considered for enrollment to the Spark Learning Center, both students and parents must complete the application and acknowledge a statement of understanding, which acknowledges that students should possess:

- Strong time management skills
- Basic computer skills
- Above average levels of motivation, independence, and persistence
- Developing communication and self-advocacy skills

There are two pathways for enrollment in Spark Learning Center.

1. Lottery - Following a standard application period (January-March), there will be a lottery for enrollment to Spark Learning Center. The number of available seats in the lottery will be limited to 80% of the maximum enrollment for the program. This lottery will run separate from the traditional ArtSpace program and be marketed/advertised as such. There will be separate applications, alongside an abundance of communication and visually distinguishing features to ensure applicant understanding. Note that one family might apply for a spot in the traditional ArtSpace in-person elementary and/or middle-grades program *but*

also apply for a middle-grades spot in the Spark Program. The two lotteries are separate. If permissible within the law, we would develop lottery priorities to current families who have other children applying to either of the two programs. The lottery is governed by the Board Policy 4.05 and adheres to all North Carolina charter enrollment laws.

2. Flex - The other 20% of the roster will be open for students currently enrolled in the traditional, in person program, who meet the criteria for short term placement in Spark Learning Center. Flex enrollment may be initiated by the family or the school, but all students must have parental consent before enrollment in the program. Placement would be evaluated quarterly, at minimum, or at times otherwise set by the support team. The criteria for Flex enrollment include:
 - a. Medical need
 - b. Natural disaster
 - c. Acute mental health crisis
 - d. IEP team decision
 - e. Vocational/educational conflicts
 - f. Temporary family relocation/crisis

Ongoing eligibility will be based on successful engagement and course completion each semester. Students who do not meet this requirement may be asked to return to traditional, in-person learning. Policies governing the transition of students between the two programs will be developed during the planning year in collaboration with the PACE Board and Office of Charter Schools, in alignment with state policies governing charter admission.

B. Attendance

Attendance is critical for academic learning and engagement. Additionally, it is important for the school to record attendance in order to adhere to state policies. For Spark students, attendance is based on their engagement in learning, whether synchronous, asynchronous or in person, including the following activities:

- Daily check in with teacher
- Assignment completion
- Discussion board posts
- Attending live virtual sessions
- 1:1 conferences with staff
- Email, chat, or phone call with staff
- Offline work as assigned
- Attending on campus sessions

Teachers will monitor attendance daily. Students not attending as described above will be counted as "absent." At two unexcused absences, teachers will contact caregivers directly to set up a conference. Classroom teachers will review procedures in more detail during orientation sessions.

C. Calendar

Spark Learning Center will generally follow the same school calendar as ArtSpace traditional, but will differ in one key way. To meet the state requirements, ArtSpace traditional programs use an instructional hour calculation, because the school days are slightly longer than average. Because of the challenges of monitoring seat hours, Spark

Learning Center will calculate by days, following the attendance checkpoints listed above to ensure daily engagement with the program.

Spark Learning Center calendar will also include an Orientation Week to onboard students and families. Each quarter will have an additional conference day for family check-ins.

D. Course Credit/Completion

Spark Learning Center will use a standards based-grading practice in alignment with ArtSpace traditional. Staff will assess student mastery of the content on an ongoing basis, providing students with multiple opportunities in a variety of formats. Students will receive regular, specific feedback throughout the learning process.

Report cards will be issued quarterly, with accompanying family conferences to ensure that students are on track for course completion. At the conclusion of the year, Spark Learning Center shall use state required assessments to measure student growth and achievement.

E. Policies & Procedures

Students enrolled in Spark Learning Center will be governed by the same Family Handbook as the traditional ArtSpace program. Policies and procedures apply broadly to all students enrolled in either program and are based on the school's Four Pillars - Respect, Service, Effort, Leadership. This includes the Student Code of Conduct. Following standard procedures, these expectations will be reviewed with families during Orientation Week. Families will be asked to sign a Community Contract, which is a set of agreements between students, caregivers, staff, and administration to ensure mutual respect and a safe, positive learning environment.

III. ArtSpace Facilities: Strategic Alignment


It is a part of the school's strategic plan to develop our current campus in alignment with identified priorities: (1) student services, (2) family engagement spaces, (3) campus safety, and (4) indoor recreational space. As explained in the program justification, the remote learning academy is the leading student service need. ArtSpace has identified a property development opportunity on an adjacent parcel of land.

The rental shown in the included budget allows us to have a separate Spark facility. The facility will include modified classroom space for the in person sessions, offices for the Spark staff, and family meeting spaces. The Spark schedule and additional class spaces will support the program's flexibility, collaborative structure, and engagement of families and support staff. This initiative addresses three of the four strategic priorities.

IV. Sample Schedules

Spark provides a flexible learning approach tailored to the unique needs of each 6th to 8th grade student. Through arts integration and a personalized scheduling system, we create learning pathways that adjust on-campus engagement based on individual needs. Instead of relying on rigid requirements or one-size-fits-all solutions, our range of services offers customized engagement options, including small group work, 1:1 coaching, clubs, and collaborative projects. This variety ensures all students benefit from our arts-integrated curriculum while receiving the right mix of independent work and community connection, helping them thrive in a learning environment suited to their needs.

The sample below is an 8th grade student who requires more time on campus. This could be effective for a student who is struggling with work completion, a child who needs more peer interaction and social engagement, or for a student pursuing advanced coursework to transition to high school.

		Sample Schedule 8th Grade Academy Student			
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:00	Morning Meeting	Morning Meeting	Supported Student Work Sessions Lunch @ ArtSpace 1:1 Student-Teacher Meetings (Face) Travel/ Independent Work	Morning Meeting	Morning Meeting
9:00-10:30	Independent Work Time	Independent Work Time		Live Virtual Session	Portfolio Development
10:30-11:30	Live Virtual Session	Live Virtual Session		Live Virtual Session	Live Virtual Session
12:00-1:30	Independent Work Time	Independent Work Time		Independent Work Time	Independent Work Time
2:00-3:00	Live Virtual Session	On Campus Small Group		REALS Small Group	Live Virtual Session
3:00-3:30	Elective Session	On Campus Clubs/ Sport (3:00-5:00)		On Campus Clubs/ Sport (3:00-5:00)	Elective Session

On Campus Sessions in Red

The second sample schedule is a 7th grade student with a moderate amount of time on campus. This student who is new to online learning, who may be successful with in-person sessions that bookend their work week. This schedule may also be suitable for situations where a child alternates between two parents' homes.



Sample Schedule
7th Grade Academy Student

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:00	Morning Meeting	Morning Meeting	Asynchronous Student Work 1:1 Student-Teacher Meetings (Face or Virtual)	Morning Meeting	Morning Meeting
9:00-10:30	Independent Work Time	Independent Work Time		Live Virtual Session	Independent Work Time
10:30-11:30	Live Virtual Session	Live Virtual Session		Live Virtual Session	Live Virtual Session
12:00-1:30	Elective Session	Independent Work Time		Independent Work Time	Portfolio Development
2:00-3:00	On Campus Small Group	Live Virtual Session		Live Virtual Session	REALS Small Group
3:00-3:30	Supported Work Time	Digital Media Club		Digital Media Club	Elective Session

On Campus Sessions in Red

The flexible programming works by presenting content through live sessions that move academic progress forward, alongside flexible blocks in the schedule that teachers can adjust to provide individualized support for students.