



ADE USE ONLY: Submission Date: _____

Charter Amendment Request From

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

Charter Name: LISA ACADEMY

LEA Number: 6041700

Superintendent or Director: Dr. Fatih Bogrek

Email: fbogrek@lisaacademy.org

Phone: (501) 916-9450

**All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

Type of Amendment(s) Requested

Add a New Campus (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: _____

School District: _____

Relocate Existing Campus (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Campus Name: _____

Current Address: _____

Proposed Address: _____

School District: _____

Increase Enrollment Cap

Current Cap: _____

Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____

Proposed Grade Levels Served: _____

Name Change

New Name of Charter: _____

X Add a Digital Learning Program

| Schools | Grades/Courses | Interaction | Delivery | Platforms |
|------------------------------|----------------|---|---|---------------------------------------|
| LISA Academy West Elementary | K-5 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous | x Virtual (online) <input type="checkbox"/> Blended (hybrid) | x LMS <input type="checkbox"/> CMS |
| LISA Academy West Middle | 6-8 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous | x Virtual (online) <input type="checkbox"/> Blended (hybrid) | x LMS <input type="checkbox"/> CMS |
| LISA Academy West High | 9-12 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous | x Virtual (online) <input type="checkbox"/> Blended (hybrid) | x LMS <input type="checkbox"/> CMS |

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| LISA Academy North Elementary | K-5 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous | x Virtual (online) <input type="checkbox"/> Blended (hybrid) | x LMS <input type="checkbox"/> CMS |
| LISA Academy North Middle LISA Academy North High | 6-8 9-12 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous | x Virtual (online) <input type="checkbox"/> Blended (hybrid) | x LMS <input type="checkbox"/> CMS |
| LISA Academy Springdale | K-8 | <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous | x Virtual (online) <input type="checkbox"/> Blended (hybrid) | x 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. |
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| Attendance | | | 6-18-213(a)(2) | YES. The school will continue to monitor student engagement while giving flexibility to the students to learn on their own schedule. Attendance will be monitored by the teacher, but will not necessarily be recorded daily. Students will be counted as present based on completion of work. |
| Class Size | 1-A.5 | DESE Rules Governing Class Size and Teaching Load | 6-17-812 (a)(2) | LISA Academy already has a 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 | LISA Academy already has a waiver for class size. |
| Six Hour Instructional Day Waiver applies to virtual/remote students only | 1-A.4.2 | | 6-16-102; 6-10-126 | YES. Students will self-pace much of their work and will not adhere to a traditional school day. |
| Clock Hours | 1-A.2 | | | YES. Students will self-pace much of their work and will not adhere to a traditional school day. |
| 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) | YES. It is not applicable to the Virtual environment. |

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.

LISA Academy will have an interactive curriculum and we will have a combination of synchronous and asynchronous delivery methods. Moreover, teachers will have regular meetings with the students to go over the weekly goals and expectations. Students will be expected to complete work and participate in any required synchronous instruction. Students will be required to complete assignments within a given timeline. Teachers will meet at least bi-weekly with each student to review progress. Students will be required to participate in synchronous learning at least once weekly.

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.

The school's delivery approach will be online through an LMS. This method of delivery will allow students to access resources on a flexible schedule and will allow teachers to remotely monitor each student's progress and engagement.

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.

HS: Teachers will have an online teaching role only.
ES and MS will have both roles, but teaching will not be simultaneous.

Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.

ELA, Math and Science teachers will meet with the students regularly. For elementary and middle school this will be daily, for high school it will be based on the student's schedule (may be A/B days). Non-core teachers will meet with students, but less frequently.

Core teachers will be expected to provide daily instruction, through a mix of synchronous/asynchronous methods. Non-core teachers will be expected to provide instruction based on the particular requirements for their content area. Teachers and students will interact through the LMS for both group and individual meetings/classes. Students will be required to participate in synchronous learning at least once per week. Students will be expected to interact with some asynchronous content daily.

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| <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.</p> | <p>If class size limits are exceeded the school will provide administrative support to assist with instruction, and will provide additional resources.</p> <p>Dean of academics, district coaches and principals will have meetings with the teachers to identify the need for support. They will also do online classroom observations to monitor if the support provided is adequate.</p> |
| <p>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.</p> | <p>Teaching load may exceed in non-core subjects in which online meeting requirements (number of meetings or number of assignments) will be less than core subjects.</p> <p>If the teaching load or student load is above the threshold, the school will provide administrative support to assist with instruction, and will provide additional resources.</p> <p>Dean of academics, district coaches and principals will have meetings with the teachers to identify the need for support. They will also do online classroom observations to monitor if the support provided is adequate.</p> <p>The school will also offer students supplemental resources including online lessons, videos, and intervention tools.</p> |
| <p>Technology / Platforms</p> | |
| <p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p> | <p>LISA Academy plans to use Florida Virtual School and Buzz as well as using Lincoln learning as a supplemental resource.</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>LISA Academy has been in the process of adapting digital content and communicating with various providers to obtain the best digital curriculum that fits the needs of each school. At this time, the plan is to utilize Florida Virtual School and Lincoln Learning. Besides, LISA Academy teachers prepared their own digital content from our paper-based curriculum during the pandemic and that will still be available for use..</p> |

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| <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>Teachers and students will be using Schoology or google meet for video communication. Teachers and administrators use Google Meet to conduct their meetings.</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>Students will be given a Chromebook to use at home. A mobile hotspot will be given to the students who do not have access to the internet.</p> |
| <p>Student Supports</p> | |
| <p>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> | <p>Food security: Parents will be able to get lunches from the campuses during lunch time. They may also choose shelf stable food and pick them up weekly from campuses.</p> <p>Mental Health and Advisory: Our advisory class teachers or counselors will have regular meetings with the middle and high school students. Students will have a chance to have one-on-one meetings with the advisory class teachers or counselors based on the need.</p> <p>Physical: The health screenings will be conducted at campuses/district office or will be required from the parents to complete it at their local healthcare providers if they choose to do so.</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>The instructional coaches and deans of academics will check the lesson plans, uploaded assignments, and student grades on a weekly basis. Student engagement will be maintained by regular class meetings and parent communication via LMS, email and text messages. LISA Academy also has an established home visit program which can be conducted virtually.</p> |
| <p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p> | <p>Based on teachers' feedback, student's grades, NWEA scores, and ACT Aspire interim tests, classroom teacher, interventionist or tutor will give support to the students either via small group meetings or one-on-one meetings.</p> |
| <p>Describe the school's formative assessment plan to support student learning.</p> | <p>Students will complete the classwork, homework, quizzes, and tests embedded in the curriculum. They will also take NWEA and ACT Aspire interim tests 2 or 3 times during the year.</p> |
| <p>Describe how dyslexia screening and services will be provided to digital learning students.</p> | <p>LISA Academy will ensure that dyslexia law requirements are met for digital learners.</p> <p>Dyslexia Screening is conducted according to grade and level. There are three levels of screening:</p> <p>1.) Kindergarten through 2nd Grade - mandatory screening is a blend of virtual and in-person testing conducted by the student's teacher or designated licensed staff. This will be done when the student is on-site by appointment.</p> |

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| | <p>2.) Grades 3 to 5 - will be in-person for students that are referred for characteristics of dyslexia either by the student's teacher or by designated licensed/trained staff. This will be done when the student is on-site by appointment.</p> <p>3.) Grades 6 to 12 - will be in-person for students that are referred for characteristics of dyslexia and given Level 2 norm-referenced standardized tests. This will be done when the student is on-site by appointment.</p> <p>Connections: OG in 3D is the program that we use for dyslexia intervention services. Using this program dyslexia intervention services can be provided on-site and virtually. For virtual students, depending on the lesson that the student is one there are three kits available: 1.) Lesson 1-20 2.) Lessons 21-40 3.) Lessons 41-60. The kits will be picked up or mailed to the digital learners that require dyslexia intervention services. The learner then will be assigned a primary dyslexia interventionist to provide services either individually for 2 times a week for 60-minute sessions or group for 3 times a week for 45-minute sessions.</p> |
| <p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p> | <p>LISA Academy will ensure that GT Program Approval Standards are met for digital learners.</p> <p>K-2nd: One of these two methods will be used: * GT Students will be scheduled to GT classrooms to deliver enrichment activities and evaluate student needs. * GT coordinator will team with the K-2 teachers and deliver enrichment activities and evaluations by being added to their Schoology classrooms.</p> <p>3rd-5th: LISA Academy has various types of enrichment activities available and differentiated that can be used virtually. Including activities when the GT students are creating their own products and share using the Schoology classroom. Digital learning students will be able to also sign out, for example, Ozobots and use a virtual Makers' Space and choice boards.</p> <p>6th-12th Our GT coordinator meets with the students in 6th through 12th monthly to meet the affective and creative needs of our GT population with the use of Byrdseed.TV, PBL activities, and Puzzlements.</p> |
| <p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p> | <p>LISA Academy will ensure that LPAC requirements are met for digital learners. The mainstream classroom teacher has the primary responsibility for instruction of the English Learners. All teachers and instructional assistants must be trained in ESL strategies. Individual student accommodations will be determined by the Language Proficiency Assessment Committee (LPAC). Classroom teachers will</p> |

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| | <p>receive an Accommodations Form for each EL. Such reports are available to each teacher to access in Ellevation- software platform specifically designed for EL educators and the English Learners they serve.</p> <p>ESOL Coordinators work closely with classroom teachers to incorporate ELP Standards into their curriculum in order to make instruction available for ELs of different proficiency levels and to ensure academic success.</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>Students will receive direct instruction in the content area that is outlined on the student's Individual Education Plan. The minutes vary from each Plan, but based on the IEP and the special education or related services, the student will receive instruction using such platforms as;</p> <ul style="list-style-type: none"> -Google Meet -Zoom -Schoolology <p>Lessons will also be recorded as needed for students to review the instructions or assignments again as needed to foster completion and submission of the assignments.</p> <p>Parent meetings and required conferences are scheduled and held virtually using Google Meet. Any documents that require signatures are emailed using DocuSign. Parents, teachers and related service providers will be able to sign directly on the required paperwork during the meeting.</p> <p>Related services[i.e. speech, occupational therapy, and physical therapy] are provided virtually and provided according the minutes outlined on the IEP</p> <p>Any time a student requires an evaluation, the parent must bring the student on-site for the evaluation. The evaluation will be administered in a one-to-one setting and all CDC guidelines and requirements will be followed for safety of the student and the evaluator.</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>For virtual learners, students have access to text-to-speech, highlighting tools, calculators, and Bookshare to access textbooks or novel studies. These accommodations are outlined specifically on the student's IEP.</p> <p>If a virtual learner has extended time, all assignments are posted on the assigned LMS with due dates, and the student is allowed extra time . The amount of time is outlined on the IEP</p> <p>Teachers also provide additional support by scheduling separate conferences if needed for the student. Also, as stated earlier, teachers record the lessons so any student can review the lessons again as needed.</p> |

| Teacher Supports | |
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| Describe school supports to provide on-going digital content and instructional supports for teachers. | Our instructional coach meets with the teachers regularly to support the teacher. Coaches provide training for instructional materials and delivery in weekly PLC meetings. |
| 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 have 2 hours daily and 10 hours weekly planning time to develop and plan for instruction. LISA Academy is also planning to purchase a digital curriculum which will provide an organized content for the teacher and create more individualized planning for the students. The digital curriculum, FL Virtual School and Lincoln Learning, will be accessible to teachers in the summer and will receive training on the platform during the summer and during fall PD. |
| 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>To ensure equitable access for digital learners, LISA Academy will provide resources in the following areas:</p> <p>Poverty: We will provide all of the technology resources needed including Chromebooks and hotspots. If a student does not have reliable internet access at home, the school will provide a hotspot for them to use at home and will allow them to utilize other technology on campus if need.</p> <p>Homelessness: We provide services under McKinney-Vento program. This includes providing meals, uniforms and other school supplies as needed.</p> <p>Migrant: We are not asking immigration documents when accepting the students. Migrant students are accepted through the same process as other Arkansas resident students.</p> <p>Foster Care: We will work with the families on an individual basis. This may include assistance with meals, records requests, or other needed supports.</p> <p>Transportation: We will work with the IEP team to meet the needs of the students and will make arrangements to services if required as part of the IEP.</p> <p>Military connected students: LISA Academy is a Purple Star school and provides flexibility to better serve military connected students. Our schools's websites provide a link to Purple Star Resources for military families.</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. | We will communicate with parents via text, email and LMS. We will also provide training regarding testing. Staggered testing dates will be utilized to accommodate both onsite and digital learners for testing. |

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| <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 school will follow established criteria for tracking student growth and achievement, using classroom performance, NWEA and ACT Aspire Interim data. LISA already has a system, using Power BI, for reviewing data and prescribing intervention and support as needed, based on these data. If students are struggling, targeted intervention will be put in place. The performance of digital learners will be compared to onsite learners to monitor and evaluate the effectiveness of the digital option.</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>LISA Academy has a strong family engagement plan which will be used to increase engagement with the parents of digital learners.</p> <p>We will hold Parent meetings and training regarding LMS and other topics.</p> <p>LISA Academy also utilizes the State system – Engage Arkansas to follow up with the parents who have engagement issues.</p> |
| <p>Provide a URL to evidence of the local school board’s approval of the waiver request(s).</p> | <p>Approved at the regular March Board Meeting. Will be posted with other board minutes after the April 29, 2021, board meeting when the minutes from the March meeting are approved.</p> <p>https://4.files.edl.io/cac5/04/30/21/204615-e5731624-6d00-48d4-a590-67b33737d1b8.pdf</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>https://4.files.edl.io/74aa/04/15/21/195927-0bcfdf59-28b4-4732-b84b-496c65c0405b.pdf</p> |

Policies

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| <p>Please provide a link (URL) to the attendance policy for digital learning students.</p> | <p>Attendance for digital learning students may be taken using some or all of the following.</p> <ol style="list-style-type: none"> 1) Student’s logged in time will be captured by the learning management system. 2) Student attendance will be based on the work completed. 3) Teachers will send daily attendance surveys to the students to enter their presence. <p>LISA Academy will follow the same attendance policy for digital learners as was approved in the 2020-2021 District Support Plan:</p> <p>https://4.files.edl.io/3512/01/03/21/232814-be11044c-07ec-4ae7-80f9-33cb72f98ca7.pdf</p> |
| <p>Please provide a link (URL) to the discipline policy for digital learning students.</p> | <p>Digital learners will follow the discipline policies outlined in the appropriate grade-level handbooks.</p> <p>High School: https://4.files.edl.io/6d73/07/14/20/165702-9151ee2f-0ffa-4de0-9ff6-7f94ac7f863a.pdf</p> <p>Middle School: https://4.files.edl.io/3863/11/03/20/214229-93b788f7-bf8e-4d3f-93db-2bbc3f9c7b2f.pdf</p> <p>Elementary School: https://4.files.edl.io/0ec5/07/14/20/165702-0a297b96-6c1f-4c0b-a02d-408ebe9f6994.pdf</p> |
| <p>Please provide a link (URL) to the grading policy for digital learning students.</p> | <p>Digital learners will follow the grading policies outlined in the appropriate grade-level handbooks.</p> <p>High School: https://4.files.edl.io/6d73/07/14/20/165702-9151ee2f-0ffa-4de0-9ff6-7f94ac7f863a.pdf</p> <p>Middle School: https://4.files.edl.io/3863/11/03/20/214229-93b788f7-bf8e-4d3f-93db-2bbc3f9c7b2f.pdf</p> |

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| | <p>Elementary School: https://4.files.edl.io/0ec5/07/14/20/165702-0a297b96-6c1f-4c0b-a02d-408ebe9f6994.pdf</p> |
| Charter | |
| <p>Describe how the addition of a virtual program is in line with the mission or model of the school.</p> | <p>LISA Academy has a comprehensive college preparatory program focusing on Science, Technology, Engineering, and Mathematics. It promotes STEM education by offering a variety of CTE, PLTW and technology courses as well as encouraging or requiring participating in STEM competitions such as coding competitions, Robotics, Math Counts, AMC, Science Fair, Science Olympiad, and STEM Festivals. A Virtual program will enrich LISA Academy’s college preparatory program by allowing technology-integrated education. It will also prepare the students for post-secondary education by providing digital learning in K-12 and have them gain the skills to utilize a digital learning platform to master the course content effectively.</p> |

Additional Waiver(s)

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| Waiver Topic #1 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #2 | |
| Arkansas Code Annotated | |

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| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #3 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #4 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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| Waiver Topic #5 | |
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| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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.