

**FOUNDERS**  
*Classical Academy*®

**Amendment Request**

**February 8, 2022**

# **Founders Classical Academy Amendment**

<b>Section</b>
Charter Amendment Form
Charter Amendment Narrative
List of Present Charter & Campuses
Current Enrollment and Demographics
Budget Projections
Waivers
Digital Learning Plan



## Charter Amendment Request Instructions

The Charter Amendment Request Form, with any additional documentation pertaining to the amendment request, must be received, via email at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov), at the Arkansas Department of Education at least 35 days prior to the meeting of the Charter Authoring Panel.

### Documentation to be Included with ALL Amendment Requests

- Budget projections that include the costs associated with the amendment request and demonstrate that the approval of the request will not place an undue financial burden on the charter
- Current year to date enrollment by race and grade
- Current year to date free and reduced lunch

### Additional documentation for requests to add a campus or relocate an existing campus

- Map of present location
- Map of proposed location
- Signed Facilities Utilization Agreement
- Desegregation Analysis

### Additional documentation

- Budget projections that include the costs associated with the amendment request and demonstrate that the approval of the request will not place an undue financial burden on the charter
- Current year to date enrollment by race and grade
- Current year to date free and reduced lunch

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# Charter Amendment Request From

The Charter Amendment Request Form and all required documentation must be received via email ([ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

**Charter Name:** Founders Classical Academies of Arkansas **LEA:** 0442700

**Superintendent or Director:** Rhonda Bradford, Superintendent; Susan Provenza, State Director

**Email:** sprovenza@responsivedar.com **Phone:** 479-715-6676

## Type of Amendment(s) Requested

**Add a New Campus** (Must also submit the Facilities Utilization Agreement)

Address: Virtual Building  
School District: Statewide

**Relocate Existing Campus** (Must also submit the Facilities Utilization Agreement)

Campus Name: \_\_\_\_\_  
Current Address: \_\_\_\_\_  
Proposed Address: \_\_\_\_\_  
School District: \_\_\_\_\_

**Increase Enrollment Cap**

Current Cap: 2,500  
Proposed Cap: 3,000

**Change Grade Levels Served**

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

**Waiver(s)**

Statute/Standard/Rule to be Waived: \*\*\*See attached waivers

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Rationale for Waiver:

Statute/Standard/Rule to be Waived: \_\_\_\_\_

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Rationale for Waiver:

**Charter Amendment  
Narrative**



# ResponsiveEd®



## Founders Classical Academies of Arkansas

### Virtual/Hybrid LEA Amendment

#### Overview

Responsive Education Solutions is seeking to add an additional building LEA to Founders Classical Academies of Arkansas charter for the 2022-2023. The new LEA, Founders Online, will serve as a hybrid/virtual campus for FCA students across the state of Arkansas. Every student within a radius of our current campuses will have access to hybrid learning opportunities to receive additional support through academics, college/career counseling, and accessibility to emergent technology. Those who are outside of the service area will be provided the same opportunities in a synchronous and asynchronous online delivery model. The virtual/hybrid LEA will have an enrollment cap of five hundred (500) students. Founders Classical Academies offer unique opportunities for students in the traditional classroom, focusing on classical models of instruction. The goal of a virtual/hybrid school will be to enable the program to expand its mission and impact across Arkansas while keeping its original classical curricular focus. In the figure below, there is an enrollment cap breakdown by geographic region.

#### Mission

Founders Classical Academies seek to provide an excellent and distinctive classical education that pursues knowledge, promotes virtue, and prepares students for prosperous lives in a free society.

## Purpose

- 1) To provide students across the state with a high quality college preparatory virtual education that includes best digital learning practices and adequate wraparound support on their journey to high school graduation and further higher education.
- 2) To provide flexibility to students and families in their pursuit of a college preparatory education.
- 3) To increase the impact of Founders Classical Academies across Arkansas through an innovative high quality virtual education experience.

## Intended Outcomes

- 1) Students engaged in a high quality virtual program and supported through best learning practices that allow for active learning, effective content authoring, and personalized lesson design methods.
- 2) Increase in student accessibility and engagement in Founders Classical Academy academic model in remote or rural locations.
- 3) Increase in the percentage of Arkansans prepared for higher education.
- 4) Flexibility in student learning to meet individual and family needs.
- 5) Helping students prepare for a successful life beyond high school through accelerated learning, concurrent courses, workplace readiness, military career readiness, and acceptance into university, college and/or trade school.

## Enrollment Cap Breakdown

<b>Geographic Region</b>	<b>22-23 SY</b>	<b>23-24 SY</b>	<b>24-25 SY</b>
Northwest AR	75	125	150
Northeast AR	50	75	100
Central AR	75	125	150
Southern AR	25	40	60
Rural AR	25	35	40
<b>Totals</b>	<b>250</b>	<b>400</b>	<b>500</b>



## **Rationale**

Over the past two (2) academic school years, Founders Classical Academies across the state have seen an increase in demand in students choosing virtual or hybrid options. All FCAs across AR have an approved Digital Learning Plan through AR DESE. Currently, Founders Classical Academies across the state are serving approximately ninety four (94) students in the virtual or hybrid option. In order to continue to provide students with a high quality virtual learning experience and streamline support, resources, staffing, and services the district is seeking to house all of these students under one (1) local education agency (LEA). The LEA will provide data specifically to the virtual/hybrid students to provide school staff with data to drive instruction, resources, and support. Over the past two years, schools across the nation have engaged instructional staff in virtual and brick and mortar classrooms. As a result, this had led to teacher burnout, poor morale, and poor teacher retention. The COVID-19 pandemic was an uncontrollable pandemic that we all have had to face in our pursuit of providing high quality education. Traditionally, classroom teachers were not trained to provide a high quality virtual education. The new virtual/hybrid LEA will be equipped by teachers who are trained and nationally certified to provide virtual instruction. The professional development and training for these teachers will be tailored to providing a high quality education to students using emergent technology. Founders Classical Academy is seeking to expand the impact and accessibility of our educational option to more Arkansans who are located in close proximity to a “brick and mortar” FCA.

### **Current Virtual/Hybrid Enrollment**

<b>Campus</b>	<b>Virtual or Hybrid Option Enrollment</b>
Little Rock	29
Northwest AR	65
<b>Total</b>	<b>94</b>

**Describe how the addition of a virtual program is in line with the mission or model of the school.**

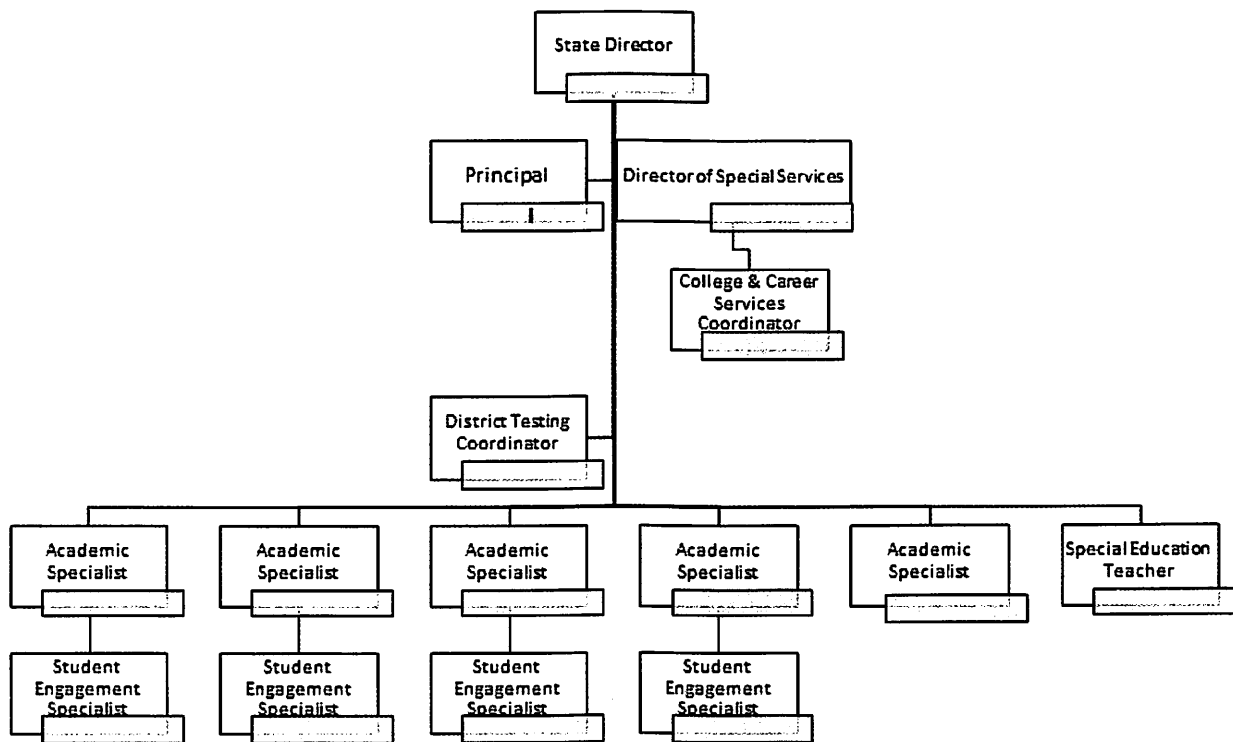
The addition of a virtual program allows those families who choose FCA based upon the classical model of instruction and curriculum to remain enrolled in the school without the need to choose another model of instruction or school site. Many families have commented in recent surveys appreciation toward the district and site for allowing families the choice to remain with

FCA while maintaining the integrity of the curriculum and instruction in a virtual setting. The virtues of the school are continually interwoven into the method of instruction and communication with students and families on a daily basis. This continues with the virtual model and is a key component of our mission and model.

### Staffing

Founders Classical Academy virtual/hybrid LEA will be staffed by highly qualified and competent staff to provide a unique, high quality virtual education experience This will include Building Administrator, Teachers (Academic Specialists), Student Learning Coaches, College/Career counseling, CTE Coordinator, and Student Enrollment Specialist, and Director of Special Services. The model belows provides a visual of staffing and support for the virtual/hybrid LEA.

### Virtual Staffing Structure



## **Current Virtual Learning Components & Waivers**

Instructional Mode: Asynchronous & Synchronous

**What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.**

Asynchronous & synchronous - All students will have access to synchronous instruction in the form of individual and small group tutorials. Students will also have access to multimedia and recorded lessons to enhance understanding. Students will be expected to complete coursework at a level that will show mastery of content. Students will be expected to complete work on a daily basis and maintain a completion level that will allow them to continue the prescribed curriculum on a timely basis (quarterly and semester). The charter will ensure all instruction is aligned to Arkansas Academic Standards.

Students in grades K-2 will be required to join daily synchronous web-based sessions and small group instruction 3 times per week to ensure Science of Reading requirements are all met. Students in grades 3-6 will be required to attend 20-30 minute synchronous web-based sessions 3 days per week as well as weekly check-ins to monitor progress and provide feedback and intervention time for core content. All synchronous zooms will be conducted by local certified RISE trained teachers. Students will have functionality to send email messages to teachers at any time with an expectation of response within 24 hours. Tutoring will be provided on an as-needed basis for any student in need of direct support.

**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 approach will be utilized for both teachers and students. Students will be enrolled in courses from our CMS that exceed state standards. They must show mastery of content to receive the credit needed to attain the grade level standards. As stated earlier, the teacher will also utilize the virtual model to assist the student, as needed, with curricular questions that may arise. Students will engage in asynchronous learning daily as well as synchronous learning for reading content by their provided teacher.

**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,**

Teachers will serve in a single role as a virtual learning educator. In unique circumstances, they will be expected to provide instructional support to virtual students on an as-needed basis since each student has their own personalized learning plan. In the case of hybrid options, teachers may interact with their virtual students in person for tutorials and/or small-group instruction.

**Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.**

Virtual staff are expected to have daily interaction with virtual students. This includes some form of engagement including, but not limited to check-in review, tutorial, discussion, digital dialogue, and synchronous instruction. Teachers' interaction will be monitored by the school LMS which tracks activity and engagement. Interaction with students will be personalized - those students who need more interaction will receive it, while those who have established their ability to work independently will continue to have check-ins but on a less frequent basis.

**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.**

Instructional support staff, including learning facilitators and learning mentors will be utilized to assist both students and teachers. Flexible working hours will also be in place to assist with class load. Weekly collaborative meetings with the teachers and support staff will allow the charter to monitor and determine if supports are adequate.

**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 collaborative team approach will ensure that teaching and support staff are supported in their efforts to serve the needs of each student. Administrators will monitor quality of instruction, community building, and success data to determine if adjustments need to be made.

## Technology / Platforms

**Identify the learning management system/content management system that the school will use? (Canvas, Buzz, Google Classroom, etc.)**

BUZZ: LMS

BrightThinker: CMS

Google Classroom

Genius: SIS

**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 school will utilize Buzz as the Learning Management System for students to access coursework and course materials. Google Classroom will assist with the streamlining of summative and formative assessments. Genius is a Student Information System that has been customized for the school's use. Genius in conjunction with the Bright Thinker curriculum will provide a snapshot of a student's information and performance, and keep communication notes, files, and other documentation in one place. Bright Thinker's precision, mastery-based learning model is engineered to build on a student's strengths in a modern, engaging fashion. The dynamic program uses multimedia tools, a cutting-edge curriculum, and a personalized approach to ensure learning is consistently challenging, stimulating, and beneficial. Bright Thinker (CMS) will be used for grades 7-12. Science of Reading in grades K-6 will be taught through Google Classroom by certified reading teachers. Zooms will be required for remote synchronous learning and interaction. All virtual courses will include activities and supports included to supplement the Bright Thinker curriculum as needed by the highly qualified teacher. In this effort, students will receive a unique learning experience at all times, and according to current best practices.

**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 and Zoom will be the video communication component utilized for the facilitation of 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.**

The district will provide technology devices and connectivity to virtual students based on the needs of the student and their family. The school will have adequate technology available for a one to one ratio. A checkout system is in place for students to access coursework and digital content. The district will focus on student engagement and a student's accessibility to connect, not only with content, but the multiple human resources that will be available within the program. Technology provided may include a Chromebook with charger and personal data hotspot.

**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.**

The instructional team will have contact with those learning virtually on a regular basis. Each student learning virtually will be assigned a learning mentor. The learning mentor will be responsible for regular contact with assigned students. All supports in place to assist students with physical or mental health and wellbeing will be the same as for those learning in person. Examples are: school counselor, academic specialists, administrators, and parental involvement coordinator.

**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 and/or support personnel will meet with students on a weekly basis, at minimum. The manner of the engagements will be directed toward academic progress/mastery of content and will be conducted utilizing a video chat platform. Additional district support personnel will be available for those who might struggle with engagement. Teachers and learning facilitators of content which requires synchronous instruction (such as ELA and Literature) will ensure that daily synchronous meetings are conducted, attendance is taken, and opportunities to make up missed work are provided.

**Describe the Academic Response to Intervention plan for digital learning students, including additional support and personnel.**

The plan will be the same for those learning in person. In the case of those learning virtually, correspondence will take place in writing and digitally. Additional supports will mimic those utilized regarding the monitoring of academic and student engagement practices. The following describes the



plan for intervening when a student may be struggling with content.

- Implementation
  - Step One: Universally screen all students: beginning, middle and end of the year
    - NWEA Map Tests
  - Step Two
    - Identify students that need Tier 2 and 3 interventions
    - Students that score below proficiency levels in reading and math
  - Step Three
    - Create an RTI plan
    - Plan created by grade level teams “Student Support Team”
    - Plans must include scientifically researched based interventions for virtual programs
    - Plans should address each area of academic and behavioral concerns and specific to a virtual program
- Tier One
  - Interventions are universal and available to all students
  - Standards & research-based
  - High quality instructional and behavioral supports provided by an interventionist/support coach/content area teacher, or other professional
- Tier Two
  - Interventions that can be delivered virtually, are individualized and tailored to the unique needs of the struggling student.
  - Individualized interventions are reserved for students with significant skill gaps and that have failed to respond to Tier One strategies.
  - Additional support is being provided beyond that given to peers
  - Using Individualized scientifically-based interventions aligned to specific student needs that can be delivered virtually
  - Progress monitoring along with documentation of progress toward targeted goals
- Tier Three
  - Interventions are the most intensive academic supports available in a school and are generally reserved for students with chronic and severe academic delays or behavioral problems
  - Long term intensive interventions that can be delivered virtually designed to increase the student’s rate of progress
  - Special education or 504 eligibility may be considered
  - Individualized diagnostic assessments used to evaluate deficit areas in order to design individualized instruction
  - Evaluation by the multidisciplinary team if low achievement and insufficient response criteria are met

**Describe the school’s formative assessment plan to support student learning.**

Formative assessments are embedded within the digital curriculum. The instructional team will monitor student performance on embedded formative assessments daily. If it is determined that a

student is struggling with the content or is disengaged, the Learning Mentor will make contact with the student and/or the parent. A determination will be made whether the student needs additional resources and/or support. If necessary, a student may be assigned to virtual tutoring sessions until mastery of content. The NWEA Map will be administered each quarter. The staff meets to review and analyze the results. Students not showing growth may be assigned additional online tutorials and practice through and appropriate digital resource.

### Sample Student Schedules

Kindergarten - 6th Grade Sample Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	Live Homeroom / ELA	Live Homeroom / ELA	Live Homeroom / ELA	Live Homeroom / ELA	Asynchronous Assignments, Tutoring, Intervention, Office Hours
8:50 - 9:40	Live ELA and Literature	Live ELA and Literature	Live ELA and Literature	Live ELA and Literature	
9:40 - 9:50	Break	Break	Break	Break	
9:50 - 10:40	Live Math	Live Math (small group)	Live Math	Live Math (small group)	
10:40 - 10:50	Break	Break	Break	Break	
10:50 - 11:40	Live History	Live Science	Live History	Live Science	
11:40 - 12:00	Live Homeroom Checkout	Live Homeroom Checkout	Live Homeroom Checkout	Live Homeroom Checkout	
12:00 - 12:30	Office Hours	Office Hours	Office Hours	Office Hours	
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	
1:00 - 3:00	Asynchronous Assignments				

### 7th & 8th Grade Sample Schedule

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30 - 8:50</b>	Live Homeroom / ELA	Live Homeroom / ELA	Live Homeroom / ELA	Live Homeroom / ELA	Asynchronous Assignments, Tutoring, Intervention, Office Hours
<b>8:50 - 9:40</b>	Live ELA and Literature	Live ELA and Literature	Live ELA and Literature	Live ELA and Literature	
<b>9:40 - 9:50</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	
<b>9:50 - 10:40</b>	Live Math	Live Math (small group)	Live Math	Live Math (small group)	
<b>10:40 - 10:50</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	
<b>10:50 - 11:40</b>	Live History	Live Science	Live History	Live Science	
<b>11:40 - 11:50</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	
<b>11:50 - 12:30</b>	Live Logic	Live Latin	Live Logic	Live Latin	
<b>12:30 - 1:00</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	
<b>1:00 - 3:00</b>	Asynchronous Assignments				

### 9th - 12th Grade Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30 - 8:50	Live Check In	Live Check In	Live Check In	Live Check In	Asynchronous Assignments, Tutoring, Intervention, Office Hours	
8:50 - 9:40	Academic Work time and / or Live ELA and Literature Tutorial Session	Academic Work time and / or Live ELA and Literature Tutorial Session	Academic Work time and / or Live ELA and Literature Tutorial Session	Academic Work time and / or Live ELA and Literature Tutorial Session		
9:40 - 9:50	Break	Break	Break	Break		
9:50 - 10:40	Academic Work time and/ or Live Math Tutorial Session	Academic Work time and/ or Live Math Tutorial Session	Academic Work time and/ or Live Math Tutorial Session	Academic Work time and/ or Live Math Tutorial Session		
10:40 - 10:50	Break	Break	Break	Break		
10:50 - 11:40	Academic Work Time	Academic Work Time	Academic Work Time	Academic Work Time		
11:40 - 11:50	Break	Break	Break	Break		
11:50 - 12:30	Academic Work Time	Academic Work Time	Academic Work Time	Academic Work Time		
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch		
1:00 - 3:00	Asynchronous Assignments					

\*\*Student schedule may vary based on individual need

**Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.**

Founders Classical Academy has a proven track record of providing a high-quality, classical education that emphasizes increased levels of content learning while installing qualities of scholarly perception and response to that content. This methodology is teacher directed. Educators are focused on teaching students to think for themselves, analyze and integrate learning as relevant to everyday life. The virtual model will adhere to the same focus and curriculum design, all within a virtual environment. The same rigorous guidelines for selection of materials and activities as we use in our traditional schools will be utilized in our virtual environment.

The curriculum at Founders Classical Academy (virtual option) will be aligned with the Arkansas state standards, as well as with the classical model.. Regular curriculum reviews will be conducted in order to determine its continued alignment with those standards. New virtual staff will undergo an onboarding process that ensures their understanding of best practices for online teaching and learning, according to nationally-accepted standards for quality online teaching and quality online course design, as well as fluency in web accessibility standards. Staff will receive update training on at least an annual basis. The school will ensure content teachers are competent and receive training and guidance on integrating library media academic standards so students are instructed using AR standards. These standards will be represented in our character education program.

Founders takes a classical approach to education characterized by a traditional liberal arts and sciences curriculum and whole-group teaching methodology with an orientation towards truth, beauty, and goodness.

Our approach to classical education is a mindset, a body of knowledge, and an instructional method. The mindset says that well-informed, moral, and self-governing people who pursue the common good promote a healthy and free society. That mindset is informed by a distinct body of knowledge and tools of learning that promote an understanding of the human experience and the world in which we live. That body of knowledge and tools provide us simultaneously with a common language and principles, and compelling and beautiful content around which to form thoughtful and rational thinkers. Our classical threefold method of instruction recognizes that all learning is built upon previous learning and that students learn in a hierarchical manner:

- systematic knowledge acquisition,

- dialectic and logic that is an extension of the knowledge, and
- rhetoric or the art of persuasion, which provides for the eloquent expression of thought and meaningful engagement with others.

### **Special Services**

#### **Describe how dyslexia screening and services will be provided to digital learning students.**

Founders Classical Academy will offer a virtual program that identifies and serves students with characteristics of dyslexia. The school identifies students for characteristics of dyslexia through the Response to Intervention (RTI) process, screenings, and the referral process. FCA ensures that if a student is experiencing difficulty in reading, additional screening will be conducted. Level 1 and Level 2 dyslexia individual screening components will aid in the identification of characteristics of dyslexia. A level 1 screening uses informal diagnostic assessments and curriculum based assessments. These informal assessments will assess the following components of reading: Phonological and phonemic awareness; sound symbol recognition; alphabet knowledge; decoding skills; and rapid naming; and encoding skills. Level 2 screening uses formal diagnostic assessments to identify a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The following services are considered for students with characteristics of dyslexia: Section 504 services, special education services, accommodations, reading interventions, assistive technology devices, and the Barton Reading and Spelling System. The Barton Reading and Spelling System is a program for the remediation of Dyslexia and other reading disabilities. This program is a structured literacy program that is Orton-Gillingham influenced. It is a multi-sensory, direct, explicit, structured and sequential intense intervention program that is research and evidence based. Students determined to be in need of services are expected to participate in virtual sessions with a teacher trained to implement the Barton Reading and Spelling System. The district ensures that all dyslexia law requirements are met for digital learners.

#### **Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.**

FCA will offer a virtual program that serves students identified as students of limited English proficiency in English. ESOL students will be identified during the enrollment process. As part of the enrollment process, all parents/guardians must complete the home language usage survey (HLUS) form for every student enrolling in the district. The district uses the HLUS results to determine the need for further English language proficiency (ELP) screening and possible English for Speakers of Other Languages (ESOL) services. All students identified as Language Minority Students (LMS) will be initially assessed with the ELPA21 screener. The ELPA21



screeener is used by all Arkansas public schools to measure the English language proficiency of students who have recently arrived in the U.S. or from another state where the ELPA21 is not used. It can help to determine whether or not a child is in need of ESL services, and if so, at what level. The ELPA21 screener is designed to be administered to potential ESOL students by trained staff. All four domains – listening, speaking, reading, and writing, should be completed during the initial administration of the assessment. Students who are not proficient in English will be assessed annually with ELPA21 to determine progress being made towards English proficiency until the child meets exit requirements. Eligibility for ESL services should be determined by the ELPA21 screener or the ELPA21 results. A LPAC (Language Placement and Assessment Committee) will be formed and will meet as needed. The LPAC is required to identify, review, and place EL students in the appropriate instructional ESOL program. The LPAC determines the amount of time allotted for direct service and who will provide the instruction. These decisions are made on a student-by-student basis. The results of the assessment of the student’s language proficiency determination and academic skills provide the basis for determining the ESL instructional placement, time allotment, and focus of services. Parents are notified of placement within 30 days at the beginning of the school year, and 14 days after school has started. The district ensures that all LPAC requirements will be met for digital learners. The digital curriculum will support language acquisition through technology supports, such as translation, pronunciation, and definitions.

**Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.**

Below is a list of common and frequently used digital accommodations. Please note that this is not an exhaustive list.

- Test broken up into smaller tests or create multiple digital forms for each section
- Brain breaks during virtual classes
- Chunking assignments and set due dates accordingly
- One-to-one video conferences or breakout rooms to allow students to ask questions or complete assignments with teacher support
- Text to Speech
- Speech to Text
- Extended time on assignments and tests
- Uploaded audio or video recordings
- Reduced amount of material per page
- Lesson outline sent via email or learning management system (LMS) before the lesson
- Teacher notes before the lesson or a transcript after the lesson
- Assistive technology tools for math and science

- Paper/printable manipulatives
- Virtual manipulatives
- Graphic organizers to use with assignments
- Alternative assignments to demonstrate mastery

**Describe school supports to provide on-going digital content and instructional supports for teachers.**

Continued support and professional development opportunities will include mastery of the learning management system, digital content, and best practices for online teaching, including engagement, community-building, and differentiation. This ongoing professional development will be tailored to meet the needs of each staff member serving our virtual students and will be driven by observations, data, and staff input.

**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?**

For virtual teachers, prep periods (1 hour minimum each day) will be built into the daily schedules to ensure that proper development and planning of interaction and instruction is consistent with the high level of academic expectations in place at the site. Additionally, teachers will have time to collaborate with each other on Fridays while students are completing asynchronous activities.

**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.**

ResponsiveEd Arkansas will ensure that all students have equitable access to a digital learning environment, address barriers that may inhibit a student's ability to participate in a digital learning environment, and provide support and resources to improve learning and communication in a digital environment.

**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.**

The Student and Parent Expectation Agreement is a part of the onboarding process for all students enrolling in the virtual program. Participation in all state mandated, and local interim

assessments, in person, are expected. Failure to meet this expectation may result in removal from the virtual program. The staff will work with students and parents to accommodate in any way allowable to ensure that testing occurs and results are valid. The staff will contact and schedule students by many different methods. There will be an email sent to all students/parents to inform them of their scheduled testing times. Additionally, there will be calls made to all students/parents to inform them again of their scheduled testing time and answer any questions at that time. Social media will be utilized to inform that testing is approaching and to be looking for an email and phone call from the school. The school reserves the right to utilize USPS to send any and all communications. The school will host a myriad of testing sites at brick and mortar campuses and local community venues. This will increase the accessibility of testing and participation in state assessments. All state assessments will be administered adhering to state and federal laws.

**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 virtual program's effectiveness will be evaluated through measures such as: student attendance rate, units completed, and summative and formative assessments. These tools will be monitored by both teachers and administrators. Student attendance and units completed will be monitored daily, while student assessments will be evaluated periodically. The fidelity of implementation will be assessed by teachers, building level administrators and district level administrators.

**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)**

FCA recognizes the importance of family engagement in all aspects of a student's educational experience. It also recognizes that the engagement of families of virtual students takes on a new perspective and may be more challenging than that of onsite students. For this reason FCA will strive to, not only encourage family engagement, but will promote activities that will make families and students feel more connected to the school and increase their chances for success. FCA will utilize webinars, video calls, & conference calls to discuss virtual learning, mental health, academic resources, and student engagement. When applicable, all events held onsite will be streamed online for families to participate. In the event it is not possible an alternate event/activity will be provided to virtual students.

FCA will:

1. utilize systems for sharing important information such ParentSquare, emails, and classroom apps

2. Share helpful resources with parents to provide guidance around learning at home.
3. Hold virtual home visits, and parent-teacher conferences as a means for checking in with parents to determine if needs.
4. Recruit parents to lead virtual enrichment activities and become virtual tutors.
5. Encourage parents to provide feedback about additional ways the district/schools can be more supportive and inclusive of virtual students and their families.

## **Present Locations & Demographics**

Supporting Information

<b>Present Charter and Campuses</b>	<b>Founders Classical Academies Arkansas</b> <ul style="list-style-type: none"><li>● Founders Classical Academy Bentonville</li><li>● Founders Classical Academy West Little Rock</li><li>● Founders Classical Academy Rogers (opening August 2022)</li></ul>
<b>Current Enrollment &amp; Demographics ADM</b>	<b>Enrollment:1,086</b> <b>Race:</b> <ul style="list-style-type: none"><li>● White 49.2%</li><li>● Asian 33.9%</li><li>● Hispanic/Latino: 7.22%</li><li>● Black/African American 6.02%</li></ul> <b>Grades: K-12</b> <b>Poverty: 10%</b>
<b>Proposed Campus &amp; Site</b>	<b>Founders Online</b>



# Founders Classical Academies of Arkansas Student Demographic Percentages

Excludes PK Students

1,080 Total Active Students On 02/07/2022

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## District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	366	33.89%
Black	65	6.02%
Hispanic or Latino	78	7.22%
Native American/Alaskan Native	8	0.74%
Two or More Races	37	3.43%
White	526	48.70%
<b>Primary Race - Total</b>	<b>1,080</b>	<b>100.00%</b>

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## District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	42	3.89%
02	25	2.31%
03	968	89.63%
04	41	3.80%
Unassigned	4	0.37%
<b>Meal Status - Total</b>	<b>1,080</b>	<b>100.00%</b>

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## **Budget Projections**

**RESPONSIVE ED ARKANSAS - FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS CONSOLIDATED PROJECTION**

**Campus Operating Budget - Three Year**

REVENUE	ADM	YR 1 - 2022-23	YR 2 - 2023-24	YR 3 - 2024-25
		2038	2460	2607
		<u>Total</u>	<u>Total</u>	<u>Total</u>
Revenue per ADM	\$	7,349	\$ 7,475	\$ 7,604
Facility Funding	\$	916,413	\$ 916,413	\$ 1,036,776
Foundation Funding		14,977,262	18,388,500	19,823,628
Professional Development		73,368	88,560	93,852
CNP Funding		212,880	240,840	252,840
<b>TOTAL Revenue</b>	<b>\$</b>	<b>16,179,923</b>	<b>\$ 19,634,313</b>	<b>\$ 21,336,372</b>
<b>EXPENDITURES</b>				
61000 - Personal Services - Salaries				
Total 61000 - Personal Services - Salaries	\$	5,891,550	\$ 6,095,681	\$ 6,301,595
62000 - Personal Services - Employee Benefits				
Total 62000 - Personal Services - Employee Benefits	\$	1,649,634	\$ 1,706,791	\$ 1,764,446
63000 - Purchased Professional and Technical Services				
Total 63000 - Purchased Professional and Technical Services	\$	3,887,132	\$ 5,472,446	\$ 6,002,344
64000 - Purchased Property Services				
Total 64000 - Purchased Property Services	\$	2,326,217	\$ 2,421,563	\$ 3,026,305
65000 - Other Purchased Services				
Total 65000 - Other Purchase Services	\$	470,074	\$ 517,046	\$ 534,403
66000 - Supplies & Materials				
Total 66000 - Supplies and Materials	\$	1,124,638	\$ 1,271,085	\$ 1,383,461
67000 - Property				
Total 67000 - Supplies & Materials	\$	67,500	\$ 37,500	\$ 37,500
68000 - Other Objects				
Total 68000 - Other Operating Costs	\$	60,150	\$ 66,700	\$ 70,375
<b>TOTAL Expenditures</b>	<b>\$</b>	<b>15,476,894</b>	<b>\$ 17,588,812</b>	<b>\$ 19,120,429</b>
<b>Net Carryover</b>	<b>\$</b>	<b>703,029</b>	<b>\$ 2,045,501</b>	<b>\$ 2,215,943</b>

## **Waivers**

**Founders Classical Academy of Arkansas  
Waivers Requested for Virtual Building**

**Note:** The school is seeking the same waivers on file for Founders Classical Academy (formerly Northwest Arkansas Classical Academy) in addition to the waivers approved through digital learning plan.

**Waivers Approved in the Digital Learning Plan (K-6)**

**Attendance**

**Applicable Statute/Rule:** 6-18-213(a)(2)

**Rationale:** Daily attendance will be recorded based on student logins into the LMS/CMS system(s) and completion of lessons, and/or a daily check-in or two-way communication in a manner acceptable to the school with the assigned teacher. If a student logs into the system and completes a lesson, and/or has direct and acceptable communication with a teacher regarding academic work, they will be counted present for that day. It is very important for parents to communicate with school officials regarding their student's attendance. Consequences for excessive and prolonged absences include: parent conferences, administrative actions (up to and including being dropped from the school), and a possible referral for truancy.

**Six Hour Instructional Day**

**Applicable Statute/Rule:** 1-A.4.2 6-16-102; 6-16-126

**Rationale:** Due to the flexible nature of the virtual program students may work at their own pace and not be confined to a set number of hours per instructional day. Founders Classical Academy requests that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. Students will have the opportunity to participate in extended day academic programs. The instructional day may be extended up to and beyond (6) hours for students in need of additional assistance.

**Recess**

**Applicable Statute/Rule:** 1-A.4.3 6-16-102(a)(5)

**Rationale:** Waiver requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific

groups of students that are receiving their instruction primarily through technology-based approaches - recess would not apply to a virtual building.

### **Waivers Approved in the Digital Learning Plan (7-12)**

#### **Attendance**

**Applicable Statute/Rule:** 6-18-213(a)(2)

**Rationale:** Daily attendance will be recorded based on student logins into the LMS/CMS system(s) and completion of lessons, and/or a daily check-in or two-way communication in a manner acceptable to the school with the assigned teacher. If a student logs into the system and completes a lesson, and/or has direct and acceptable communication with a teacher regarding academic work, they will be counted present for that day. It is very important for parents to communicate with school officials regarding their student's attendance. Consequences for excessive and prolonged absences include: parent conferences, administrative actions (up to and including being dropped from the school), and a possible referral for truancy.

#### **Six Hour Instructional Day**

**Applicable Statute/Rule:** 1-A.4.2 6-16-102; 6-16-126

**Rationale:** Due to the flexible nature of the virtual program students may work at their own pace and not be confined to a set number of hours per instructional day. Founders Classical Academy requests that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. Students will have the opportunity to participate in extended day academic programs. The instructional day may be extended up to and beyond (6) hours for students in need of additional assistance.

#### **Clock Hours**

**Applicable Statute/Rule:** 1-A.2

**Rationale:** In order to provide flexibility for a personalized virtual program that addresses the unique needs of virtual students. Students may, based on their personalized learning plan, complete a course in less than the required 120 clock hours while still participating in a rigorous, state aligned curriculum. This flexibility allows for a true personalized educational program that is mastery based.

### **Additional Waivers Requested**



<p>Adopt and implement school safety policies and procedures Standard 6-A.2 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Defibrillators Required Statute A.C.A §§ 6-10-122 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Emergency Plans and Panic Button Statute A.C.A §§ 6-15-1302 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Eye and Vision Screening Procedures Statute A.C.A §§ 6-18-1501 et. seq. <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Facilities - Fire Hazard Inspections Statute A.C.A §§ 6-21-106 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health and Safety DESE Rule Automated External Defibrillator Devices and CPR <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health and Safety DESE Rule Eye and Vision Screening Report <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health and Safety DESE Rule Nutrition and Physical Activity Standards <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health and Wellness Plan Standard 1-B.3.1 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health Services Program Standard 2-E.1 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health Services - Breakfast Program Statute A.C.A §§ 6-18-705 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>School Lunch Program Statute A.C.A §§ 6-20-701 et seq. <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Student Attendance - Reports Statute A.C.A §§ 6-18-213(a)(2) <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Student Discipline and School Safety DESE Rule Student Discipline and School Safety Section 5.04.10 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Tornado and Safety Drills Statute A.C.A. § 6-10-121 <b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>

Utility and Maintenance Expenditure Requirements Statute A.C.A. § 6-21-808 (d)

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Fire Marshall Program Statute A.C.A §§ 6-10-110

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Food Services Standard 3-D.1

**Rationale:** Waiver of food service requirements as a virtual school

Report Cards - Delivery Requirements Statute A.C.A §§ 6-15-903(a)(2)

**Rationale:** To allow the school to email and make digitally available report cards as opposed to mailing or sending them home with the student.

Pledge of Allegiance and moment of silence A.C.A. §§6-16-108

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Emergency First Aid Personnel A.C.A §§ 6-17-102

**Rationale:** This statute is not applicable to the school since it's a virtual building.

\*\*\*These additional waivers will only apply to the virtual building.