DIVISION OF ELEMENTARY & SECONDARY EDUCATION

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:	Academic Center for Excellence
LEA Number:	4304703
Superintendent or Director:	Dr. Tony Thurman
Email:	Tony.thurman@cps.k12.ar.us
Phone:	501-843-3363

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: _____

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

Campus Name:	ALE and ACE North will switch locations
Current Address:	401 N. Lincoln St. Cabot, AR 72023
Proposed Address:	21 Funtastic Dr. Cabot, AR 72023
School District:	Cabot School District

X   **Increase Enrollment Cap**

Current Cap: 500

Proposed Cap: 2,500

☐   **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
Cabot Panther Digital Academy	7-12All	☐ Asynchronous ☐ Synchronous X Asynchronous & Synchronous	X Virtual (online) ☐ Blended (hybrid)	X LMS X CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☐ Virtual (online) ☐ Blended (hybrid)	☐ LMS ☐ CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☐ Virtual (online) ☐ Blended (hybrid)	☐ LMS ☐ 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)	The charter is requesting this waiver for students enrolled in our DLP. For synchronous lessons, active student participation in Google Meets will serve as the attendance requirement. For asynchronous lessons, student completion of the asynchronous assignment will satisfy the attendance requirement.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	This waiver is not needed.
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	District already has this waiver.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	District already has this waiver.
Clock Hours	1-A.2			The charter is requesting the clock hours waiver. Students will be required to work through their assigned content and activities on Google Classroom and Edmentum. Staff will ensure that the content mastered in each course covers the essential standards needed. The clock hour requirement should be mitigated by students' ability to work throughout the day on particular assignments/lessons.

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)	

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.	Students and teachers will interact both synchronously and asynchronously throughout the week. Students will have required times daily in which they must attend synchronous lessons via Google Meet or a different platform as needed. The required time for daily synchronous interaction will be higher for lower grades than for higher grades as more direct instruction will be needed for our younger students. In addition, students must attend scheduled synchronous lessons and daily attendance will be taken from their participation in said lessons. Daily or weekly lessons/activities/media will be provided for asynchronous learning and will be evaluated for progress towards meeting proficiency on established essential standards. All students and parents will be required to participate in an on-boarding session during the weeks before school starts to have specific training and discussions on the digital learning process and our school. CPDA Administration and Staff will facilitate these online meetings. On-site meetings can be arranged as needed to accomplish the same outcome. CPDA will provide a specific student schedule for each child at the beginning of the school year/semester. This schedule will consist of synchronous meet times for each course they are enrolled in, asynchronous work times, and advisory check-ins with their designated advisory teacher. Students will follow their specific schedule to attend 2-4 daily Google Meets for courses they are enrolled in. These sessions will last between 30-45 minutes that will contribute

to the minimum of nine weekly instructional hours. Intervention times and small group meetings will be added to student schedules as teachers see a student need.

CPDA and ACE administration will work with CPS administrators to monitor class size, ensure staff isn't overwhelmed, and move students and/or staff if the need arises. We will check class sizes twice a month to ensure the student to teacher ratio is balanced. CPDA/ACE administration will send out a monthly survey to staff that will allow teachers the opportunity to share what they feel is working and what they feel is not working. They will also have the option to share solutions with us if they are having/seeing a personal or school wide a problem.

We will monitor student and staff attendance, student grades, and staff survey results to determine if the current supports are adequate.

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.	Students enrolled in our CPS Panther Digital Academy (CPDA) would only come to campus for required assessments, screenings, and/or interventions. Unless a specific need is determined by staff, all instruction will be provided virtually.
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.	Depending upon student enrollment, teacher may or may not be dedicated to virtual learning only. In addition, for particular course needs arise in grades 9-12. i.e. an elective teacher from Cabot High School may be asked to teach a digital period for students enrolled at CPDA. Teachers will not be asked to teach on-site and virtual students concurrently.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	Daily interaction with students will be required. A minimum of 9 hours synchronous instruction per week, to match current charter language, will be required. CPDA staff will work with CPS Curriculum and Admin team to set specific timing requirements and evaluate their efficacy throughout the year.
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.	CPDA and ACE administration will work with CPS administration to monitor class size, ensure staff isn't overwhelmed, and move students and/or staff if the need arises. CPDA staff will have constant contact with their administrators to monitor effectiveness.

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.	CPDA and ACE administration will work with CPS administration to monitor teaching load, ensure staff isn't overwhelmed, and move students and/or staff if the need arises. CPDA staff will have constant contact with their administrators to monitor effectiveness.

Technology / Platforms

Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	Google Classroom will serve as the LMS for this campus.
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.	All subjects in Grades 7-12 will utilize Edmentum as the CMS. If needed, courses from ARVA may be used.
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.	The current plan is for Google Meet to be utilized for video communication. However, other software will be evaluated by staff if the need is determined to exist.
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.	Every CPDA students has been and will be continued to be issued an individual Chromebook. Wireless Hot Spots have been issued for students with a need, and will be continued to be used as the needs are determined by the ACE/CPDA application review team. In addition, the district is working with local ISPs and other utility agencies to expand the broadband access of our students.

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.	All digital students will be assigned an advisor and a weekly check-in time slot. The assigned teacher will initiate contact via Google Meet at the check-in time assigned to the student weekly. During this check-in, the teacher will ask questions to ensure the student: ● is completing assignments and tasks asked of him/her. ● is in good academic standing. ● has daily meals and does not require district provided breakfast/lunch. (If a student does, arrangements will be made.) ● is growing socially and emotionally. (SEL supports in place) has his/her basic needs met (shelter, clothing observed during Google

	Meet).
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 reviewed weekly. If at any point, the student falls below a 70% in a class, the student will be placed in Level One Intervention for the remainder of the 9-weeks or semester. Level One Intervention will consist of moving the student to onsite instruction on Fridays. This will allow teachers to work with the student one-on-one and support them in the areas they need the most help. Level Two Intensive Intervention will be used to place the student on a blended learning schedule. At this time, the student will come to campus either two full days a week or four half days a week to work with teachers to get back into good academic standing and move off of the Intensive Intervention Track.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	Once teachers have identified the essential skills for each specific course, students will be expected to meet mastery level (70% or above) on each standard. If students do not demonstrate mastery within the unit, they will be pushed to tier two RTI. At this point, students will receive one-on-one or small group reinforcement. The intervention will be different than the original lesson, and teachers will scaffold and differentiate as needed to support individual students. Students will actively engage in a set time for intervention each day if they have not met mastery level. This RTI time will be built into the master schedule, and teachers will be able to provide digital intervention to students in need. This could be on an individual basis or small group depending on the amount of students needing intervention on the same skill and the level of intense intervention needed. The following is an example of what RTI could look like in our digital setting: Intervention Plan: Teachers will have a set time each day to provide additional support to students. Teachers will communicate with students and parents to "call them" to intervention. Each day will be devoted to a

	different subject:
	Monday-Math
	Tuesday: English
	Wednesday: Social Studies
	Thursday: Science
	Friday: CTE/Electives
	*While each day is devoted to a different skill/subject for all grade levels, teachers may intervene any day a student is not being called to the priority subject/skill.
	*Fridays will also be blocked off for onsite intervention if the teacher deems it necessary. In this case, the student will come on campus and work with the teacher face-to-face to bridge the gap in learning.
Describe the school's formative assessment plan to support student learning.	All teachers will be tasked with creating formative assessments to gauge student learning as they proceed through a unit. Teachers will be asked to give a minimum of one formative assessment weekly. This assessment data will be analyzed during PLCs, and teachers will call students for intervention and plan future lessons based on this data. There will be a Google Drive Folder shared with each teacher that will house all the formative assessments they use. This will be shared with administration, and it will be reviewed frequently to ensure teachers are giving appropriate formative assessments, data is being collected and analyzed, and the information gained from the assessment data is being used as a planning tool.
	In addition to district-created formative assessments, we will use NWEA MAP Growth scores to help identify student specific needs. Once these needs are identified, teachers will begin providing additional support.
Describe how dyslexia screening and services will be provided to digital learning students.	The district will ensure the dyslexia laws are met for remote learners.
	Digital students will move straight to Level II testing, if a concern is noted to check for characteristics of dyslexia. These tests will also be given onsite. If students are identified, they will receive intervention for 120-150 mins per week via zoom from a dyslexia interventionist and will also be provided with a Lexia, a technology platform that will also support more off site intervention.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	The district will ensure that G/T Program Approval Standards are met for remote learners.

	Students will have the opportunity to enroll in differentiated courses (honors, Pre-AP, AP, and/or concurrent credit).
Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	The district will ensure that the specific LPAC requirements are met for remote learners. District ELL staff will work with ELs in CPDA as needed. LPACs will be adjusted to ensure appropriate modifications are created within the LMS and CMS as needed. In addition, district ELL staff will work with CDPA staff to provide needed training on working with ELs.
Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	Special education staff will be assigned to this campus as needed. Each students' IEP will be followed as mandated. IEP goals will be adjusted to ensure that the Remote Learning Plan is followed and that the goals are clearly defined for each individual student. District SPED staff will facilitate evaluations, staffing meetings, and assessment as needed in alignment with Federal and State Laws/Rules and Regulations as well as District SPED policy/procedures.
Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.	Edmentum and Google Classroom both allow for Read aloud, reduced multiple choices, adjustment of screen colors/backgrounds, and modifications of assignments/activities as needed depending upon specific requirements for students.
Teacher Supports	
Describe school supports to provide on-going digital content and instructional supports for teachers.	We will be utilizing a LMS (Google Classroom) to deliver our content to students, however, teachers are still teaching the content to students. All digital teachers will be required to attend summer professional development. In this professional development, we will: ● address how to use a variety of engaging tech tools (Flipgrid, Padlet, SurveyMonkey, Poll Everywhere, Nearpod, etc.) ● learn how to create engaging content using multiple websites, apps, and tech tools. ● build assessments (formative and summative) using technology ● create Google Classrooms to organize information. ● utilize Google Meet features ● learn how to use the technology provided (Mevo tracking cameras, podcast mics, boom mics, green screens, dual computers, docking stations, etc.)

	● create first quarter units (K-6) or first semester units (7-12) on our LMS and transfer that information into Google Classroom (at the appropriate time).
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 a daily plan time built into the master schedule. The specific time will vary per grade level, but teachers will be given a minimum of 40 minutes a day. There will be other times for digital teachers to work on creating content and recording digital lessons throughout the day. The specific time will be created around mandatory Google Meets with students, daily homeroom check ins, daily intervention time, and weekly PLCs.
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.	Through collaboration will our school counselor and district social worker, students and their families will be provided with information regarding services they may need. Contact information for these staff members will be available at the front office of the school, as well as online in a variety of places; school website, district website, Live Binder, etc. Printed information for each of these services will also be available in the Counseling Center and the Parent Center of the school. Cabot Public Schools created a committee of students, parents, staff, and community members devoted to ensuring the district is embracing diversity, committing to equity for all, and being inclusive of all stakeholders within our district. https://www.cabotschools.org/news/2357/cabot-school-board-adopts-resolution-supporting-diversity-equity-and-inclusion
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.	Parents will be notified during the application process that they will be required to periodically come on site for assessments including but not limited to state assessments. During the parent onboarding process, the assessments will be discussed along with the data that each test will give teachers to help guide instruction. They will be notified via the child's teacher of exact testing times. Results of assessments will be communicated with parents at parent teacher conferences and other times, as needed. All students must come onsite for ACT Aspire/ACT, MAPs, and academic screeners (ex: RAN).

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.	Cabot Panther Digital Academy administrators will frequently check student attendance and grades. Digital students should be in line with on-site students. Therefore, we will ensure digital students are progressing and growing at the same level or higher as students attending school in a traditional setting. We will also use information such as transcripts, grade point averages, and graduation rate to ensure we are on track with other schools within our district. CPDA will request parent, student, and teacher feedback often through surveys and James Cox Tools. This will help us ensure we are creating the optimum learning environment for all students. Information collected will be used to take next steps as a digital school. We will also use information collected in High Reliability School surveys and Parent-Teacher-Student Organization forums to indicate if the ultimate goal is being met. Digital teachers and administrators will use assessment data to indicate if students are learning and growing at an acceptable rate. We will also take into account the frequency of students being called to intervention when evaluating if the program is being implemented with fidelity. All digital teachers will have a common personal growth plan specific to the digital academy. We will assess if we have met this goal at the end of the year and identify specific ways we achieved the end goal. One piece of evidence we will take into account is direct and indirect observation data. At the same time, we will ensure meaningful technology is being implemented in all lessons and assignments to ensure we are meeting the needs of the digital learners.
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)	All parents will be expected to accompany their student to the interview portion of the application process. At that time, parents will receive detailed information about the program, our processes and procedures, our contract, and other valuable information. Prior to school starting in August, parents will be asked to attend an onboarding session. During this time, school officials will provide training on Google Classroom, our learning management system, Home Access Center, and common digital resources that will be implemented across grade levels. This will be an in depth training to ensure parents are equipped to be an active participant in their student's education. Throughout the school year, teachers will be tasked with communicating with parents in a variety of

	ways:
	• Biweekly newsletters posted to Google Classroom and sent out to parents via email • Google Classroom updates sent out on Fridays • Parent Google Classroom (updates and resources) • Class Dojo (elementary parents) • Remind 101 (secondary parents) Onsite parent nights focused on technology tools used in digital learning (quarterly)
Provide a URL to evidence of the local school board's approval of the waiver request(s).	An initial charter amendment with waivers was initially shared with our board in early June of 2020. However, the district then pursued the RfL waivers when that process was created in in June of 2020. These proposed waivers were shared with our board in February of 2020; however, the board did not see the current amendment request form. The previously-submitted amendment was approved by the board at the April 2021 board meeting.
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	Survey: https://docs.google.com/forms/d/e/1FAIpQLSfY8k4w9VLgf5ID7N6HzEYLu28Ae9Ky8GTnxJ1dzWqiisEweQ/viewform?usp=sf_link Feedback: https://docs.google.com/spreadsheets/d/1EQH02lcgb4qW5LmUyjFU_P1vnYOMY3Ki2FNJMJ2Cheg/edit?usp=sharing
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	Policies: https://bit.ly/2Oh4ZzE
Please provide a link (URL) to the discipline policy for digital learning students.	Policies: https://bit.ly/2Oh4ZzE
Please provide a link (URL) to the grading policy for digital learning students.	Policies: https://bit.ly/2Oh4ZzE
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	Providing a virtual learning option for our students will absolutely follow the mission that "ACE is a unique and flexible learning environment that promotes high quality and rigorous academic achievement programs through

	the development of individual student strengths, talents, and interests with an emphasis on mastery learning, self-discipline, socio-emotional development and parent involvement." Students will develop skills and participate in mastery learning throughout this process. Social-emotional development will be encouraged through our curriculum and through student interaction with our staff.

☐ **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	

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.