



## Charter Amendment Request Form

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:** Future School of Fort Smith

**LEA Number:** 6640

**Superintendent or Director:** Boyd Logan

**Email:** boyd@fsfuture.org

**Phone:** 479-431-8695

*\*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
Future School of Fort Smith	9-12	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous X Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) X Blended (hybrid)	X LMS X 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
		<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>Class Size</b>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	We are no longer requesting this waiver.
<b>Teaching Load</b> 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 <a href="#">DESE Rules for Distance and Digital Learning</a> and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a> .	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are no longer requesting this waiver.
<b>Attendance</b>			6-18-213(a)(2)	We are requesting this waiver. Students in a virtual/remote environment and not physically on campus will be marked present if the students is engaged in remote learning. Remote learning will be defined as engagement with the Edgenuity platform and completion of assignments and/or with attendance in synchronous learning experiences such as video checkins with teachers.
<b>Six Hour Instructional Day</b> Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	We are requesting this waiver as specific groups of students will be served virtually and the primary instructional delivery method will be a technology-based approach which may not have a traditional time requirement, but instead, be based upon the speed of completion of the individual student.
<b>Clock Hours</b>	1-A.2			We are requesting this waiver. Some students will be learning in a virtual asynchronous environment on their own time and pace. Seat time requirements may not be needed to master the course standards.

<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)	
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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.	<ul style="list-style-type: none"> <li>We will use Edgenuity in grades 9-12 for remote instruction. Students will be monitored by onsite teachers. Some digital content may be customized to meet the specific needs of individuals and groups of students. This may include live streaming meetings and modifications of assessments as determined by the individual needs of the student.</li> <li>Synchronous: Students in grades 9-12 will be required to join daily Advisory group Meets and small group breakouts for wellness check-ins as well as to monitor progress of the students within their core content. Students who are unable to meet adequate progress benchmarks will be required to return to regular, on-site instruction. Tutoring will be provided onsite as well as online for students requiring additional support.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Future School will be utilizing virtual, remote learning and students will access their content through Edgenuity as well as Google Classroom.</li> <li>Students in grades 9-12 will utilize virtual remote learning through Edgenuity to engage in digital coursework as well as Google Classroom. Students will engage in asynchronous learning daily as well as</li> </ul>

	synchronous learning with their advisory instructor.
<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners.</p> <p>*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 responsible for teaching in-person students in their content areas. Virtual students will take classes on Edgenuity to prevent teachers from needing to deliver content virtually. However, teachers also serve as advisors, and they will be responsible for tracking progress for their virtual advisory students, even though they will not be responsible for delivering instruction to them.</p>
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	<p>Digital Learning Students will take their courses in Edgenuity which will oversee delivery of content and assessment. Teachers, serving as advisors, will still be responsible for checking in with their advisory students daily during the advisory hour. Teachers will have both advisory students on-site as well as advisory students who are virtual that they will need to contact daily. Virtual advisory students should participate in synchronous circles with the advisory daily during the advisory hour.</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.	We are no longer requesting this waiver.
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.	We are no longer requesting this waiver.
<b>Technology / Platforms</b>	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	Google Classroom and Edgenuity

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.	Grades 9-12 will use Edgenuity as the Content Management System for all core classes and Google Classroom as the Learning Management System We arrived at this decision based on past success with this CMS for our credit recovery and summer school students. They found it intuitive to navigate.
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 as well as School Status. is used to facilitate live 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.	All students receive a Chromebook and a hotspot (if necessary). These students are identified through self-identification. The school also identifies students who may need additional digital support when their engagement decreases and through meetings with advisors.
<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.	Students check in with their advisors on a daily basis via synchronous circles during Advisory time. Advisory groups stay together all 4 years at Future School. This creates strong school/home bonds that assist in the identification of struggling students. Advisors are also expected to have 1:1 checkins with students on a weekly basis. Mental health supports are offered both digitally as well as on-site. Weekly meal pickups are available through our child nutrition program as well. Food delivery is also an option.
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.	Students check in with their advisors who monitor their progress in their virtual classes. In addition, grade-level advisory teams use student data to identify struggling students. A “student success team” consisting of administrators and support staff provide additional support and interventions to students who are struggling, not limited to but including, online tutoring, in-person tutoring, and home visits.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	A “student success team” consisting of administrators and support staff provide additional support and interventions to students who are struggling, not limited to but including, online tutoring, in-person tutoring, and home visits.
Describe the school’s formative assessment plan to support student learning.	Students take both the STAR Reading/Math assessments as well as the MAPs assessment to identify areas for growth and intervention. In addition, discipline teams create common formative assessments that they administer in core classes. Response to Intervention occurs on

	Mondays and Thursday for 75 minutes known as “Rocket Hour.” Virtual students who are identified as struggling will log in to “Rocket Hour” for synchronous instruction. They will be scheduled into “Rocket Hour” through RTI Scheduler.
Describe how dyslexia screening and services will be provided to digital learning students.	We have purchased an online dyslexia screener and service provider that meets the state standards for dyslexia screenings and services. In addition, staff are available for “virtual” dyslexia services if that is more appropriate for the individual student. The district will ensure that all dyslexia law requirements are met for virtual learners.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	We have a waiver for Gifted and Talented services.
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	Appropriate ESOL supports will be put in place for virtual classes through the CMS of Edgenuity. In addition, staff will be available to provide additional support should it be deemed necessary by the student’s learning team. The district will ensure all LPAC requirements are met for virtual 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.	Appropriate Special Education supports and accommodations will be put in place for virtual classes through the CMS of Edgenuity. In addition, staff will be available to provide additional support should it be deemed necessary by the student’s learning team. Special education conferences will be conducted virtually via Google Meet. Evaluations will be conducted virtually when possible. When not possible, students will either come to the school for evaluations or the evaluator will travel to the student’s home. Special services will be provided virtually when appropriate. When unable to provide virtually, services will be offered on site or at student home.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Text-to speech, additional time, alternate assessment forms, reduction of choices on assessments, providing copies of notes, frequent checks for understanding, one-on-one conferencing.
<b>Teacher Supports</b>	
Describe school supports to provide on-going digital content and instructional supports for teachers.	The charter contracts through Edgenuity to provide initial and ongoing professional development for teachers. Initial onboarding will be synchronous in staff professional development but asynchronous instruction is also available for teachers to address areas of confusion. Ongoing, responsive professional development is available from Edgenuity as needs arise.

	In addition, the charter provides professional development on virtual instruction through our instructional facilitator. The charter has also contracted with APSRC to provide additional support for teachers and even more intensive support for novice teachers.
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 should need minimal extra time requirement for the planning of digital content, as we are utilizing the Edgenuity CMS. That being said, teachers, in their role as advisors, will have some additional planning requirements on how to include digital students in their advisory circles as well as how to check in on those students. Veteran teachers became adept at this last year and will provide supports to new teachers on how to serve as a digital advisor. In addition, Big Picture Learning provides professional development and support on this role. Teachers are provided 75 minutes of planning time daily.
<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.	The advisor is essential in this role. By understandign the diverse backgrounds of their advisory students, they are able to work toward equity for all students, regardless of background. Metrics around school contacts home, parent engagement, student performance, and student engagement help to identify areas of inequity to be addressed.
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.	School Status and Bright Arrow are used to communicate to parents. Advisors (since they oversee 15-20 students each) are the initial point of communication for all student families, but communications are cascaded through broader school-wide channels like School Status and Bright Arrow to ensure that parents are receiving information. Public social media channels and parent newsletters posted to the website are also utilized. Test dates and a testing calendar are communicated to parents. Individual calls are made for parents and students who are unresponsive.
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 School Improvement Task force will use a variety of metrics including but not limited to student engagement, parent engagement, internship engagement, student grades, student assessment data, staff surveys, student surveys and famil surveys to decide on the efficacy of the digital learning plan. This will take place in a quarterly review in conjunction with the release of quarterly progress reports.



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)	Future School will provide Chromebooks to all students. Wireless hotspots are available for any student who does not have regular internet access at their residence. These resources can be picked up at the school or delivered to homes as necessary. Advisors will be responsible for ensuring that students are connected and properly engaged in their classes through weekly 1:1 checkins with their advisory students as well as daily class advisory circles during advisory class.
Provide a URL to evidence of the local school board's approval of the waiver request(s).	<a href="https://docs.google.com/document/d/1LDvzuyd5r7jfhfUxas_oHakgPNAkeRiNVB4CXJrxTto/edit?usp=sharing">https://docs.google.com/document/d/1LDvzuyd5r7jfhfUxas_oHakgPNAkeRiNVB4CXJrxTto/edit?usp=sharing</a>
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	<a href="https://forms.gle/k9gTbVvKAtXe1gCLY9">https://forms.gle/k9gTbVvKAtXe1gCLY9</a> <a href="https://docs.google.com/spreadsheets/d/1IDD-gxwwzfa_nGuPpmiNy0iyFz_p3Z-QuYsafChlz-E/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1IDD-gxwwzfa_nGuPpmiNy0iyFz_p3Z-QuYsafChlz-E/edit?usp=sharing</a>
<b>Policies</b>	
Please provide a link (URL) to the attendance policy for digital learning students.	<a href="https://docs.google.com/document/d/1ft-HuSWWgSGHKQAvQd_ILlaBjePFjTPl8FAj3JEDUQ4/edit?usp=sharing">https://docs.google.com/document/d/1ft-HuSWWgSGHKQAvQd_ILlaBjePFjTPl8FAj3JEDUQ4/edit?usp=sharing</a>
Please provide a link (URL) to the discipline policy for digital learning students.	Students will follow the on-site discipline policy located in our handbook. <a href="https://docs.google.com/document/d/1VG7AxzTfEKGgYf6o2sIDGx1MY3OWY180Gua8b2w2Ac0/edit?usp=sharing">https://docs.google.com/document/d/1VG7AxzTfEKGgYf6o2sIDGx1MY3OWY180Gua8b2w2Ac0/edit?usp=sharing</a>
Please provide a link (URL) to the grading policy for digital learning students.	Students will follow the on-site grading policy located in our handbook. <a href="https://docs.google.com/document/d/1VG7AxzTfEKGgYf6o2sIDGx1MY3OWY180Gua8b2w2Ac0/edit?usp=sharing">https://docs.google.com/document/d/1VG7AxzTfEKGgYf6o2sIDGx1MY3OWY180Gua8b2w2Ac0/edit?usp=sharing</a>
<b>Charter</b>	
Describe how the addition of a virtual program is in line with the mission or model of the school.	While virtual is not optimal for our model, we do have meeting the individual needs of each student within the mission of our charter. As such, we need the flexibility to meet individual needs which might arise depending on a particular student's situation. We do not anticipate having the majority of our students go virtual, unless the COVID-19 situation changes drastically. However, we do need the flexibility to meet the needs of the individual student and family situation.

☐ **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>	
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<b>Waiver Topic #4</b>	
<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>	