



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](mailto:ade.charterschools@arkansas.gov)) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

**Charter Name:** Arkansas Arts Academy

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**LEA Number:** 0440700

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**Superintendent or Director:** Allison Roberts, CEO

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**Email:** aroberts@artsk12.org

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**Phone:** 479-878-2787

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

### Type of Amendment(s) Requested

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

Address: \_\_\_\_\_

School District: \_\_\_\_\_

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

Campus Name: \_\_\_\_\_

Current Address: \_\_\_\_\_

Proposed Address: \_\_\_\_\_

School District: \_\_\_\_\_

**Increase Enrollment Cap**

Current Cap: \_\_\_\_\_

Proposed Cap: \_\_\_\_\_

**Change Grade Levels Served**

Current Grade Levels Served: \_\_\_\_\_

Proposed Grade Levels Served: \_\_\_\_\_

**Name Change**

New Name of Charter: \_\_\_\_\_

**Add a Digital Learning Program**

Schools	Grades/Courses	Interaction	Delivery	Platforms
Arkansas Arts Academy Elementary	K-6	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
Arkansas Arts Academy High School	7-12	<input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	This waiver is being requested. Attendance will be determined by work completion and logging into system.
<b>Class Size</b>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	This waiver is being requested so that teachers assigned virtual students can exceed the limit placed on students in person. Kindergarten virtual class size will be 25:1, 1st-3 will be 30:1, 4-6 will be 35:1.
<b>Six Hour Instructional Day</b> Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-16-126	This waiver is needed since learning is asynchronous.
<b>Clock Hours</b>	1-A.2			The charter already has this waiver.
<b>Recess</b> 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)	We will be requiring proof from virtual students that they have participated in daily 40 minutes of recess so we need this waiver.

**Digital Model**

Please complete the following application with complete responses describing the school digital programming.

**Interaction / Delivery**

<p>What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.</p>	<p>The Arkansas Arts Academy will enroll virtual students in Lincoln Learning courses housed in the Buzz Learning Delivery and Management Platform. Students will work asynchronously the majority of the time. They will have scheduled check-ins with their teachers, counselors, and other staff as described further throughout this application. Students will also be required to complete interim and summative assessments onsite. The virtual teachers will login to their courses daily to monitor the progress of their students, provide feedback to their students, plan individualized instruction, grade assignments, and communicate with their students and their families. For students in grades K-6, virtual teachers will add content to the Buzz Platform to meet the requirements based on the Science of Reading. In grades K-2, some lessons will be offered synchronously to allow for those bottom of the rope reading skills to be taught. Certified teachers will be assigned virtual students to insure instruction is occurring.</p>
<p>What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.</p>	<p>Assigned virtual teachers will only be in charge of virtual students, and they will conduct weekly check-ins with students to ensure that they are on track.</p> <p>All student learning activities will be housed in a single location (the Buzz platform) with clear information on who to contact with questions and when assignments are due. Students and parents who select virtual will work entirely off-campus. Teachers who work with virtual students will work with students virtually, not blended. Additional support will be provided for students who are not meeting expectations.</p>
<p>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.</p>	<p>Teachers will be assigned to only one role, virtual teacher or onsite teacher, and manage only virtual or onsite students, not both.</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p>Virtual teachers will be expected to be accessible for answering students' questions regarding assignments daily via email during school hours. They will be responsible for replying to students and their families in a timely manner. The teachers will host virtual sessions via Google Meet to check in with students and provide instruction weekly.</p>

	<p>They will also be expected to provide additional instruction to students who require more support. Teachers will also be available to meet with students and their parents upon request. In addition, teachers will provide virtual experiences that allow for social interaction among students. Opportunities will be provided 2-3x per week for students to receive teacher direct instruction. These will be made available via a platform like Google Meets. To meet the requirements of the Science of Reading, there will be synchronous lessons offered for students at the K-6 campus.</p>
<p>If utilizing waivers for <b>class size</b>, 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>Arkansas Arts Academy will be utilizing a waiver for class size for elementary classes. This waiver is needed since need for this instructional model will change as community health changes. The charter will monitor the demands of grading, emails, and meetings to determine need to provide additional supports for teachers. Student attendance and work completion will be used to determine supports for students. High School classes will not exceed 30 students.</p>
<p>If utilizing waivers for <b>teaching load</b>, 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><b>Technology / Platforms</b></p>	
<p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>Arkansas Arts Academy will use the Buzz Learning Delivery and Management Platform with courses by Lincoln Learning.</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>Arkansas Arts Academy will provide digital content through Lincoln Learning. Lincoln Learning has an expansive catalog of courses for students to choose from with flexible learning objects and validated assessments. The courses will be facilitated and instruction will be provided by our school's virtual teachers. The virtual teachers will have the ability to personalize the course content by removing and adding activities and/or entire lessons. Digital libraries will be made available as well as digital articles and books; and digital content in the form of digital interventions will be incorporated into RTI.</p>
<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>Students and teachers will use Google Meet to communicate face-to-face in live conferences. Google Meet allows users within the Google domain to easily set up secure video conferences. Google Meet</p>

	will be used to host the following online conferences: individual screenings, instruction delivery, parent-teacher conferences, weekly check-ins between teachers and students, and weekly check-ins between teachers and administrators.
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.	Each virtual student will be provided a Chromebook and, if necessary, a mobile hotspot for connectivity. The Arkansas Arts Academy technology staff can be reached by any student through <a href="mailto:aaatechsupport@artsk12.org">aaatechsupport@artsk12.org</a>
<b>Student Supports</b>	
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>Virtual students will be required to attend a bi-weekly virtual face-to-face check in with a school counselor where the school counselor will conduct an interview designed to assess student’s mental, physical, and emotional health. At least once per quarter, students will be required to check in physically on their respective campus for an interview with the principal and counselor in regards to progress and any issues in the virtual learning environment. Those students/families who have difficulty with onsite check-ins will be provided accommodations that suit their needs.</p> <p>Arkansas Arts Academy provides virtual families with take home meals for students, referrals to long-term therapy services as necessary, course and career guidance, and help with housing resources. These resources are listed on the district website and are part of the City of Rogers assistance for all residents.</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.	Student grades will be updated once a week at a minimum. Students that show no engagement or who are struggling to master academic standards will be assigned to additional check-ins with the virtual teacher. The data that will be used to monitor student engagement includes student time on platform, work percent complete, and work success percentage. The virtual teacher will be responsible for this monitoring. Students will be provided with the supports of class meetings, daily to do lists, and check-ins with the teacher and counselor. Parents will work with teachers to map out a revised plan for students to complete their work including extra instruction. Continued struggles may result in a request to return to in-person learning and or a FINS petition for educational neglect.

<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>Tier I supports will include the class meetings along with open help time provided by the virtual teachers. Tier II interventions include additional check-ins with virtual teachers and/or tutoring sessions with subject area tutors provided by the district. All efforts will be made to avoid any Tier III interventions that include a request for change in placement from the virtual environment to in-person learning. The school will work with the family to find a time and location to conduct one-on-one tutoring. This tier will also include access to different computer programs and longer small group meetings with the instructor. Progress is monitored by each building's formative assessment plans along with progress monitoring individual skills.</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>On the elementary campus, students take the iReady math and reading assessments three times a year as formative assessments to guide individualized instruction and intervention for K-6 students.</p> <p>On the high school campus, students take the STAR 360 Renaissance assessments three times per year as formative assessments to guide individualized instruction and intervention for 7-12 students in math and reading.</p> <p>In all cases the formative assessments within courses and at grade will assess data to make instructional decisions and personalize learning for the students.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>Arkansas Arts Academy will screen students for dyslexia markers according to the state law. Those screenings will be conducted onsite and via Google Meet. Dyslexia services will be provided online using a state-approved dyslexia intervention program.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>Arkansas Arts Academy has an existing waiver regarding Gifted and Talented education from its Charter Renewal approval in 2015 and includes "Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts" and includes item 18 Waiver for Gifted and Talented Education due to the specialized pull-out programs and classes in the arts and academics.</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>Students who choose digital learning and are in need of ELL services will have a scheduled meeting with an ELL trained teacher on a regular basis. Other individual accommodations will be made as needed by the individual student and by the Buzz platform. The district will employ the use of the Home Language Survey, identification and evaluation of</p>

	students who may be in need of services, ELPA21 testing and service provision. ELs will be provided with the modifications and testing accommodations described in students' individualized plans.
Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	Students who are on IEP's will be on a special education teacher's case load. IEP meetings will be held to determine their individualized digital learning plan. Students with IEP's that are choosing digital option will be given different meeting formats to choose from to make the family feel comfortable. If a teacher or family member asks for testing, the child's IEP team will make that determination. Virtual student conferences will be held via a method chosen by the parents which could include in-person, Zoom, phone, etc. Evaluations will be offered in the same manner. Some evaluations have to be given in person so off school site locations will be offered.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Frequently used accommodations in digital learning have included the following: Text to Speech Extra Time Broken into steps Allow various ways to show mastery Paper copies
<b>Teacher Supports</b>	
Describe school supports to provide on-going digital content and instructional supports for teachers.	Digital teachers will have full access to the Lincoln Learning library and to digital programs that the district has purchased and will be provided training by APSRC, the regional co-op and other professional development supports. Professional learning days in the calendar will have set times to discuss best virtual teaching strategies along with making sure there is time to review the content included in Lincoln Learning and add any needed additional information.
Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?	Teachers will have daily planning time when their schedule is arranged to not have meetings or tutoring sessions with students. Teachers will be trained with the Buzz platform and be part of a learning community that is utilizing Lincoln Learning. Planning time is set at a minimum of 45 minutes per day.
<b>School Supports</b>	
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.	<a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/819842/Arkansas_Arts_Academy_Charter_School_Policy_Manual_2020-2021.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/819842/Arkansas_Arts_Academy_Charter_School_Policy_Manual_2020-2021.pdf</a>



<p>All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the school may communicate to parents and test digital learning students at a school site.</p>	<p>Letters and sign ups will be sent out to allow digital students to test on campus in an environment where they can perform at their best. The district assures that all required procedures will be followed regarding the grouping of students (general, grade-level and those needing testing accommodations). Parents who are not comfortable for their child to test on campus will be given the option of other places in the community to test, one-on-one, etc. Testing dates will be sent out via social media, email, and phone calls to parents.</p>
<p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>Online teachers will evaluate the rigor and comprehensiveness of the program on a regular basis. Lincoln Learning students will also have their periodic test information evaluated to correct any curriculum deficits. The data that will be used includes a breakdown of individual grade levels and classes to determine needs to improve teacher, curriculum, etc. The virtual teachers and district admin team will be responsible for monitoring this data. A rubric to inform this process is: <a href="https://aurora-institute.org/wp-content/uploads/national-standards-for-quality-online-courses-v2.pdf">https://aurora-institute.org/wp-content/uploads/national-standards-for-quality-online-courses-v2.pdf</a></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><a href="https://www.artsk12.org/o/district/browse/37493">https://www.artsk12.org/o/district/browse/37493</a></p> <p>Online families will also be engaged with surveys and social media.</p> <p>All public events will be live-streamed and zoomed including commencement, PTO/PTG meetings, performances, exhibitions and other specialized in-person activities. Students and families will also be made available Clever, Learning Ally, Learning Blade, Lexia, STAR, and i-Ready.</p>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</p>	<p>Pending board approval</p> <p><a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1402944/July_27.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1402944/July_27.pdf</a></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><a href="https://form.jotform.com/vcraig/aaa-arpesseriipublicsurvey">https://form.jotform.com/vcraig/aaa-arpesseriipublicsurvey</a></p> <p>Here are the responses in regards to digital learning:  Please don't close the school again.  My family couldn't do the required meeting times but really benefitted from the videos.  I hope you hope up the entire course this time, I had to get a part time job to help out.  I wish there was a better way to monitor my child's progress on Lincoln Learning.</p>

	<p>The i-Ready addition was what we needed.          If I'm choosing to keep my kid home, don't ask me to come in to test.          Mrs. Martinez was a great virtual teacher! I loved that she had social activities for the kids.          I hope we do better art projects this year.</p>
<b>Policies</b>	
Please provide a link (URL) to the attendance policy for digital learning students.	<p>Pending board approval</p> <p>Attendance for digital learning students is based on students completing their work on the day it is due. Students who can not complete the work on the given day must notify the teacher in order to not be counted absent. Students must attend 80% of instructional meetings held by the teacher. Students who exceed 10 absences in a semester will be called into a meeting the principal and their parents.</p>
Please provide a link (URL) to the discipline policy for digital learning students.	<p>Pending board approval</p> <p>During the traditional hours of the school day, students who are doing digital learning must follow the rules of the school campus handbook.</p>
Please provide a link (URL) to the grading policy for digital learning students.	<p>Grading policy for digital and on-campus students is the same.  <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/820200/2020-2021_AAA_K-6_Campus_Student_Handbook.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/820200/2020-2021_AAA_K-6_Campus_Student_Handbook.pdf</a>  <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/820199/2020-2021_AAA_7-12_Campus_Student_Handbook.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/820199/2020-2021_AAA_7-12_Campus_Student_Handbook.pdf</a></p>
<b>Charter</b>	
Describe how the addition of a virtual program is in line with the mission or model of the school.	<p>The addition of a virtual program allows students to continue being a part of the Arkansas Arts Academy when they are unable to attend in person.</p>

**Additional Waiver(s)**

<b>Waiver Topic #1</b>	
<b>Arkansas Code Annotated</b>	

<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #2</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #3</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #4</b>	
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<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #5</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	