



ADE USE ONLY: Completed Waiver Request Submission Date: <hr/>
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Charter Amendment Request Form

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: Arkansas Lighthouse Academies

LEA Number: 6050700

Superintendent or Director: LaShawnDa Noel

Email: lashawnda.noel@lha.net

Phone: 501.389.8173

**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
Jacksonville Lighthouse High School Academy	7-12	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	X Virtual (online) <input type="checkbox"/> Remote (distance) X Blended (hybrid)	X LMS X CMS
Jacksonville Lighthouse Elementary Academy	K-6	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	X Virtual (online) <input type="checkbox"/> Remote (distance) X Blended (hybrid)	X LMS X CMS
Jacksonville Lighthouse Flightline Academy	5-8	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	X Virtual (online) <input type="checkbox"/> Remote (distance) X Blended (hybrid)	X LMS X CMS
Capital City Lighthouse Elementary Academy	K-5	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	X Virtual (online) <input type="checkbox"/> Remote (distance) X Blended (hybrid)	X LMS X CMS
Pine Bluff Lighthouse Elementary Academy	K-6	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	X Virtual (online) <input type="checkbox"/> Remote (distance) X Blended (hybrid)	X LMS X CMS
Pine Bluff Lighthouse Middle School Academy	7-8	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous x Asynchronous & Synchronous	X Virtual (online) <input type="checkbox"/> Remote (distance) X Blended (hybrid)	X LMS X 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.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	<p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing an LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction.</p> <p>ALA is requesting this waiver to support virtual and onsite scholar instruction.</p> <p>Current class size restrictions are in place for many reasons including classroom management, physical space limitations, and the ability to give students individualized attention. The nature of digital learning and virtual instruction removes some of those issues. Because virtual learning will be supported by an in-class Virtual Facilitator, teachers can instruct more than the usual class size load of students. There isn’t a limit to how many students can access the curriculum at one time; however, we believe that virtual teachers should have no more than double the class size mandated by law so they can still attend to their scholars to the best of their ability.</p> <p>Requested student-teacher class size ratios are:</p>

				<p>1. 60:1, not to exceed 180 students total for grades 5-12</p> <p>2. 40:1, not to exceed 60 scholars total for grades K-4</p> <p>Teachers in grades K-12 who teach virtual and onsite classes can have 18 additional students per digital period and will be supported by a virtual facilitator to maintain equity.</p> <p>Teachers will be compensated for teaching virtual scholars in addition to their onsite scholars.</p>
<p>Teaching Load</p> <p>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.</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>ALA is requesting this waiver to support virtual and onsite scholar instruction.</p> <p>Arkansas Lighthouse Academies offers a virtual option using a variety of state-approved digital content. This provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.</p> <p>Teaching loads by grades 5-12 are 60:1, not to exceed 200 students total, and for K-4 are 40:1, not to exceed 60 scholars total.</p> <p>Teachers in grades K-12 who teach virtual and onsite classes can have 20 additional students per digital period, not exceeding 180, in 5-12, or 60, K-4, students total. Although this would be considered the maximum number of students for a teaching load, current projections indicate numbers much lower than the maximum identified here.</p> <p>Teachers will be compensated for teaching virtual scholars in addition to their onsite scholars.</p>

<p>Six Hour Instructional Day The waiver applies to virtual/remote students only</p>	1-A.4.2		6-16-102; 6-16-126	<p>ALA is requesting this waiver to support virtual and onsite scholar instruction.</p> <p>Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Hours spent in the instructional day will vary between students based on student ability and will be monitored by teachers and administrators. In K-2, scholars are required to engage in daily Science of Reading instruction and at least three days a week of small group instruction. In K-5, scholars are required to complete assignments within 24 hours. In 6-12, scholars will be expected to complete 25% of their course every 4.5 weeks to ensure they are on track.</p>
<p>Clock Hours</p>	1-A.2			<p>Because virtual students have more control over the pace of their instruction and learning, mastery of grade-level standards and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and some students may be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary. Therefore, we will use lesson/unit completion versus clock hours.</p>
<p>Recess The waiver applies to virtual/remote students only</p>	1-A.4.3	<p>DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11</p>	6-16-102(a)(5)	<p>ALA is requesting for Virtual students to have flexibility to do physical activity that fits their schedule.</p> <p>Virtual students have more control of their day and will be able to engage in recess when and how long they desire. Physical activity is important to ALA and we will provide suggestions and encourage physical activity throughout the day.</p>

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.

The goal of the Arkansas Lighthouse Academies Virtual Option is to provide students and their families an equitable alternative to onsite learning.

Teachers and Students will engage with digital content through Synchronous and Asynchronous methods. The students will access instruction daily using Zoom, Google Classroom, and our SSO Clever.

Content for grade-level general education will be provided by Wit and Wisdom, Eureka Math, TCI Social Studies, STEMScopes, and teacher-created resources for K-8 scholars. Our 9-12 scholars will have their content provided through a combination of the Springboard Pre-AP curriculum, College Board Pre-AP online programs, College Board AP curriculum, and teacher-created resources. In addition to the content lessons provided through the curricula above, teachers have the flexibility to create their lessons to meet the needs of individual students using data results from NWEA, mClass, and i-Ready. In addition to the data retrieved from these assessments, teachers will be trained on and will use the i-Ready curriculum for Math and Reading. All units of instruction, whether purchased or locally developed, will be aligned with Arkansas' Academic Standards.

Virtual students and teachers will be using learning and content management systems which will require special training before navigating the platforms. (Google Classroom, Clever, Zoom, etc.) We will have virtual facilitators that will support the scholars during live instruction. For K-8, the facilitator will be in the classroom and will be able to support the teacher and scholars in real-time. For 9-12, the facilitator will be on-site supporting scholars in multiple classrooms and will interact with scholars using digital technology.

Students interact with teachers to complete learning tasks, both teacher-directed and independently. Teachers and students monitor task completion and mastery of the same standards as students in onsite classrooms. Teachers provide feedback through LMS and live stream sessions using the facilitators as needed. Results from formative and summative assessments provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.

Students in grades K-12 will be expected to follow the same schedule as onsite scholars through Zoom and the LMS, complete daily assignments and communicate with teachers about the assignments daily to ensure understanding. In addition to completing assignments and attending live sessions as required, students will attend daily morning meetings to provide time to check-in academically and socially. For K-12 Virtual Scholars, excepting Science of Reading instruction, the onsite teacher will record and upload videos daily to ensure scholars have access to the content in the case of technology issues.

For K-2 scholars, with regard to Math and ELA, the scholar will attend the whole-group sessions synchronously with support from the Classroom Virtual Facilitator. The teacher will provide separate times for small-group instruction daily. The K-2 scholars are expected to participate in the same activities meant to align to the Science of Reading as onsite scholars. With the support of the Classroom Virtual Facilitator to check for understanding and encourage active participation throughout the lesson.

	<p>Students and parents will be notified weekly by official correspondence (email, letter, phone call, text message, etc.) when a student's grade falls into a D or F range. Teachers will monitor student coursework and provide feedback and re-teaching. Students whose grades fall in the D or F range in any course will be required to attend individual or small group virtual intervention sessions and may be asked to come onsite for additional support for a minimum of one week or until their grades rise to a C or above. If scholars continue to struggle in the virtual environment, the School-Based Intervention Team will meet to determine the next steps which may include the scholar coming back onsite permanently.</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>Arkansas Lighthouse Academies (ALA) will use high-quality curricula, Clever, and Google Classroom to provide a fully online learning experience for its students that choose a virtual option. The experience will be enhanced by facilitators in K-8 that are supporting the teacher and scholars and in 9-12 are directly supporting the scholars and communicating with teachers as needed.</p> <p>Students working during asynchronous learning times have control over the pace, place, and time when they are completing assignments. Scholars will be required K-12 to follow the same schedules as onsite scholars to ensure they are getting as close to the same learning experience as possible.</p> <p>ALA teachers will work onsite to provide students both synchronous and asynchronous learning opportunities and will be teaching both virtual and onsite scholars. Scholars will log in and participate in class through Zoom for a synchronous experience. Students will engage in asynchronous digital coursework through Clever and Google Classroom as directed and necessary.</p> <p>Students will be able to participate in a hybrid model by coming onto campus to participate in tutoring, Beyond the Wall Learning Experiences, and other student support or special services.</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>ALA teachers selected to deliver the instruction to virtual and onsite scholars will receive additional training and will be supported by facilitators to work with and engage virtual scholars. Virtual scholars will be assigned a specific time they are to be logged in to receive instruction and will be notified when videos are available for viewing.</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p>All teachers will have direct and live communication with students daily and multiple times as needed to meet the needs of their scholars. The minimum expectation is daily two-way interaction with virtual students. This will be assisted with the support of the K-8 in-class facilitator or the 9-12 virtual scholar facilitator.</p> <p>Teachers will deliver daily instruction to their virtual scholars and interact during lessons as needed. Teachers will be able to give feedback live or through the learning management system or Zoom chat.</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>In cases where class size limits are exceeded, teachers will have a co-teacher and/or intervention support so that the teacher can deliver instruction and scholars have access to a teacher as needed.</p> <p>The district will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks/iPads, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile hotspot, if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity.</p> <p>The district will provide time weekly for teachers to work collaboratively in regional, building, grade-level, and content-area professional learning communities (PLC). PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions and/or enrichment based on results.</p> <p>District leadership facilitates monthly PLCs for counselors, special education teachers, gifted and talented teachers, reading interventionists, and ESL teachers. These leaders facilitate professional learning activities related to teachers' specific job responsibilities in the virtual setting.</p> <p>A minimum of 200 minutes per week will be provided for teachers to plan differentiated instruction. Teachers will be able to modify the online content and develop personalized lessons to better support the students they serve.</p> <p>Teachers will provide Tier 2 and Tier 3 interventions to meet students' individual needs. Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services. Student support staff (ESL, GT, Sped, Interventionists) will be available to support teachers and students.</p> <p>Instructional coaches and specialists will support teachers by providing ongoing, job-embedded professional development and facilitating student-centered coaching cycles. Professional development will be focused on learning and refining current best practices for instructing students in the online learning environment.</p> <p>The District Director of Student Services will assist the principals to ensure teachers can address the needs of all students that are assigned to their classroom.</p> <p>The district will determine the effectiveness of these supports by observing and/or participating in PLC meetings; analyzing student achievement data; and providing and collecting specific, meaningful feedback to and from teachers following classroom observations, and the notes and outcomes from the School-Based Intervention Team.</p> <p>The district will determine the effectiveness of support for students by analyzing various data sets including, but not limited to students' attendance, levels of engagement, and mastery of essential standards, as well as results from teacher, student, and family surveys.</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</p>	<p>In cases where teacher load limits are exceeded, teachers will have a co-teacher and/or intervention support so that the teacher can deliver instruction and scholars have access to a teacher as needed.</p> <p>The district will support teachers with their teaching load by placing a cap on the number of students enrolled in each class.</p> <p>Student-teacher ratios in grades K-12 will be 60:1 and will not exceed 200. Teachers who teach virtual and onsite classes may have 25 additional students per digital period, not exceeding 200 students total.</p> <p>Teachers will be provided with the digital content from each of the curricula and planning time to prepare the content. LMS training will be provided by instructional coaches and the LMS before using the platform. Literacy and Math coaches, in addition to the</p>

<p>who exceed teaching loads in digital learning settings.</p>	<p>Director of Instructional Leadership, will be available to support teachers as needed. Ongoing, job-embedded professional development will be provided as needed, including support from Arkansas Public School Resource Center.</p> <p>Student performance data will be monitored weekly by all teachers, with frequent updates sent home to families. Students and parents have access to Home Access Center (HAC) to monitor grades in real-time.</p> <p>Stakeholder feedback will be collected two times each year, through teacher, student, and parent surveys. The data collected will be used in the PLC process to further explore areas of growth within the program.</p> <p>Informal monthly check-in meetings will be conducted with teachers and support staff who work with our special populations (SPED/ESOL/GT). Campus and district leadership for these special populations will facilitate the informal monthly meetings.</p> <p>District leadership helps to facilitate monthly PLCs for counselors, special education teachers, gifted and talented teachers, reading interventionists, special education teachers, and ESL teachers. These staff members provide additional support to teachers and students who teach and learn in the virtual setting.</p> <p>The district will monitor the effectiveness of supports by observing the PLC process, analyzing assessment results, and survey data.</p>
Technology / Platforms	
<p>Identify the learning management system/content management system that the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>Teachers and students will use a combination of Clever for K-12 as an SSO and Google Classroom for 3-12 or SeeSaw for K-2.</p> <p>Teachers will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).</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>Our students will access our various digital curricula by using Clever as the SSO. Our K-8 will use Wit and Wisdom and Eureka Math's Great Minds In Sync Platform and i-Ready. Also, K-8 teachers will use SeeSaw/Google Classroom and upload instructional materials, content, and supports for Science and Social Studies from STEMscopes and TCI Social Studies. These four platforms will be enhanced by content teachers through connected apps using Clever and teacher-created content that meets the needs of their scholars. Our non-core teachers will use Clever to link content-specific apps and SeeSaw/Google Classroom to upload daily lessons and videos to support synchronous and asynchronous learners.</p> <p>For 9-12, our teachers will use Springboard for English, Math, Science, and Social Studies. The Springboard online systems will be enhanced by our use of Clever and Google Classroom.</p> <p>iReady may be used for Tier 2 or Tier 3 intervention to supplement core content in reading and math.</p>
<p>What video communication software is required for any digital learning student? Please describe the video communication software the teacher will use to</p>	<p>We will use a combination of Zoom and SWIVL technologies. The Zoom technology will allow for best-in-class delivery and teachers will be able to upload their videos to Google Classroom that will be beneficial to students and families.</p> <p>All students will receive the technology they need to view and interact during lessons.</p>

facilitate live conferences between two or more participants.	
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>All students will receive a WiFi-enabled device and we will make hot spots available as needed.</p> <p>Students and families may contact the Scholar and Family Tech Coordinator during regular school hours or submit a help desk ticket at any time for technological assistance.</p>
Student Supports	
Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students.	<p>To make certain families are prepared for learning from home, the schools will require that every virtual student and parent or guardian participate in an onsite orientation before the first day of instruction. Families will have the ability to attend an orientation session during the day or the evening to allow for greater flexibility. The following criteria will be shared with families as well:</p> <ul style="list-style-type: none"> • Does the student have positive attendance? • Student has not been dropped for lack of attendance: 10 consecutive days of absence • Student was not excessively absent: more than 10 unexcused absences total in a semester • Does the student have a letter grade of “C” or above in all core courses? • Is the scholar on-track to graduate (9-12 students)? • Has the scholar participated in state-mandated assessments on campus? • If the scholars has an IEP, 504, or ELL plan, has the appropriate team recommended virtual learning? <p>During the orientation, virtual students and their parents/guardians will receive an overview of ALA expectations, training on how to navigate the learning management systems, and strategies for successful online learning. ALA staff will distribute hard copies of students’ virtual learning schedules, the student/parent contract, and the Chromebook agreement form.</p> <p>Throughout the first weeks of school, teachers will continue to train students during small and large group synchronous instruction on how to navigate the learning management systems. If additional support is needed teachers will provide opportunities for families to come onsite for individual training sessions.</p> <p>During the first week of school, students and parents will be asked to complete a survey to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, the number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family.</p> <p>Surveys will be conducted during the semester and again at the end of the year. This will provide important data to the ALA campus teams to ensure that current programming is meeting the needs of students and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the virtual learning experience.</p> <p>Teachers communicate with scholars daily via Zoom and/or messaging platforms such as Seesaw, Remind, Google Classroom, and/or Class Dojo. Teachers call families regularly to check in with the parents/guardians and discuss their scholar’s progress. Any</p>

	<p>concerns about a scholar's wellness or safety are brought to building leaders and Principals for further communication with the scholars and their families. Child Nutrition has programs in place to make sure families receive food if it is needed. Counselors and Nurses are available to families with any physical or mental health needs. All services will be routinely advertised, communicated, and offered to families to make certain they are aware and take advantage of the services.</p> <p>ALA teachers document and monitor student attendance and engagement levels. Teachers, along with administrators, contact families when students do not log on, submit assignments, or join synchronous lessons and/or interventions over a minimum of three consecutive days.</p> <p>If families experience changes so that they are no longer able to adequately support students in a virtual setting, they are encouraged to return their students to onsite learning. If onsite learning is not an option, ALA will work with the family to identify the best solution for their scholar.</p>
<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>Teachers provide relevant and engaging learning experiences for scholars using Zoom and the Learning Management Systems. Through deliberate planning, student grouping for intervention will be based on academic needs and not geographic location.</p> <p>Teachers will call families to check in with parents/guardians regularly to discuss progress and tools for success.</p> <p>Campus leaders will use weekly progress monitoring reports from the learning management system and attendance records for the virtual students and they will be discussed during PLCs or coaching.</p> <p>ALA teachers will share bi-weekly academic progress reports to keep students and families abreast of student mastery of grade-level skills and standards. If students do not show progress in bi-weekly assignments, or if an overall grade drops below 70%, ALA staff will follow the Student Supports procedure. Also, teachers will provide interventions for these students. Interventions could include but are not limited to re-teaching of a lesson, small group sessions, one-to-one sessions, or onsite tutoring time.</p> <p>If interventions are not successful, an academic meeting with the student, family, and school leader will be required. Students may be required to attend daily digital or onsite check-in meetings with the teacher for more frequent individual or small group support. Additionally, teachers may request support through the School Support Team (SST) process. As a last resort, students may be asked to return to the onsite learning.</p>
<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>If a student is not making daily academic progress or is not engaging consistently, the ALA teacher will intervene. Academic progress and engagement will be based on attending the required morning meetings and live instructional sessions, formative assessments, NWEA, mClass, and i-Ready. The goal is to triangulate the right content that needs to be addressed for each student and which interventionist, teacher, or specialist would best address those learning gaps. These interventions may include and will be monitored by our Student Support Team., but are not limited to:</p> <p>Student Support Team:</p> <ul style="list-style-type: none"> • Meets Weekly • Reviews Data for Tier 2 and 3 Scholars • Provides recommendations for next steps as need\ • Committee: PAL or DTL, SpEd Teacher, Specialists, Culture Coordinator or Asst. PAL, Teacher <p>Teacher activity:</p> <ul style="list-style-type: none"> o Tiers of Instruction o Tier 1- Content Teacher o Tier 2- Content Interventionists and Content Teachers

	<ul style="list-style-type: none"> o Tier 3- Content Specialists o Contact parents o Provide small group or one-on-one instruction o Reteach the skill or standard o Offer onsite tutoring <p>Student activity:</p> <ul style="list-style-type: none"> o Accomplish specific daily and/or weekly goals determined by the teacher o Participate in mandatory in-person or virtual meetings with the teacher and parent to monitor progress o Increase time spent on coursework o Remediation sessions to ensure success on assignments <p>Additionally, interventions may include weekly check-in meetings with the teacher, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance, the student will be referred to the Student Support Team (SST) for consideration of more intensive support.</p> <p>Students are eligible for face-to-face instructional support during established hours of on-site learning.</p> <p>Students may access school-based counseling services onsite or remotely.</p> <p>All services provided through special education, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely or onsite, based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments.</p> <p>Support personnel includes, but are not limited to the following:</p> <table border="0" style="width: 100%;"> <tr> <td>ESOL Coordinator</td> <td>Arkansas Public School Resource Center Specialists</td> </tr> <tr> <td>Gifted and Talented Coordinator</td> <td>Culture Coordinators</td> </tr> <tr> <td>Campus Administration</td> <td>School Academic Specialists</td> </tr> <tr> <td>Student Services Director</td> <td>Therapy Coordinator</td> </tr> </table>	ESOL Coordinator	Arkansas Public School Resource Center Specialists	Gifted and Talented Coordinator	Culture Coordinators	Campus Administration	School Academic Specialists	Student Services Director	Therapy Coordinator
ESOL Coordinator	Arkansas Public School Resource Center Specialists								
Gifted and Talented Coordinator	Culture Coordinators								
Campus Administration	School Academic Specialists								
Student Services Director	Therapy Coordinator								
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>We will use a variety of formative assessments: Digital Provider for ELA and Math (iReady), teacher-created formative assessments that are developed within PLCs, and curriculum-embedded assessments (Wit and Wisdom, Eureka Math, TCI, and STEMScopes). In PLC's teachers will preview the assessments to ensure they match the learning objectives, then they will assess scholars, once the assessments have been scored the teachers will share results in PLCs and their plan for the next steps based on the formative assessments.</p> <p>Teachers will share formative assessment data with families and students routinely. The reports will update families on student progress towards mastery and ways to improve performance.</p> <p>In the rare instance, a student is administered any district or state formative assessment through a digital format, the Scholar and Family Tech Coordinator will be accessible by phone or email to provide technical assistance. Families may also submit a Help Desk Ticket. Additionally, teachers will be able to provide limited support for technical issues or concerns.</p>								
<p>Describe how dyslexia screening and services will</p>	<p>Dyslexia services will be provided for all identified Dyslexia students in grades K-12 and all plans and laws will be met for virtual and onsite scholars.</p>								

<p>be provided to digital learning students.</p>	<p>Dyslexia staff will reach out to our families to schedule an in-person or online time for the scholar to complete the screener. We will accommodate family schedules to the best of our ability to set up meetings to review results and set up the next steps as needed. Once the scholar needs have been identified, a member of our Dyslexia team will identify a routine time and space that works with the family to provide services. All Dyslexia services will be provided synchronously by a trained staff member using school-district identified resources.</p> <p>ALA uses Phonics First as its primary curriculum resource to support students with COD.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>GT services are provided for identified Gifted students in grades K-12 and all program approval standards will be met.</p> <p>GT will accept and process referrals for virtual scholars in the same manner as onsite scholars. GT staff will reach out to our families to schedule an in-person or online time for the scholar to complete the screener. We will accommodate family schedules to the best of our ability to set up meetings to review results and set up the next steps as needed. Once the scholar has been identified, we will provide the family with the schedule including the times for their GT services. When specific resources and materials are needed, the staff will coordinate with the family to get the resources and materials for the scholar.</p> <p>GT students in 3-8 will meet with the designated teacher synchronously for a minimum 150 minutes during their regularly scheduled class period. GT scholars in 9-12 will be able to take any AP or honors courses virtually. In grades K-2, scholars will be exposed to GT content in the same manner as onsite scholars.</p> <p>GT staff will provide professional development to the ALA teaching staff and will collaborate with teachers throughout the year on appropriate GT services, documentation of differentiation, characteristics of GT students, etc. GT staff will attend ongoing professional development to stay informed of and the use of best practices.</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>ESOL services are provided for identified English Learners (ELs) in grades K-12 and all plans and laws will be met for virtual and onsite scholars.</p> <p>ESOL will accept and process referrals for virtual scholars in the same manner as onsite scholars. ESOL staff will reach out to our families to schedule an in-person or online time for the scholar to complete the screener. We will accommodate family schedules to the best of our ability to set up meetings to review results and set up the next steps as needed. Once the scholar needs have been identified, a member of our ESOL team will identify a routine time and space that works with the family to provide services.</p> <p>All ELPA assessments will be conducted on-site with a trained test administrator.</p> <p>Meaningful access to core curriculum standards will be provided in all content areas using grade-appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. Testing accommodations will be listed in each English Learners' Language Proficiency and Assessment Committee's form, updated annually.</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education</p>	<p>Special Education services will be provided for all identified K-12 students and all Special Education plans will be met.</p> <p>SpEd staff will reach out to our families to schedule an in-person time for the scholar to complete the screener. We will accommodate family schedules to the best of our ability to set up meetings to review results and set up the next steps as needed. Once the scholar needs have been identified, a member of our SpEd team will identify a routine time and space that works with the family to provide services synchronously.</p>

<p>evaluations and conferences.</p>	<p>All Special Education-related assessments will be conducted on-site with a trained Special Education Teacher. Conferences and Evaluation will be conducted and recorded via Zoom or held in-person.</p> <p>Meaningful access to core curriculum standards will be provided in all content areas using grade-appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. Testing accommodations will be listed in each Special Education Student portfolio and along with the Proficiency and Assessment Committee's form, updated annually.</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>In addition to meaningfully provide the same accommodations for scholars as they would receive in the classroom, the following are common accommodations that will be used:</p> <ul style="list-style-type: none"> • Audio Books or Text-to-Speech for reading text • Larger Font, Reduced amount of material on a single page to decrease items on a page • Built-in accessibility features on smartphones or computers to change font size to provide large text • Recordings of the teacher reading the instructions to have instructions spoken aloud • Speech-to-text, Transcript of the lesson, Screen recording of the lesson for the purpose of notes • Shared files, Web captioning, Teacher notes before the lesson or a transcript after the lesson to provide teacher or another student notes • Scheduled assignments to share and review before the lesson, Bulleted list of concise instructions in the chat feature for live lessons (or directly on assignments) to provide written instructions • Lesson outline sent via email or learning management system (LMS) before the lesson for outlines of a lesson • Collaborative whiteboard tools, like Miro for visual presentations of verbal material or word webs • Study carrels or room dividers (families can pick up from school, if possible), Separate, quiet room (if possible), Slides and materials with fewer visuals, fonts, and colors to minimize auditory and visual stimulation • Dictation to an adult or a peer • Speech-to-text, Uploaded audio or video recordings, Check in with a family member to see if they can help write responses, One-to-one conference with the student to give responses in preferred form • One-to-one videoconferences or breakout rooms to allow students to ask questions or complete assignments with teacher support to provide small group learning • Explanations to students and families on how to “chunk” assignments and set due dates accordingly to provide more time for questions and completing the task. • Test broken up into smaller tests or create multiple digital forms for each section to allow test to be taken over multiple sessions. • Virtual timers to help with time management.
<p>Teacher Supports</p>	
<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>Teachers will receive initial and ongoing professional development from the vendors we use for our digital content. In addition to vendor-provided professional development, ALA will provide ongoing, job-embedded professional development focused on content management and instructional practices appropriate for virtual learning. Instructional coaches will provide weekly tech instructional support for digital instruction and modeling to help teachers provide robust digital lessons to students. Teachers will receive parent and student engagement strategies that are specific to the virtual learning environment to ensure they have the tools necessary to help students be successful.</p> <p>Teachers with virtual scholars will receive additional instructional support through their professional learning community (PLC) and specific professional development. The PLCs will be vertical and horizontal to provide content-specific and grade-level relevant practices.</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 receive a minimum of 250 minutes of planning and twice-a-month Fridays including extended planning time. Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support the curriculum, accommodations, technology tools, instructional practices, etc. However, teachers will have the flexibility to insert lessons into the learning management system to help further meet the needs of the students.</p>
<p>School Supports</p>	
<p>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.</p>	<p>Every scholar will receive technology (Chromebook or iPad) for digital instruction. Scholars that do not have internet access will be provided a mobile hotspot. There is virtual tech support available to scholars and their families to assist with any technology/digital-based issues. Teachers will also check in on the scholars daily through class instruction and on a weekly/bi-weekly basis for updates with the scholar's parent/guardian. Additionally, we have homeless and military liaisons that are available to scholars and their families virtually, via phone, or in person.</p> <p>The Director of Student Services serves as the equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies.</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>Summative ACT/ACT Aspire, ELPA and ACT Aspire interims are administered onsite for digital learning students.</p> <p>Students will test on-site as per DESE guidelines. The school will create small testing cohorts, keeping virtual scholars separated from in-person scholars when they test at the same time as required and depending on student needs, personnel availability, and DESE assessment flexibility provisions. When testing separately, a special testing day will be created for virtual scholars. The school will communicate via social media platforms, LMS platforms, phone calls, email, and text messages. Schedules for assessment will be directed by building testing coordinators and communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments.</p>
<p>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.</p>	<p>The effectiveness of the digital option will be based on student growth, engagement, and proficiency. With that in mind, schools will use digital assessments, participation reports, and formative assessments to provide the overall effectiveness of the program.</p> <p>For Instructional delivery, district and school leaders will observe the effective use of instructional technology and systems based on professional development. Leaders will record observations and coaching within a digital system. In addition to simple usage, observations will be used to observe student learning and engagement in real-time and how effective that instruction was based on formative assessments. Leaders will routinely review the digital classroom spaces to ensure that high-quality information and assignments are posted and scholars engage with the information.</p> <p>Teachers will report out routinely about the strategies that are and are not working with their virtual scholars during school-based meetings. In addition to the strategies, the teachers will share out grades and concerns based on data. These reports will help share</p>

<p>Describe how the teacher(s) will engage families in 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>best practices and will ensure that every scholar is being tracked and their needs are being attended to consistently.</p> <p>To continue healthy relationships with our families, we are committed to communicating regularly and through multiple platforms. The following platforms have been approved. Additional platforms not mentioned below will be communicated by the school building leader.</p> <p>Phone Calls/Messenger/Arkansas Lighthouse Academies App To provide updated information, announcements, resources, etc.</p> <p>Arkansas Lighthouse Academies will call the telephone number on your student's file. The ALA app can be downloaded for free from the Apple App Store or Google Play.</p> <p>Emails To provide updated information, announcements, resources, and support</p> <p>LHA Website To provide updated information regarding schools, announcements, and resources https://www.lha.net/arkansas/</p> <p>Facebook/Instagram To provide updated information, events, and announcements https://www.facebook.com/LHAArkansas https://www.instagram.com/LHAArkansas</p> <p>Google Classroom To access recorded videos, new assignments, and assignment submission Links will be shared by teacher.</p> <p>Zoom Online Sessions To communicate directly with your child's teacher and for scholars to attend instructional sessions or receive online help Links will be shared by teacher.</p>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</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>Arkansas Lighthouse Academies Digital Learning Plan Survey https://bit.ly/3h7scQ4</p>

Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	Capital City Lighthouse Charter School see pages 6-11 and 46 Jacksonville Lighthouse Charter School (K-12) see pages 5-10 and 44-45 Pine Bluff Lighthouse Charter School (K-8) see pages 6-11 and 44-45
Please provide a link (URL) to the discipline policy for digital learning students.	Capital City Lighthouse Charter School (K-5) see pages 20-29 Jacksonville Lighthouse Charter School (K-12) see pages 20-29 Pine Bluff Lighthouse Charter School (K-8) see pages 20-29
Please provide a link (URL) to the grading policy for digital learning students.	Capital City Lighthouse Charter School (K-5) see pages 16-18, and 52-53 Jacksonville Lighthouse Charter School (K-12) see pages 16-18, and 52 Pine Bluff Lighthouse Charter School (K-8) 16-20, and 52-53
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	Arkansas Lighthouse Academies' mission is to provide a high-quality curriculum for every scholar that prepares them for college, career, and life. The virtual program allows us to prepare scholars academically for college and empower them to make choices about their life and career even when they are remote. Our commitment to Healthy Relationships will keep scholars engaged throughout their learning experience as well so that they are not left feeling isolated because they are learning from home.