



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) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

Charter Name: Cave City Middle and High School Career & Collegiate Preparatory

LEA Number: 6802702; 6802703

Superintendent or Director: Steven Green

Email: sgreen@cavecity.ncsc.k12.ar.us

Phone: 870-283-5391

**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: same

School District:

same

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
Cave City Middle School Career and Collegiate Preparatory	6-8 Math, Science, Reading/English, Social Studies	<input type="checkbox"/> Asynchronous <input checked="" 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 checked="" type="checkbox"/> CMS
Cave City High School Career and Collegiate Preparatory	9-12 Math, English, Science, Social Studies	<input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input checked="" 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.
Attendance			6-18-213(a)(2)	All instruction will be synchronous, and students will be required to meet daily. Monitoring of synchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	The district is not requesting this waiver due to large group instruction and the program being 100% virtual.
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	The district is not requesting this waiver due to large group instruction and the program being 100% virtual
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-16-126	The district already has this waiver
Clock Hours	1-A.2			The district already has this waiver

<p>Recess Waiver applies to virtual/remote students only</p>	<p>1-A.4.3</p>	<p>DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11</p>	<p>6-16-102(a)(5)</p>	<p>CCSD already has this waiver since 6th grade is part of the middle school model rather than elementary.</p>
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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>Virtual instruction will be delivered synchronously via Google Classroom, Zoom, or other digital platforms. Students are expected to log in and participate daily in each core subject area. The synchronous model will allow for structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.</p> <p>Teachers: Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.</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>The school will utilize either in-person and virtual options for students.</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 in a dual role, at times teachers may be responsible for in-person instruction and remote instruction simultaneously. Cave City Middle and High School Career and Collegiate Preparatory will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is synchronous. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded using Zoom, and linked in Google Classroom. All learning and instruction will be</p>

	virtual.
Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	<p>Cave City Middle School and High School teachers will continue the same pacing and expectations for digital learners and in-person learners. Teachers will provide daily, synchronous instruction for virtual students' via APPEX, Google Classroom, Zoom, Google Meet, or Virtual Arkansas. It is highly encouraged that synchronous students attend and/or view all virtual lessons and sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.</p> <p>Teachers, parents, and students will be able to communicate using the Google Classroom via email. Teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers.</p> <p>Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours.</p> <p>Virtual tutoring will be available between 4:15-5:15 each afternoon.</p>

<p>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.</p>	<p>Class size will not exceed 32 students per hour and will only utilize the waiver in case the school is not able to acquire an additional teacher. In this event, the teacher will have additional support for digital learners. Staff will assist teachers who have over 32 kids per hour by making phone calls to digital learners, assisting with instructional videos, and contacting or following up with digital learners once per week.</p>
<p>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.</p>	<p>The school will seek feedback from teachers and use that feedback to determine which supports and resources best meet the needs of teachers and students.</p>
<p>Technology / Platforms</p>	
<p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>The school will utilize Google Classroom for all students at home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.</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>Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.</p> <p>Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction.</p>

	<p>Digital content may include but not limited to: No Red Ink Grammarly Edmentum (Study Island and Exact Path) Scholastic Kahn Academy ALEKS iReady Common Lit Dyno Math (SpEd) Edgenuity</p> <p>Since digital learning will be delivered synchronously, 6-12 content will be provided by district teachers and will be consistent for on-sight and digital learners.</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>Teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are absent or those who need to revisit at a later date.</p> <p>Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.</p>
<p>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.</p>	<p>Chromebooks are provided for every student. Each student is issued a Chromebook at the beginning of the school year, students return their school-issued Chromebook at the end of the school year.</p>

	<p>Connectivity (access) points are available in the parking lots of each campus so that students without internet can come to campus and connect to the internet as needed.</p> <p>Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will qualify for a district-issued hotspot.</p>
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Student Supports	
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<p>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>	<p>The school may use telephone contact, zoom, in-person visits, virtual tutoring sessions, and/or by appointment during the teacher's conference period.</p> <p>To provide food security to digital learners, the district will provide carry out meals for students and families.</p> <p>Teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services.</p>
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<p>Describe the manner and frequency the school will use to monitor academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.</p>	<p>The school will offer virtual tutoring via Zoom after school hours four days a week. A core subject teacher from each grade level will be available to speak with students, answer questions, and help with assignments and homework. Students can also request a Zoom conference with a teacher during their conference period. Any student who is falling behind in their work will receive a phone call from a teacher or aide to discuss options and aid the student and parents. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with their teachers to arrive at solutions to the lack of</p>
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	<p>progress. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom.</p>
<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>If a student is placed in interventions, the RTI team will monitor and review progress. If intervention is not productive, the team will determine the next best option for the student. RTI will be analyzed monthly or as needed for individual students.</p> <p>Teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress.</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>Students will be formally assessed using iReady diagnostics, ACT Aspire, and Edmentum to determine any gaps in curriculum or deficiencies in grade-level skills.</p> <p>The district will formally assess digital learners on-site. From this data, the student's individual improvement plan will be developed. Teachers will also use this data to drive classroom instruction and individual intervention practice.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>For screening, the school will meet with the student and follow CDC social distancing guidelines in order to get a true evaluation. Dyslexia interventions will be offered on campus or through a digital platform via Apple Connections.</p> <p>Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students.</p> <p>The district will ensure all requirements of the dyslexia law are met for on-site and remote learner.</p>

<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>Digital GT students will be serviced through Google Classroom and through regular classroom curriculum. Regular classroom curriculum offers higher-order thinking activities to challenge GT students. The GT Coordinator will establish a GT Google Classroom for enrichment and activities created to meet the needs of GT students. GT students have access to accelerated and enrichment classes.</p> <p>The district will ensure all requirements of the GT program approval standards are met for on-site and remote learner.</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>K-12 teachers and the ELD department provide academic language instruction and additional support for the student's specific proficiency level while providing accommodations determined by the LPAC committee. Teachers communicate with ELL students and parents regularly to give feedback on assignments and provide any additional materials needed to support their learning needs. Classroom teachers collaborate with the ELD department to communicate any additional needs of ELLs or parents.</p> <p>The district will ensure all requirements of the district English learner plan are met for on-site and remote learner.</p>
<p>Describe how all Special Education services and supports will be provided to digital learning students, including the process for Special Education evaluations and conferences.</p>	<p>The district will ensure that any student who displays academic deficiencies will follow the district policy regarding special education referrals and RTI.</p> <p>Special education conferences and evaluations will be held either in person, or via Zoom or Google Meet.</p> <p>The district will ensure that all special education services be provided based on rules and regulations.</p>
<p>Teacher Supports</p>	
<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>The school will offer teachers professional development on the successful implementation of digital learning, ways to interact with digital learners, how to use the software and resources available for digital learners.</p>

	<p>Teachers will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards.</p>
<p>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?</p>	<p>Teachers will utilize their conference period to develop instructional plans for digital learners. All students will be using google classroom, therefore, teachers will not need to prepare additional plans for remote learning. Teachers will video lessons and place those into google classroom. Digital learners will access those videos, in-person students may also access those videos as reinforcement as needed. Virtual students will be on the roster during the same period to diminish the amount of preparation for teachers. For example, all 6th-grade digital learners may be on the English 2nd-hour roster. The English teacher can then set up a Zoom for that period and require all digital learners to log in for that period each day. The students using Zoom will have the same daily lessons as in-person students.</p> <p>CCSD will follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).</p>

<p>Describe how the district 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.</p>	<p>The school will provide a device for each student. Students who are digital learners but do not have internet access will receive hot spot devices provided by the district.</p> <p>The district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, the IEP), and accommodations as necessary.</p>
<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>DESE requires all students to be present on campus for summative assessments. CCSD will ensure that all CDC guidelines are followed and social distancing is practiced. Digital learning students may complete the required interim tests at home or off-campus. CCSD will utilize the alert call system, the website, and social media pages to relay to parents expectations for digital learners during the required testing period.</p> <p>All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.</p> <p>In the event a parent refuses to participate in on-sight testing, the district will offer a secure alternate testing location or a variable time and day.</p>
<p>Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>The district will use periodic testing and evaluations to determine the effectiveness of digital learning. Administrators on each campus will use the data to determine the overall effectiveness of the digital option and will monitor and adjust the curriculum and/or expectation monthly, bi-monthly, quarterly, or as needed. Administrators will rely on teacher feedback for each student on a weekly basis and contact the student directly and parents of that student if needed. In the event a digital learning student is not passing or is falling behind grade level</p>

	<p>curriculum, a meeting with parents will be held to discuss options.</p> <p>The school will use data from iReady, ACT Aspire, ACT Aspire interim, and Edmentum to determine the effectiveness of the digital curriculum. Parents will be required to attend a training session for digital learners where the school will explain the importance of being diligent with digital work. Parents will sign an agreement that digital learning must be done with fidelity and requires an independent learner's mindset.</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>The school will have training for parents of virtual students at the beginning of each school year. Teachers and aides are also available to answer questions and assist parents on a daily basis. Parents will receive training on how to navigate google classroom and other digital resources and curriculum, how to check student grades online, and how to access online textbooks and library resources.</p> <p>All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. Teachers will also provide technology training and support, as well as parent/teacher conferences. Throughout the year, virtual school teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades.</p> <p>Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.</p>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</p>	<p>https://drive.google.com/file/d/18afDmCaIAE7jDKaGOPgEAhwz3opJKdgg/view?usp=sharing</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>https://docs.google.com/spreadsheets/d/1SwG9GSOULL5tDtMXm0wOf9F7lglaQrNnSPgNfBdrck/edit?usp=sharing</p>

	<p>Stakeholder feedback was in support of the waivers and digital options being offered by the district through our Ready to Learn committees.</p>
<p>Policies</p>	
<p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p>https://docs.google.com/document/d/1yFltz9jVULB1RQnUq5apWYp78DepjLsByuLcA6o8KT8/edit?usp=sharing</p> <p>Personnel Policy Committee recommendations and state school board model policies for digital learning attendance will be adopted by the district school board in the 2021 July meeting.</p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	<p>https://docs.google.com/document/d/1RaqXXkqIU1h8ZnbnZPq37ltbo7TsFqrqUxmE5hAL1w/edit?usp=sharing</p> <p>Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions. Each teacher will establish individual virtual procedures that will not conflict with the school districts' policies. These classroom procedures will be communicated with parents/guardians/students during the orientation/overview meeting as well as at parent/teacher conferences and other communication points.</p> <p>Personnel Policy Committee recommendations and state school board model policies for digital learning discipline will be adopted by the district school board in the 2021 July meeting.</p>
<p>Please provide a link (URL) to the grading policy for digital learning students.</p>	<p>https://docs.google.com/document/d/1olsS3ASZNjxCgFSqMnIri-5yZWBRNPjij1HBo51xLwE/edit?usp=sharing</p>

	<p>Students will be provided grades based on the individual school district's grading policy and shall be consistent with that of onsite students in the individual districts. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course(s). Final grades are provided to the schools who are expected to keep those records and will enter the students' grades in eSchool accordingly.</p> <p>Personnel Policy Committee recommendations and state school board model policies for digital learning grading will be adopted by the district school board in the 2021 July meeting.</p>
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<p>Describe how the addition of a virtual program is in line with the mission or model of the school.</p>	<p>CCSD is committed to a quality virtual program. We hope to model that program after our in-person instruction and continue that same quality. That is the main reason we are choosing to implement and continue using google classroom. We want our quality in class instruction to carry over to those students who are virtual. As a supplement in 2021-2022 we will begin introducing curriculum supplements like APEX learning and Lincoln Learning to aid students as necessary. We also want to expand the use of digital learning to help remediate students doing in person learning and assist in closing gaps that exist due to the pandemic.</p>
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Additional Waiver(s)

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

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	
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