



Online or Hybrid Learning Amendment Application

Charter School Name:

Treeside Charter School

Charter School Director:

Rachel Brunson

Requested Instructional Model:

Check all that apply:

- ☒ Hybrid/Blended Learning (students receive instruction both in-person and online)
- ☐ Online Learning (Local Program) (your own students may attend fully online; not part of SOEP)
- ☐ SOEP Provider Role (school intends to offer Statewide Online Education Program courses)
- ☐ Other (please explain)

****Please note that this request does not change your max enrollment number. Changes to max enrollment numbers must be made through small expansion, large expansion, or satellite request processes.***

Board Assurance:

By submitting this amendment request, the school's governing board affirms that:

1. All applicable Utah laws and USBE rules will be followed.
2. All licensed educators will meet Utah requirements.
3. Students will be provided full access to SPED, 504, MLL, counseling, and all required supports.
4. No additional fees or inducements will be used to encourage enrollment in online or SOEP courses.
5. The school will maintain consistent engagement and documentation of online/hybrid students as required by R277-419.

Board Chair Signature:

A handwritten signature in black ink, appearing to be "RJL", written over a horizontal line.

Date: 5/22/2026

Please provide a response to the following questions as a separate attachment.

Current Mission, Vision, and Educational Model

1. Summarize the amendment you are requesting. How does it support your school's mission, vision, learning model?

Instruction and Student Support

2. Describe how instruction will occur online or hybrid, including:
 - Platforms/Learning Management System used
 - Live vs. asynchronous expectations
 - How teachers will monitor progress
 - How students will access help or tutoring
3. Explain how you will continue to meet the needs of all students, including:
 - Students with disabilities
 - Students with Section 504 plans
 - Multilingual learners

Assessment and Data Reporting

4. Where and how will statewide assessments (RISE, Aspire+, etc.) be administered for online/hybrid students?
5. How will you ensure proper test security and proctoring?

Fiscal Impact

6. Describe any costs associated with online/hybrid implementation.

Website, Handbooks, and Policies

7. Please attach or link drafts showing where online/hybrid updates will appear for parents:
 - ☐ Updated attendance policy (include learner validated enrollment, if applicable)
 - ☐ Updated handbook language for online/hybrid expectations
 - ☐ Updated website enrollment & transfer information (R277-551, R277-472)

State Online Education Provider

If you checked SOEP Provider Role, answer the following; otherwise do not complete this section.

8. What are your intended course offerings?
9. How you will meet Course Credit Acknowledgement (CCA) requirements?
10. Describe your plan for administering statewide assessments to SOEP students.

TREESIDE CHARTER SCHOOL HYBRID APPLICATION

Current Mission, Vision, and Educational Model

1. Summarize the amendment you are requesting. How does it support your school's mission, vision, learning model?

According to our charter, Treeside Charter School's purpose is to improve student learning by employing new and creative methods of education that will create an innovative, developmentally driven educational choice for students and parents within the public sphere and meet the unique learning styles and needs of many students that may not be thriving in the traditional model schools available in the community. TCS substantially increases choice in educational models while improving student learning and promoting innovative teaching methods.

As a Waldorf-Inspired school, Treeside Charter School fosters:

1. High academic expectations and rigor
2. Multisensory and developmentally driven method of lesson preparation and instruction
3. Integration of art, music, practical arts, and movement into core instruction
4. Emphasis on ecology and nature-based learning
5. Multicultural and global awareness curriculum
6. Real world application of knowledge
7. The human relationship to technology as a tool of creativity and self-expression.

During the FY26 school year, we piloted a blended learning program for students at our school. We had 30 students participate. We offered families the choice of:

- 1) Part-time attendance (3-4 days a week) with school peers, with additional curriculum at home
- 2) Part-time attendance (morning or afternoon attendance) with school peers, with additional curriculum at home.
- 3) At-home curriculum with required in-school support in a family learning lab available 1-2 days per week and specialties or field trips on Fridays.

Of the three choices, 65% of students chose #1 part-time attendance (3-4 days a week), 20% chose part-time attendance (morning or afternoon) and 15% chose at-home curriculum with

required in-school support available 1-2 days per week. **The most popular option aligned very closely with our current policy on dual enrollment (see below).** The noted difference is that the at-home instruction was provided by Treeside, instead of a private or home school. This ensures that instruction aligns with Treeside's model, and hybrid students are learning the same material as their in-person peers, so that academic achievement is consistent.

Current Dual Enrollment Policy
(page 71 of Policy Manual- 03- 103 Enrollment Policy
[W Policy manual 2025.docx](#)

Treeside Charter School offers dual enrollment to students who desire to be simultaneously enrolled at Treeside Charter School as well as in a home school or a regularly established private school under the following conditions:

- The student will have a minimum attendance at Treeside Charter School of three quarters (3/4) of the weekly instructional time, including instruction in Math and Language;
- The parent provides a written request with a rationale for released time away from Treeside Charter School, and receives authorization from the Administrative Director; and
- If the student is a special education student, the IEP team will meet to determine an appropriate IEP.

Approved July 18, 2018

Revised: Oct 2022

Treeside is a Waldorf-based school. Adding a blended learning program where students have the opportunity to spend more time in nature, and engage in education through-real life experiences goes hand-in-hand with our current learning model. It also provides students with an **"innovative, developmentally driven educational choice for students and parents that meets their unique learning styles"** which is based on our mission and purpose. Blended learning combines at-home and in-person learning experiences. It involves a mix of traditional classroom methods with online activities and resources. This approach allows for flexibility and can cater to different learning styles and preferences. Because we are a Waldorf-inspired school, we will have less of a focus on the "online only" at-home component, and want to provide experiences and projects for our students in the program to complete both in-school and at-home. Each student will have an individual learning plan based on their needs and preferences. Families will also have the opportunity to be a part of our specialty programs which include Spanish, PE, Art, Music and Yoga, as well as field trips and community events and activities.

Families at our school have reached out to us for several years to add a blended learning program. Since COVID, Treeside parents have desired to have more flexibility in their schooling schedule. Through our current dual enrollment policy (see above), families have opted for their students to "have a minimum attendance at Treeside Charter School of three quarters (3/4) of the weekly instructional time, including instruction in Math and Language." Feedback from families is

that they don't want to have a separate homeschooling program during the time they are away from the school campus. They would like to have a continuous program where students are learning the same academic material at home as the other students are at school. They would like to have flexibility to provide their children with additional "art, music, practical arts, and movement, emphasis on ecology and nature-based learning, multicultural and global awareness, and real-world application of knowledge (page 8 of our charter)" which enhances our current charter.

Students who participated in the blended learning model during the FY26 school year were able to participate in farm-based activities, arts and dance off-campus, and nature-based learning, such as forest school. All of these activities enhance and support our Waldorf-inspired model.

In August 2025, we provided a survey to parents regarding their interest in a hybrid program at Treeside. 67 parents responded that they were interested. 16% of respondents said they were interested in at-home curriculum with required in-school support in a family learning lab available 1-2 days per week and specialties or field trips on Fridays. 22% of respondents indicated interest in part-time attendance (morning or afternoon attendance) with school peers, with additional curriculum at home. 62% of respondents indicated interest in part-time attendance (3-4 days a week) with school peers, with additional curriculum at home. While only 30 students participated in the program this year, through word of mouth advertising, new families are basing their enrollment for the 2026-27 year based on offering the hybrid learning program. The majority of the program participants during the pilot program plan on continuing this program.

Instruction and Student Support

2. Describe how instruction will occur online or hybrid, including:

- **Platforms/Learning Management System used**
- **Live vs. asynchronous expectations**
- **How teachers will monitor progress**
- **How students will access help or tutoring**

During the FY26 school year, our blended learning pilot program used the Seesaw Platform to deliver instruction. This was the same platform that we used during COVID in-home instruction, so families were familiar with it. Classroom teachers provided students with content and hands-on activities that met the core standards they were teaching in-class. Students in the program were expected to complete at-home assignments in order to receive a grade in the subject and class they were enrolled in.

Grade-level teachers worked together to provide cross-curricular content. Additional

personnel were hired that monitored classroom assignments, and offered additional support in the family learning labs offered twice per week. Students who chose option 3 (at-home curriculum with in-school support in a family learning lab available 1-2 days per week and specialties or field trips on Fridays) were required to attend a class with a tutor one day per week for 2 hours to make sure assignments were completed, and school work was up-to-date.

3. Explain how you will continue to meet the needs of all students, including:

- **Students with disabilities**
- **Students with Section 504 plans**
- **Multilingual learners**

Students with disabilities in our hybrid pilot program have been (and will continue to be) provided with an IEP and goals to support progress. The special education teacher will continue to support parents through in-person meetings and assessments. We currently have an employee designated to specifically oversee 504 plans and to address any specific accommodations needed. Alternate assignments and accommodations provided for in the IEP and 504 plans are given consideration when planning instruction, online and in-person, differentiated by student proficiency levels. Multilingual learners will be provided with additional instruction to ensure language acquisition, based on their level of English proficiency. This may be provided in-person or via Zoom.

This year we had a 3rd Grade student who was in the hybrid program, and they were on an IEP, with services for Speech, behavior, and functioning skills. We were able to coordinate these services so that they were back-to-back on Fridays, when the student came to school. We had explained to the parents that since these were required services, in-person attendance would be necessary. If the need arises for students to require in-home services, these could be provided via Zoom.

Assessment and Data Reporting

4. Where and how will statewide assessments (RISE, Aspire+, etc.) be administered for online/hybrid students?

Statewide assessments including RISE (3rd-6th grade) and Acadience (K-3rd grade) will be administered in-person.

5. How will you ensure proper test security and proctoring?

Since all assessments will be administered in-person, there won't be a need for any additional test security and proctoring.

Fiscal Impact

6. Describe any costs associated with online/hybrid implementation.

The Seesaw Platform has a minimal cost of about \$2000 per year. This past year we have used educational specialists to monitor student progress and report to the teachers any concerns or lack of continuity in student progress. Tutoring is provided by educational specialists in-person 2 days per week. The total cost of educational specialists to monitor and grade online assignments is approximately \$20,000. Certified teachers are given 45 minutes of preparation time per day to create assignments and additional preparation time on Fridays (early out day). Next year we anticipate hiring a .5 FTE certified teacher to provide additional instruction on Zoom to monitor student progress and development (~\$30,000). More teachers will be hired as the program grows.

Website, Handbooks, and Policies

7. Please attach or link drafts showing where online/hybrid updates will appear for parents:

X Updated attendance policy (include learner validated enrollment, if applicable)- please see attached document for draft

Updated attendance policy will be located on our website under policies and procedures.

[Current Attendance Policy](#)

 Treeside Learner Validated Attendance Policy.docx

X Updated handbook language for online/hybrid expectations

This will be located on our website in the parent portal.

[Proposed Hybrid Policy for Handbook](#)

X Updated website enrollment & transfer information (R277-551, R277-472)

- **Students will use our current enrollment application. They will indicate if they are interested in hybrid and then will fill out a separate application once they are accepted into Treeside Charter School.**

Policy included on our Policy Manual Page of our website

[Proposed Enrollment Policy including Hybrid](#)

 Updated Website Enrollment Application for Hybrid

Draft of Hybrid Application once students are accepted:

 Treeside Blended Learning Program Application

State Online Education Provider

If you checked SOEP Provider Role, answer the following; otherwise do not complete this section.

8. What are your intended course offerings?
9. How you will meet Course Credit Acknowledgement (CCA) requirements?
10. Describe your plan for administering statewide assessments to SOEP students.