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

Charter Name:	Friendship Aspire Academy Little Rock
LEA Number:	6061700
Superintendent or Director:	Phong Tran
Email:	PTran@friendshipusa.org
Phone:	504-458-4512

**All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

Type of Amendment(s) Requested

- Add a New Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: _____

School District: _____

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

Campus Name: _____

Current Address: _____

Proposed Address: _____

School District: _____

Increase Enrollment Cap

Current Cap: _____

Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____

Proposed Grade Levels Served: _____

Name Change

New Name of Charter: _____

X Add a Digital Learning Program

Schools	Grades/Courses	Interaction	Delivery	Platforms
Friendship Aspire Elementary Academy Little Rock	K-5 when fully enrolled	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	x Virtual (online) Blended (hybrid)	x LMS x CMS
Friendship Aspire Middle Academy Little Rock	6 - 8	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	x Virtual (online) <input type="checkbox"/> Blended (hybrid)	x LMS x CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS

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)	Attendance will be taken based on interactions in the digital platform. Students are working at their own pace. However, attendance will be taken at a set time each day. Every student will have to log on and see they are present.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	Due to digital learning, there might be a need to exceed the class size number of student when onsite and virtual students are totaled. It will be used because teachers will have onsite students and virtual students at the same time. Supports will be put in place for teachers who exceed class size numbers.
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	n/a. We are not applying for the teaching load waiver since the load will not exceed 150 students.
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	We will need this waiver since students will be working at their own pace. They may need more or less of the six hours based on their learning rate.
Clock Hours	1-A.2			n/a. We are not applying for the Clock Hours waiver.
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)	We need the recess waiver for students that will be working online due to the fact that the school cannot oversee a structured physical activity period in a digital learning environment.

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.

Learning will be both synchronous and asynchronous. Asynchronous learning means that students will spend some time in required daily lessons, but will also have some time off of the computer to work on hands-on activities assigned by their teacher. Students must be engaged online to be marked as present for the day. Asynchronous courses will be used with elective courses such as fine arts and physical education courses.

Being engaged online daily is any one of these three options:

1. Sufficient progress made in Google classroom for that day
2. Sufficient progress from teacher/student interactions made that day
3. Turn in assignments that day

Synchronous instruction means that all students in a class will be required to log into lessons daily at specific times. This type of instruction is very similar to a typical school schedule; however the student is participating remotely. Students must be logged in at the teacher's official attendance time to be marked as present for the day. Synchronous programming will be utilized with core courses such as reading, math, social studies and science.

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.

To meet the needs of both teachers and students, FAA will utilize virtual learning. This approach will enable the school to put safety mechanisms in place for both teachers and students.

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.

Some teachers will be dedicated for primarily remote instruction and some will function in a dual role based on grade levels. For those teachers serving in a dual role, instruction will be simultaneous.

Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	Students who remain at home will engage in learning activities that are primarily delivered through Google classroom. Live, teacher-led instruction and peer collaboration will be scheduled throughout the day to expand students' opportunities to engage with content and interact with teachers and classmates. Daily student participation in the learning activities will be required. Instructional time will also be dedicated to independent learning activities. A structured schedule will be provided to students, indicating required times for participation in live instruction. Remote Learning will be designed for mastery of student learning outcomes based on the Arkansas Standards.
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.	To support teachers and students when utilizing the class size waiver, extra time will be given to teachers for planning and preparation for the additional students. Additionally, office hours or conference time will be dedicated when students can contact teachers for assistance if needed. Adequacy of supports will be monitored weekly by campus principal and/or administrative team. The principal and administrative team holds weekly PLCs with teachers.
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.	N/A
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	The content management system primarily used will be Google Classroom for all grade levels. Google Classroom helps teachers create classes, send assignments, communicate with students, grade coursework, and post feedback. Everyone can sign-in on any device using any modern browser. The digital content will be district / teacher developed and supplemented with Edgenuity in the middle and elementary schools.

<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>Additionally, the following programs will be utilized for all elementary grade levels: Lexia for reading, Raz Kids for reading, and Zearn for math. We will utilize a DESE approved provider for science and social studies. Edgenuity will be utilized for Reading and Math at both the elementary and middle schools levels. Middle school will also utilize Lumos</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 will use Google Classroom and Zoom to facilitate live conferences between two or more participants.</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>Each student receives a Chromebook, and if necessary, hot spots.</p>
<p>Student Supports</p>	
<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>Wellness and safety of students in a digital learning setting are monitored weekly by way of meal pick up opportunities (parents call or email if meals are needed) and bi-weekly by way of principal’s meetings via video. We will address the physical and mental health needs of students by making connections with therapeutic agencies. Specific supports – weekly meal pickups, quarterly nurse screenings, quarterly social worker check ins.</p>
<p>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.</p>	<p>Student engagement is monitored by teachers daily. Exit tickets are reviewed at the end of each lesson. Principals observe for student engagement also. To further help students with engagement incentives are offered to help boost motivation. Phone calls or messages are left for guardians at the end of each day if there are issues with engagement. If students are struggling with engagement, meetings with the principal and parent are scheduled where the principal makes specific recommendations to assist in arranging an environment conducive to student engagement.</p>

<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>In regards to RTI, digital students are expected to dedicate appropriate time to learning, using the time on task recommendations or as guided by intervention provider, review daily communication, assignments, or resources provided by the intervention provider, and complete and submit all assignments by due dates established by the intervention provider. We will use exit ticket and NWEA MAP Assessment data to determine the need for RTI. Tier 1 will be good first instruction. Tier 2 is remediation and interventions, and Tier 3 will be referral to special services. At Tier 1, the teacher is responsible for interventions. At Tier 2, the teacher and the instructional coaches are responsible for interventions. At Tier 3, the special services coordinator, principal and teachers are responsible for interventions. Interventions will be provided synchronously.</p> <p>FAA will ensure virtual progress monitoring schedules are developed and instituted, and schedule and facilitate monthly virtual RTI data team meetings, including the identification of data team members and the associated roles and responsibilities. Collaboration amongst data team members (school administrators, intervention providers, instructional facilitator, classroom teachers, SPED teacher, ESL teacher, school psychologist, and school support staff) will be fostered. All RTI team members will participate in professional learning opportunities specifically designed to enhance RTI implementation and support the use of best practices for high quality intervention. Data Reports will be reviewed from instructional programs used. A master list of students with active RTI plans will be maintained.</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>Virtual students will be afforded an opportunity to take formative assessments on campus during the school week or on Saturdays in smaller environments if requested. For virtual students, data from formative assessments will be used to guide instruction and planning. This data will be used to determine the need for remediation or acceleration.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>Dyslexia screenings and services will be provided on campus or virtually if requested. The district will ensure dyslexia laws are met for digital learners.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>N/A; The district has a waiver for GT.</p>

<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>The ESL Teacher / Coordinator will continue to screen for ESL students by examining home language surveys and testing. Students will receive identified level of instructional supports needed via google classroom or zoom if virtual. Any meetings necessary will be offered via zoom. The district will ensure LPAC requirements for digital learners.</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>Special education services are provided via Zoom and or Google Classroom platforms. Teachers instruct students at the times that traditional students receive instruction. Self-contained students will be on the virtual platform at the same time that their traditional classmates are receiving instruction in the same room, viewing the same teacher's lesson. At the beginning of the year parents will pick up computers, and all materials (books, manipulatives, etc.) needed for their child's educational success. Assignments are sent via parent email or posted to the Google classroom platform. Related services, such as Speech, Occupational Therapy, and Physical Therapy are provided virtually through Progressive Therapy. Related services are provided according to the student's individual education plan. Students who receive resource services (pull-out) will be given a schedule of their meeting times by their teacher, and are expected to log on to the platform at those designated times.</p> <p>Conferences for Special Education students can be done virtually, as long as the conferences are not for referral. This is due to the parent needing to give signed consent for assessments and evaluations. All other conferences may be held virtually or via phone. Case Holders will ensure that all REQUIRED members of the IEP committee are present.</p> <p>Appointments will be made to bring students into the school for special education testing.</p>
<p>Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.</p>	<p>Some frequently used digital accommodations that Friendship has provided to general education teachers are:</p> <ol style="list-style-type: none"> 1. Audiobooks- This helps students who have reading issues. This is a resource that is free. It comes with most curriculums and can be found on www.bookshare.com. This accommodation helps students hear books read aloud as they look at the printed words. They do this by listening to an audiobook while flipping through a traditional book. In most cases, there is a human voice reading the text. This accommodation is mostly used with students reading below a 4th grade

reading level.

2. Text-to-Speech (TTS)- This helps students who have reading issues like dyslexia. It is a technology that speaks aloud digital text, such as books, news articles, magazine articles, and websites. This can be placed on any computer or mobile device. It is a computer generated voice reading the text. Most electronic devices come with TTS built in them already. There are also a vast range of free apps and programs that can be downloaded to provide this accommodation. Students listen to text spoken aloud as they follow along with the words on their screens. The TTS tool highlights the words as they are read to keep students focused. TTS also makes it easy to find a specific part of books without having to listen to the entire text.

Teacher Supports

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

The primary supports the school provides for teachers in supporting digital content and instruction are extra time for planning and professional development targeted at digital lesson planning.

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?

Virtual only teachers will be afforded a daily 40-minute daily preparation period to develop and plan for instruction. If a teacher teaches virtually and onsite, they will be afforded two 40-minute preparation periods. During the summer, before school, teachers will be trained on planning for digital content. The digital system that we use is Google Classroom and Zoom. Teachers received training on both. Teachers will engage both parents and students in the digital learning environment by making them apart of the lesson, calling them by name, and utilizing the chat feature.

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.

FAA ensures equitable access to opportunities for success for digital learners by providing Chromebooks, training for students and guardians on Chromebooks and digital learning, and hot spots if requested. Additional supports are afforded to homeless, students of poverty and migrant students as needed. For example, food can be arranged to be sent with student after school if needed.

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.	Communication to parents in English and Spanish regarding onsite summative testing will begin in advance of testing. Flyers, messages in Dojo and Remind, and on newsletters will be sent to parents to alert them of the need for onsite testing. Transportation will be provided. We can arrange testing that is outside the regular school day, however students must test on campus.
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.	Principals monitor effectiveness of digital learning weekly in their PLC meetings with teachers. Bi-weekly meetings occur with principals and members of the district team to discuss effectiveness of digital learning. Data is reviewed, needs assessed, and strategies for improvement (if needed) are determined. Formative assessments of virtual students are compared to assessments of onsite students for areas of deficiency.
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>FAA will support parents with digital learning by</p> <ol style="list-style-type: none"> 1. Develop and disseminate tutorial videos and flyers each quarter 2. Communicate to parents how to relay IT issues (on-going) 3. Provide onsite and virtual training opportunities for parents each quarter <p>Provide PD for teachers each semester on how to effectively manage parent's needs as they will often be the first point of contact. All material will be in English and Spanish.</p>
Provide a URL to evidence of the local school board's approval of the waiver request(s).	http://friendshipaspire.org/board-meetings March 16, 2021 board meeting
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	https://friendshipaspire.org/policy-data-informational-documents Digital Learning Plan
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	http://friendshipaspire.org/documents/policy-data-informational-documents/FAA-Handbook-2020-2021.pdf Digital learners will follow regular school policies.
Please provide a link (URL) to the discipline policy for digital learning students.	http://friendshipaspire.org/documents/policy-data-informational-documents/FAA-Handbook-2020-2021.pdf Digital learners will follow regular school policies.
Please provide a link (URL) to the grading policy for digital learning students.	http://friendshipaspire.org/documents/policy-data-informational-documents/FAA-Handbook-2020-2021.pdf Digital learners will follow regular school policies.
Charter	

Describe how the addition of a virtual program is in line with the mission or model of the school.	<p>The mission of Friendship Aspire Academy is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Aspire Academy seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.</p> <p>The FAA mission is for all FAA students. The addition of the virtual program will allow us to continue to reach all FAA students.</p>
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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.