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:	Graduate Arkansas, Inc.
LEA Number:	6052700
Superintendent or Director:	Katie Hatley
Email:	Katie.hatley@graduatearkansas.org
Phone:	501-500-9270/501-400-7280

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)

Current Address: _____

Proposed Address: _____

School District: _____

X **Increase Enrollment Cap**

Current Cap: 275

Proposed Cap: 1500

☐ **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
Graduate Arkansas Charter HS	9-12 Ages:15-21	X Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	X Virtual (online) ☐ Blended (hybrid)	X LMS X CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	X 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)	Student actionlogs will be used to monitor attendance instead of visual observations of physical presence. Daily attendance will be monitored and recorded based on logins and completion of assignments. It is vital for open communication with the school regarding attendance. Students who are 18-21 are adult students who will continue to operate and work diligently with the leadership team and teachers regarding lack of effort if any noted. All students will receive weekly monitoring updates. Upon enrolling students and parents are made aware of the lack of effort policy that is in place for students who do not meet
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	This waiver is desirable and necessary for virtual learning due to the open entry open exit model of the charter. Exemption of this waiver provides the flexibility to continue to address the unique needs of the students we serve which are, overage and under credit. It also allows double scheduling/collaborating to guide them with earning their high school diploma.
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	Charter currently hold this waiver. However the exemption was granted since students had to be scheduled for their core classes twice during the school day therefore causing the teacher/student interaction to double as well as the class load.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	Exemption from this waiver is desirable and necessary to support the charter's model of mastery based learning. Students are able to work at their own pace. Flexibility for the

				population the charter serves will benefit from this waiver.
Clock Hours	1-A.2			Graduate Arkansas has a mastery model. Students are able to work at their own pace to complete credits need for graduation.
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)	N/A

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 will be provided the option of in-person learning or virtual learning. Students who choose either platform will remain on that platform for the duration of the 2021-2022 school year. For this digital plan, learning will be asynchronous. Asynchronous learning will require student's time working indaily assignments. Students will show mastery. Students will be required to do the following to be marked present for daily progress: • Complete all lesson assignments for that day/period • Utilize tutors for additional support • Take all assessments as assigned • Self-monitor progress, collaborate with teachers for goal check-up, and receive feedback • Communicate via zoom, google meet, google classroom, • emails, phone calls Teachers will do the following: • Select lessons, assign tasks, monitor progress, manage formal assessments and provide feedback, ongoing
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 platform will be utilized for dually: teachers and students. Students will be enrolled in courses from the CMS. These courses are state approved and meet all requirements to be assigned.

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.	Virtual teachers will be dedicated primarily to virtually instruction.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	Teacher instruction will be provided by the teacher of record. The Curriculum Director/Lead teacher will also provide instruction as needed. Teacher interaction/frequency: will take place daily, per period, per student. Student progress and teacher documentation will provide data daily regarding overall effectiveness of the program.
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.	The ITA (Instructional Teaching Assistant) will assist teachers and students, along with academic tutors which are online twelve hours daily and on weekends. 8:00 a to 8:00 p. Goal setting/checkup meetings will occur every Thursday. New students will set goals on their first day of enrollment. These meetings will determine student's current level of achievement and what modifications are needed. Support will be provided as needed.
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.	The ITA will collaborate with virtual teachers and students. A determination will be made regarding what supports, if any are needed and what adjustments are needed to be made. Students will continue to work in each class twice daily according to their schedule. They also have the flexibility to visit during another period if the teacher deems they need additional time.
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	Edgenuity and Google apps

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 charter will use Edgenuity. These courses will be offered through the LMS. Teachers will be supported by the Edgenuity account manager. The charter serves grades 9-12 and ages 15-21. Subjects provided: Core content: Math, English, Social Studies and Science Career Focused Electives SEL courses Foreign Languages are also offered. Only students who transfer currently enrolled in a foreign language course, will be enrolled.

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.	Zoom and Google Meet will be used to facilitate live conferences between two or more participants. Google Classroom can also be used as another alternative to facilitate a classroom.
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 charter will provide Chromebooks and hot spot (if needed) and individual student's credentials for the LMS to ensure equitable access to free and appropriate public education.

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.	Students ages 15-17 will meet regularly with their mentor teacher. If during the initial meeting, the student is in need of mental health assistance, it is at that time a meeting is held with the parent to discuss access and reason for referral for mental health services. Many students who enroll with us, have their own mental health provider to whom they will keep and work with. Students who do wish to receive services will be contacted by a mental health entity the school uses. Adult students (18-21) are provided vendor contact information so they can select a vendor of their choice to work with. Adult students who do not have health insurance are referred to an AmBetter representative who will schedule a meeting with them so they can register and receive health benefits. Additional supports are in place for parents and students to communicate with the registrar, school nurse, sped director and superintendent.

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.	Teachers, ITA and other support staff will use a google doc to document contact and progress of goals and mastery of lessons for virtual students. Contact will be made weekly. LMS daily monitoring of progress via student actions logs. Teachers available daily to collaborate, provide support and feedback. On demand tutors are available seven days a week, 8:00 am 8:00 pm. Virtual teachers will schedule zooms or use google classroom to manage groups of students who may be struggling with the same concept. This technique will be repeated as needed.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	Academic RTI for virtual students will utilize methods that in person learners use. Failure to meet goal expectation and lesson mastery will result in placing students on individualized learning plans that will directly address specific skills and learning loss or barriers.
Describe the school's formative assessment plan to support student learning.	Formative assessments are implanted throughout every lesson in Edgenuity's digital curriculum.

Describe how dyslexia screening and services will be provided to digital learning students.	The charter will use the following screening tools for students who appear to be experiencing difficulty with reading. Dyslexia screeners include: CTOPP2 (Comprehensive Test of Phonological Processing) P.A.S.T (Phonological Awareness Skills Test) WJ IV (Woodcock-Johnson) If screener results show a student is or has dyslexia or characteristics of dyslexia, the following methods will be use to aid in supporting the student. Edgenuity courses uses Multiple Means of Representation: Video lectures Graphic displays Text-to-speech Simulations Video captioning Read aloud Courses are explained by using: Verbal, concrete manipulative, numerical, graphical and symbolic. Students are guided in mapping meaning among the varied representations.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	Charter is exempted from code with GT waiver. 2-G.1

Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.	As part of the registration process, every student must complete a Home Language Survey. This form is used in the state and is approved by DESE EL department. Fluent EL students has the right to waive supports, while others will sign to be granted support. These students will use embedded curriculum. Students who are identified as ELL will be assessed by using the ELPA21 screener to measure proficiency. The screener will serve as a guide to determine services and supports needed. Parent notification is provided for students ages 15-17, and students who are 18-21 are adult students and will make decisions regarding placement and supports. If the screener shows the student is in need of additional support, the services cannot be waived because students will struggle with the curriculum. Although the curriculum can be converted to Spanish, the students are not informed of this because students must use English. The charter's virtual program will serve all ESOL/ESL students of limited English proficiency. On demand tutors who are fluent in English and Spanish are an integral component to success. The tutors will provide additional support for students who may struggle with content. Since the charter's EL population ranges from 1-3 students yearly, the ESOL coordinates with Tricia Kerr and her office to ensure compliance and also to garner assistance when needed.
Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	When a student enrolls with an IEP, a request for records is made the same day. This request is made by the special education coordinator only. Within 30 calendar days, a transfer conference is held to determine continued placement and services. The following committee members will consist of: Child, parent or guardian, content teachers, and administrator. When additional is needed, the sped coordinator will

	arrange for evaluations to be conducted virtually or in person. If conducted the charter has a vendor contract with Talk-Path Live who can provide evaluations. The meeting can also take place telephonic. Proper due process will occur for all identified students. Once the meeting is held and the plan is devised, the sped coordinator will provide each teacher a copy of the accommodation/modification (this is signed that it was received) that will be in place for the learner. Each learner will be provided virtual assistance per individual student's IEP. The charter has a very low number of students with an IEP, so those students perform well with the personalized approach.
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 digital accommodations that the teaching staff will have access to are: built-in accessibility features on Chromebook to change the font sizing, Immersive reader (Chrome extension), voice typing in google docs, screen share via zoom, assignments in google classroom, captions in google meet, google docs outline tool and read aloud (if needed). Teachers along with collaborating with the Sped coordinator, have the flexibility to customize course work for individual .Additional supports are available for the charter to use and those supports will be used as deemed necessary.

Teacher Supports

Describe school supports to provide on-going digital content and instructional supports for teachers.	The Curriculum director/lead teacher will collaborate with the Edgenuity support specialist and schedule professional development training for the teaching staff. The platform delivers multiple weekly one hour trainings. The staff participates in the trainings that are selected for the week. Also, weekly curriculum/goal meetings are held to discuss student progress in the program and support the teacher's needs. Administrator support for teachers is vital and ongoing. Teachers are also assigned professional develop trainings in IDEAS that support virtual learning.
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?	Once individualized learning plans are developed for each student, teacher meetings will be held weekly for goal development, progression and completion of goals. Teachers will continue to be supported from the Edgenuity support specialist. One Friday, monthly, all teachers, virtual and onsite will be expected to meet. Teachers will also be expected to attend summer professional development offerings.
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.	The charter will ensure equitable access is provided for students to perform in a digital learning environment. Chromebooks, hot spots, sound silencing headphones and other equipment will be provided to students to aid in providing a solid foundation to ensure success. Students who are facing any additional barriers, support is provided
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.	A testing campaign will be held in advance to inform students and parents of the requirement for state mandated assessments. Once the campaign starts, information is posted on social media platforms, PSA ads and literature mailed to the families of those who are mandated to test. The testing dates are assigned in accordance with the state assessment schedule. Virtual students will also be able to schedule a time to speak with administration, testing coordinator and teachers to redefine expectations and answer any questions

	they may have about the assessment.
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 curriculum coordinator will provide evidence regarding the effectiveness of the digital platform with evidence from the following data sources: Completion status of students Summative and formative assessments Credits earned Engagement Teacher/Student conference Student goal progress A team meeting will be held with the teaching staff, administrator and curriculum coordinator to review the evidence presented and make a determination of the effectiveness of the program. Due to the model being mastery based, this documentation will be provided in updated forms daily (on google doc) with weekly

	student progress meetings being held every Thursday to review the data pieces/evidence logs.
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)	Parental Engagement Plan
Provide a URL to evidence of the local school board's approval of the waiver request(s).	https://irp.cdn-website.com/9fffdba8/files/uploaded/Board%20Meeting%20Minutes.zip
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	https://irp.cdn-website.com/9fffdba8/files/uploaded/2021%20Stakeholder%20Feedback.pdf

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	Edgenuity Digital Learning Policy
Please provide a link (URL) to the discipline policy for digital learning students.	Edgenuity Digital Learning Policy
Please provide a link (URL) to the grading policy for digital learning students.	Edgenuity Digital Learning Policy

Charter

Describe how the addition of a virtual program is in line with the mission or model of the school.	The mission of Graduate Arkansas is to reconnect disconnected students to top-tier learning opportunities that impact their lives. Graduate Arkansas seeks to fulfill the mission by providing students with an additional option of completing credits without physically being on campus. Virtual learning options allow for increased engagement, especially with the older population aged 18-21, due to flexibility surrounding family and full-time employment obligations. The uniqueness of the model, the supportive staff and the mastery learning is what attracts non-traditional students to enroll at Graduate Arkansas all the while maintaining the integrity of the curriculum and
	instruction on a virtual platform.

☐ **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.