Charter Amendment Request for Digital Learning Program

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: Premier High School of North Little Rock

LEA Number: 6062

Superintendent or Director: Steven Gast

Email: SGast@responsiveed.com

Phone: 956-703-9053

Schools	Grades/Courses	Interaction	Delivery	Platforms
Premier High School North Little Rock	9-12	X Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	X Virtual (online) ☐ Remote (distance) ☐ Blended (hybrid)	X LMS X 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)	Daily attendance will be recorded based on student logins into the LMS/CMS system(s) and completion of lessons, and/or a daily check-in or two-way communication in a manner acceptable to the school with the assigned teacher. If a student logs into the system and completes a lesson, and/or has direct and acceptable communication with a teacher regarding academic work, they will be counted present for that day. It is very important for parents to communicate with school officials regarding their student's attendance. Consequences for excessive and prolonged absences include: parent conferences, administrative actions (up to and including being dropped from the school), and a possible referral for truancy.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	Waiver not needed for DLP
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	Waiver already in place
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-16-126	Premier High School´s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. As such, Premier High School requests that "school day" be defined as a day in which classes are in session and students receive at least

				four (4) hours of instructional time. Students will have the opportunity to participate in extended day academic programs. The instructional day will be extended up to and beyond (6) hours for students in need of additional assistance.
Clock Hours	1-A.2			Waiver already in place
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)	Not applicable to high schools

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.	Asynchronous-students will be expected to complete coursework at a level that will show mastery of content. Students will be expected to complete work on a daily basis and maintain a completion level that will allow them to continue the prescribed curriculum on a timely basis (quarterly and semester). The charter will ensure all instruction is aligned to Arkansas Academic Standards.
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 virtual approach will be utilized for both teachers and students. Students will be enrolled in courses from our CMS that exceed state standards. They must show mastery of content to receive the credit needed to attain the grade level standards. As stated earlier, the teacher will also utilize the virtual model to assist the student, as needed, with curricular questions that may arise.
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.	Teachers will serve in a dual role as both a virtual learning facilitator and in-person teacher. Teachers will serve in a dual role simultaneously. They will be expected to provide instruction to on-site students while providing instruction and support to virtual students on an at-need basis since each student has their own personalized learning plan.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	"Teacher instruction" will be in the form of a Success Coach or Facilitator. Each Success Coach will be expected to communicate with students weekly via written or digital methods.
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.	Instructional aides will be utilized to assist both students and teachers. Flexible working hours for teachers will also be in place to assist with class load. Weekly meetings with the teachers will allow the charter to monitor and determine if supports are adequate.
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.	Instructional aides will be utilized to assist both students and teachers. Weekly meetings with the teachers will allow the school to monitor and determine if supports are adequate.

Technology / Platforms

Identify the learning management system/content management system that the school will use? (Canvas, Buzz, Google Classroom, etc.)	Buzz: LMS Google Classroom Genius: SIS BrightThinker: CMS
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.	The school will utilize Buzz as the Learning Management System for students to access coursework and course materials. Google Classroom will assist with the streamlining of summative and formative assessments. Genius is a Student Information System that has been customized for the school's use. Genius in conjunction with the Bright Thinker curriculum will provide a snapshot of a student's information and performance, and keep communication notes, files, and everything needed in one place. Bright Thinker's precision, mastery-based learning model is engineered to build on a student's strengths in a modern, engaging fashion. The dynamic program uses multimedia tools, a cutting-edge curriculum, and a personalized approach to ensure learning is consistently challenging, stimulating, and beneficial. Bright Thinker (CMS) will be used for grades 9-12.
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.	Google Meet and Zoom will be the video communication component utilized for the facilitation of conferences.
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.	The district will provide technology devices and connectivity to virtual students based on the needs of the student and their family. The school will have adequate technology available for a one to one ratio. A checkout system is in place for students to access coursework and digital content. The district will focus on student engagement and a student's accessibility to connect not only with content but the multiple human resources that will be available within the program. Technology provided may include a Chromebook with charger and personal data hotspot.
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.	School staff (teacher, instructional aide, support staff) will have contact with those learning virtually on a weekly basis. Each student learning virtually will be assigned a support coach. The support coach will be responsible for weekly contact with assigned students. As a part of this contact, the support coach will be responsible for making pick-up arrangements for students that indicate need or desire for school meals. All other supports in place to assist students with physical or mental health and wellbeing will be the same as for

	those learning in person.Examples are: school counselor, cafeteria
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.	Premier High Schools will have a distinct methodology designed to re-engage the disengaged and prevent the diminished learning conditions of thousands of students. The educational program will have the capacity to engage learners in effective development of self directed responsibility while increasing their potential for success in the specific subject content. Premier High School will employ a proven student-centered delivery of content that motivates the individual in cognitive and competency skill thereby providing sustainable learning environments characterized by personalization. Each student matters and the opportunity exists because the program will be designed to focus educators on the personal progress of every learner. Teachers and/or support personnel will meet with students on a weekly basis. The manner of the engagements will be directed toward academic progress/mastery of content and will be conducted utilizing a video chat platform. Additional district support personnel will be available for those who might struggle with engagement.

Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	The plan will be the same for those learning in person. In the case of those learning virtually, correspondence will take place in writing and digitally. Additional supports will mimic those utilized regarding the monitoring of academic and student engagement practices. The following describes the plan for intervening when a student may be struggling with content.
	
	● Implementation
	    ○ Step One: Universally screen all students: beginning, middle and end of the year
	        ■ NWEA Map Tests
	    Step Two
	        ■ Identify students that need Tier 2 and 3 interventions
	        ■ Students that score below proficiency levels in reading and math
	    ○ Step Three
	        ■ Create an RTI plan
	        ■ Plan created by grade level teams "Student Support Team"
	        ■ Plans must include scientifically researched based interventions for virtual programs
	        ■ Plans should address each area of academic and behavioral concerns and specific to a virtual program
	● Tier One
	    ○ Interventions are universal and available to all students
	    ○ Standards & research-based

	○ High quality instructional and behavioral supports provided by an interventionist/support coach/content area teacher, or other professional
	● Tier Two
	  ○ Interventions that can be delivered virtually, are individualized and tailored to the unique needs of the struggling student.
	  ○ Individualized interventions are reserved for students with significant skill gaps and that have failed to respond to Tier One strategies.
	  ○ Additional support is being provided beyond that given to peers
	  ○ Using Individualized scientifically-based interventions aligned to specific student needs that can be delivered virtually
	  ○ Progress monitoring along with documentation of progress toward targeted goals
	● Tier Three
	  ○ Interventions are the most intensive academic supports available in a school and are generally reserved for students with chronic and severe academic delays or behavioral problems
	  ○ Long term intensive interventions that can be delivered virtually designed to increase the student's rate of progress
	  ○ Special education or 504 eligibility may be considered
	  ○ Individualized diagnostic assessments used to evaluate deficit areas in order to design individualized instruction
	  ○ Evaluation by the multidisciplinary team if low achievement and insufficient response criteria are met

Describe the school's formative assessment plan to support student learning.	Formative assessments are embedded within the digital curriculum. Support coaches will monitor student performance on embedded formative assessments daily. If it is determined that a student is struggling with the content or is disengaged, the support coach will make contact with the student and/or the parent. A determination will be made whether the student needs additional resources and/or support. If necessary, a student may be assigned to virtual tutoring sessions until mastery of content. The NWEA Map will be administered each quarter. The staff meets to review and analyze the results. Students not showing growth may be assigned additional online tutorials and practice through Study Island.

Describe how dyslexia screening and services will be provided to digital learning students.	Premier High School will offer a virtual program that identifies and serves students with characteristics of dyslexia The school identifies students for characteristics of dyslexia through Response to Intervention (RTI) process, screenings, and through the referral process. Premier High School ensures that if a student is experiencing difficulty in reading, additional screening will be conducted. Level 1 and Level 2 dyslexia individual screening components will aid in the identification of characteristics of dyslexia. A level 1 screening uses informal diagnostic assessments and curriculum based assessments. These informal assessments will assess the following components of reading: Phonological and phonemic awareness; sound symbol recognition; alphabet knowledge; decoding skills; and rapid naming; and encoding skills. Level 2 screening uses formal diagnostic assessments to identify a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The following services are considered for students with characteristics of dyslexia: Section 504 services, special education services, accommodations, reading interventions, assistive technology devices, and the Multisensory Teaching Approach (MTA) program. MTA is a program for the remediation of Dyslexia and other reading disabilities. This program is an Orton-Gillingham multisensory approach to teaching reading that combines visual, auditory and kinesthetic (or muscle) instruction. It teaches the science of the written language and addresses reading, handwriting, and spelling. Students determined to be in need of services are expected to participate in virtual sessions with a teacher trained to implement the MTA remediation program. The district ensures that all dyslexia law requirements are met for digital learners.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	Waiver on File
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	Premier High School will offer a virtual program that serves students identified as students of limited English proficiency in English. ESOL students will be identified during the enrollment process. As part of the enrollment process, all parents/guardians must complete the home language usage survey (HLUS) form for every student enrolling in the district. The district uses the HLUS results to determine the need for further English language proficiency (ELP) screening and possible English for Speakers of Other Languages (ESOL) services. All students identified as Language Minority Students (LMS) will be initially assessed with the ELPA21 screener. The ELPA21 screener is used by all Arkansas public schools to measure the English language proficiency of students who have recently arrived in the U.S. or from another state where the ELPA21 is not used. It can help to determine whether or not a child is in need of ESL services, and if so, at what level. The ELPA21 screener is designed to be administered to potential ESOL students by trained staff. All four domains – listening, speaking, reading, and writing, should be completed during the initial administration of the assessment. Students who are not proficient in English will be assessed annually with ELPA21 to determine progress being made towards English proficiency until the child meets exit requirements.

	Eligibility for ESL services should be determined by the ELPA21 screener or the ELPA21 results. A LPAC (Language Placement and Assessment Committee) will be formed and will meet as needed. The LPAC is required to identify, review, and place EL students in the appropriate instructional ESOL program. The LPAC determines the amount of time allotted for direct service and who will provide the instruction. These decisions are made on a student-by-student basis. The results of the assessment of the student's language proficiency determination and academic skills provide the basis for determining the ESL instructional placement, time allotment, and focus of services Parents are notified of placement within 30 days at the beginning of the school year, and 14 days after school has started. The district ensures that all LPAC requirements will be met for digital learners
Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences	For students attending digital learning, staff (which includes special education teachers, speech and language pathologists, school psychologists, occupational therapists, and physical therapists) will provide special education services using a variety of different strategies and online platforms based on an individual student's needs. Distance Learning will include tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Google Classroom for student centers. Special education staff will collaborate with families to determine what services are needed during Distance Learning. In addition, special education staff will collaborate regularly with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Plan (IEP). Evaluations and screenings will be conducted in person and virtually (if appropriate). If testing is done in person, the school will offer parents choices on where this can occur. For example, at the school or at a mutually determined location. Conferences will be conducted virtually. The parent or the school can request the meeting to be held in person.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Below is a list of common and frequently used digital accommodations. Please note that this not an exhaustive list. · Test broken up into smaller tests or create multiple digital forms for each section · Brain breaks during virtual classes · Chunking assignments and set due dates accordingly · One-to-one video conferences or breakout rooms to allow students to ask questions or complete assignments with teacher support · Text to Speech · Speech to Text · Extended time on assignments and tests · Uploaded audio or video recordings · Reduced amount of material per page · Lesson outline sent via email or learning management system (LMS) before the lesson · Teacher notes before the lesson or a transcript after the lesson

	· Assistive technology tools for math and science · Paper/printable manipulatives · Virtual manipulatives Graphic organizers to use with assignments
Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	Continued support and professional development opportunities will continue with Genius, Bright Thinker and Buzz. All teachers received valuable support and professional development throughout the 2020-2021 school year and that same support will continue for those who continue as virtual teachers for the 2021-2022 school year. Bright Thinker will continue to offer various supports for campuses. A follow up for Administrator Platform training will be coordinated with the district support team from Bright Thinker. Additionally, continuous Onboarding will allow those who have worked within the platform and those who may be new to the platform to work within various 'sandboxes' in a live setting complete with trainers who will lead each of the sessions. Each session will conclude with a Q & A session along with additional studies designed to enhance the learning experience. Ongoing Administrator Training Webinars will be in place, as they were for the 2020-2021 school year. Bright Thinker also schedules ongoing Administrative Support and gives resources for school personnel, students and families in an effort to enhance learning. A team from Bright Thinker is available for all teachers to offer support, answer questions and enhance teaching and learning capabilities in real time. Campus resources that were created and shared at the campus level will be updated, as the platform has seen updates within the past year. This training is administered by certified instructional specialists. These specialists have also created detailed job aids for Buzz and Bright Thinker that are at the teacher's fingertips.

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?	Premier High School teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching students, or supervising the learning process:
	      A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information)
	      B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator)
	      C. Accelerated Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator, and defined by technology-based programs)
	      D. Connected Instruction (i.e., a style of instruction centered on a project-based environment)
	While the delivery will vary slightly according to the needs of the individual student, the school will continuously implement the following differentiated styles

	of instruction: 10%=Direct Instruction, 60%=Independent/Accelerated Instruction, 30%=Connected Instruction. Prep/planning periods will be built into the schedule to ensure that proper development and planning of interaction and instruction is consistent with the high level of academic expectations in place. Teachers will continue to be supported with Bright Thinker and Buzz support efforts (these are a continuation of the 2020-2021 school year supports that will remain in place).
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.	ResponsiveEd Arkansas will ensure that all students have equitable access to a digital learning environment, address barriers that may inhibit a student's ability to participate in a digital learning environment, and provide support and resources to improve learning and communication in a digital environment.
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.	The Student and Parent Expectation Agreement is a part of the onboarding process for all students enrolling in the virtual program. Participation in all state mandated, and local interim assessments is expected. Failure to meet this expectation may result in removal from the virtual program. The staff will work with students and parents to accommodate in any way allowable to ensure that testing occurs and results are valid. The staff will contact and schedule students by many different methods. There will be an email sent to all students/parents to inform them of their scheduled testing times. Additionally, there will be calls made to all students/parents to inform them again of their scheduled testing time and answer any questions at that time. Social media will be utilized to inform that testing is approaching and to be looking for an email and phone call from the school. The school reserves the right to utilize USPS to send any and all communications.
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.	The virtual program's effectiveness will be evaluated through measures such as: student attendance rate, units completed, and summative and formative assessments. These tools will be monitored by both teachers and administrators. Student attendance and units completed will be monitored daily, while student assessments will be evaluated periodically. The fidelity of implementation will be assessed by teachers, building level administrators and district level administrators.
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)	Premier High School recognizes the importance of family engagement in all aspects of a student's educational experience. It also recognizes that the engagement of families of virtual students takes on a new perspective and may be more challenging than that of onsite students. For this reason the staff will strive to, not only encourage family engagement, but will promote activities that will make families and students feel more connected to the school and increase their chances for success. Premier will utilize webinars, video calls, & conference calls to discuss virtual learning, mental health, academic resources, and student engagement. When applicable, all events held onsite will be streamed online for families to participate.

	In the event it is not possible an alternate event/activity will be provided to virtual students. Premier will: 1. utilize systems for sharing important information such ParentSquare, emails, and classroom apps. 2. Share helpful resources with parents to provide guidance around learning at home. 3. Hold virtual home visits, and parent-teacher conferences as a means for checking in with parents to determine if needs. 4. Recruit parents to lead virtual enrichment activities and become virtual tutors. 5. Encourage parents to provide feedback about additional ways the district/schools can be more supportive and inclusive of virtual students and their families.
Provide a URL to evidence of the local school board's approval of the waiver request(s).	**http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&type=d&pREC_ID=2142882**
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	**https://docs.google.com/spreadsheets/d/1arzrHvFByRDR3_N1Z666LcXD1VQjZAv9wUj8kZUnXaM/edit?usp=sharing**
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	**http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&type=d&pREC_ID=2162550**
Please provide a link (URL) to the discipline policy for digital learning students.	http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&type=d&pREC_ID=2162550
Please provide a link (URL) to the grading policy for digital learning students.	http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&type=d&pREC_ID=2162550
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	Premier High School is in part a credit recovery/dropout prevention school. As such, many of our students have adult obligations outside of school (work, children, etc.) that may prevent them from attending school in person or during regular school hours. A virtual program allows us to meet all student needs and to work to ensure that all students have an equitable opportunity to obtain a quality high school

	education.

☐ **Additional Waiver(s)**

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

Waiver Topic #2	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #3	
Arkansas Code Annotated	

Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

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

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