



**ADE USE ONLY:** Submission Date: \_\_\_\_\_

# Charter Amendment Request Form

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:** Hope Academy of Northwest Arkansas

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**LEA Number:** 0445701

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**Superintendent or Director:** Rick Brazile

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**Email:** rbrazile@nwacs.org

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**Phone:** 479.795.2417

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*\*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: \_\_\_\_\_

**Add a Digital Learning Program**

Schools	Grades/Courses	Interaction	Delivery	Platforms
Hope Academy of Northwest Arkansas	K-5	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS
		<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.
<b>Attendance</b>			6-18-213(a)(2)	Request Waiver A student will be marked present if they are learning from a virtual environment and the student stays engaged in learning as evidenced by participating in synchronous learning, completing all assignment in the time allotted, and completing assessments prescribed by teachers. If student has an IEP, 504 or LPAC plan, decision will be made on an individual basis.
<b>Class Size</b>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	Elementary classes will not exceed the class size as stated in DESE rules.
<b>Teaching Load</b> 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 <a href="#">DESE Rules for Distance and Digital Learning</a> and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a> .	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	The district is not requesting this waiver
<b>Six Hour Instructional Day</b> Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	Request Waiver The district will not require a six hour instructional. Students learning synchronously or asynchronously will complete learning at times that are appropriate for each individual family. Classroom teachers will be responsible for assuring ongoing communication regarding completion of work, assessments, etc.

<b>Clock Hours</b>	1-A.2			District is not applying for this waiver
<b>Recess</b> 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)	Request Waiver The district requests to waive the required (40) minutes of recess on days when remote learning takes place. Students will be assigned lessons that support physical activity asynchronously but will not be required to attend physical activity lessons under synchronous supervision.

<b>Digital Model</b>	
Please complete the following application with complete responses describing the school digital programming.	
<b>Interaction / Delivery</b>	
What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.	<p>Remote Learning-Students will learn from home based on a leadership approved situation</p> <p>The district will utilize both synchronous and asynchronous instructional approaches during a remote learning event. Lessons will be designed to include both content and instruction.</p> <p>To ensure a guaranteed and viable curriculum an equitable learning experience will be provided to all students that aligns with all Arkansas Academic Standards.</p>

	<p>Hope Academy ensures a guaranteed and viable curriculum where each student will receive a comprehensive, equitable, rigorous, and standards-based education across all grade levels in all subject areas.</p> <p>In keeping with the tenets of our school model, communication with parents and students will be individualized based on the unique needs of each family. Communication will address ongoing needs as they relate to academic success and social/emotional growth.</p> <p>When synchronous instruction is provided, students are expected to be present online. If a student misses more than three consecutive zoom meetings, a parent conference will be held as this does not meet the definition of engagement for the district.</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>Remote learning will be delivered asynchronously with direct instruction being provided synchronously. Teachers will use the Learning Management System (LMS) to deliver district curriculum. In addition, Lexia Learning and Reflex math will be available for additional interventions.</p>
<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners. *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.</p>	<p>Teachers will be dedicated primarily to remote instruction.</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p><u>Teacher Instruction</u> Teachers will use Seesaw to upload digital content for learning. Content will include resources from curriculum used by the district. Ongoing formative assessment will take place weekly. Assessments will be taken from curriculum and teacher created. Assessments may include Wilson Foundations, Engage NY, and Wit &amp; Wisdom.</p> <p><u>Interaction</u> Students in the remote learning model will have the opportunity to interact with their peers, teachers, counselors, paraprofessionals and play therapists. Parents will be responsible for encouraging interactions. Teachers will provide</p>

	<p>synchronous instruction a minimum of 3 times per week. Paraprofessionals will interact synchronously with students a minimum of 1 time per week. Students may upload videos demonstrating learning.</p> <p><u>Frequency</u> Teachers will provide synchronous support or instruction a minimum of 3 times weekly.</p>
<p>If utilizing waivers for <b>class size</b>, 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>The district will not be utilizing waivers for class size.</p>
<p>If utilizing waivers for <b>teaching load</b>, what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.</p>	<p>The district will not be utilizing waivers for teaching load.</p>
<p><b>Technology / Platforms</b></p>	
<p>Identify the learning management system/content management system that the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>The district will use Seesaw for K-5 as the Learning Management System</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>Digital content will include:</p> <ul style="list-style-type: none"> <li>● Lexia (K-5)</li> <li>● Reflex Math (K-5)</li> <li>● Wilson Foundations (K-3)</li> </ul> <p>Subjects address for each grade level include English Language Arts, Math, Science, and Social Studies.</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 utilize Google Meet or Zoom. These programs will be utilized for synchronous learning and counseling sessions. They may also be used for family support meetings. Speech therapy, occupational therapy, physical therapy, and SPED support will be provided through Google Meet or Zoom, as</p>

	<p>well.</p> <p>Seesaw can also be used for teaching, learning, and video sharing as well as an assessment tool.</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.	The district provides 1:1 chromebooks. The district can also provide hot spots if needed. Families who are unable to connect will be provided with a list of public access locations with free connectivity.
<b>Student Supports</b>	
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.	All families will be contacted by the family liaison to determine nutrition needs in the home. After the district received initial feedback, families that have been identified with Tier 2 and 3 needs, i.e. ongoing food insecurity, will be contacted a minimum of once per week by the family liaison. If families require food, the school will make arrangements for pick-up or delivery depending on the individual need of each family. Mental health monitoring and support will be provided by the school counselor, Ozark Guidance counselors, and the family liaison. The district will determine physical and mental health needs by the school nurse through a once weekly phone call with each family.
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.	Student engagement will be addressed initially by the classroom teachers. If a student displays a lack of engagement based on the guidelines set by the district, the family liaison and school counselor will schedule a zoom or home visit based on the preference of parents. During these visits, the family liaison will review the terms of family contracts and determine how the district can further support the student and family with classroom engagement during remote learning.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	<p>The PLC-Academic teams for the district will review data from DIBELS, MAP, ACT Aspire, Wilson Foundations, Wit &amp; Wisdom and Engage NY math assessments to determine tiered support for each student.</p> <p>The district will utilize classroom paraprofessionals, the behavior specialist, the instructional facilitator, ESOL specialist, special education teacher, and support teachers to assist with academic needs of individual students.</p>
Describe the school's formative assessment plan to support student learning.	Students will continue to use curriculum based assessments. These include assessments from Engage NY math, Wilson Foundations, and Wit & Wisdom. The district has created an assessment schedule for teachers and that schedule will continue to be followed.

	<p>MAP, Act Aspire, and DIBELS will also be used to determine if students need learning supports.</p> <p>The district will utilize classroom paraprofessionals, the instructional facilitator, ESOL specialist, special education teacher, and support teachers to provide assistance with interventions based on assessments.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>The district has a certified BLDI. The BLDI is responsible for screening for dyslexia markers and providing tier 2 and tier 3 intervention for students who have dyslexia marker flags. In addition, they support classroom teachers with tier 1 reading instruction. The district will ensure that all dyslexia requirements will be met for onsite and virtual learners.</p> <p>Level I screeners include:</p> <ul style="list-style-type: none"> <li>Phonological and phonemic awareness</li> <li>    Sound-symbol recognition</li> <li>    Alphabet knowledge</li> <li>    Decoding skills</li> <li>    Rapid naming</li> <li>    Encoding skills</li> </ul> <p>The school District utilizes the following Level I Screeners in K-5</p> <ul style="list-style-type: none"> <li>Phonological Awareness Screening Test (PAST)</li> <li>Arkansas Rapid Automated Naming (RAN)</li> <li>Primary Spelling Inventory (PSI)</li> <li>Diagnostic Inventory of Basic English Language Skills (DIBELS)</li> </ul> <p>Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. Hope Academy uses the following Level II screeners for this purpose:</p> <ul style="list-style-type: none"> <li>Comprehensive Test of Phonological Awareness Processing</li> <li>Test of Word Reading Efficiency</li> <li>Gray Oral Reading Test 5</li> <li>Test of Written Spelling 5</li> </ul> <p>BLDI District Leads or School Psychology Specialists will administer Level II dyslexia screeners to all grade-level digital learning students onsite, if at all</p>

	<p>possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings, conducted via Zoom/Google Meet are available if necessary.</p> <p>The district provides Tier II and Tier III dyslexia support through a certified Phonics First interventionist with support from a certified teacher. Phonics First does not provide a digital platform but the dyslexia interventionist can create content through the Seesaw LMS.</p> <p>Students with dyslexia represent a subgroup of all the students in school who experience difficulties learning to read. Parents and teachers typically refer students for dyslexia screening when they observe ongoing reading difficulties that cannot be attributed to typical factors as noted above.</p> <p>These referrals are made to the Response to Intervention Team (RTI) at each campus.</p> <p>The RIT analyzes various data sets including results from state-required Level I screeners, classroom and interim assessments, unedited writing samples, and the state's Dyslexia Early Indicator Checklist to determine the need for Level II assessments.</p> <p>If data indicates the student's reading difficulties are likely due to dyslexia, the District BLDI Lead obtains parental permission to administer Level II screeners.</p> <p>Level II screeners are administered and results are reported to reading interventionists for collaborative determination of characteristics of dyslexia.</p> <p>Reading interventionists meet with parents to discuss results and determine interventions needed to support students with their reading skills.</p> <p>BLDI's are available to meet with parents/guardians via Zoom, Google Meet, or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians information regarding screening and progress monitoring results. Phone calls and text messages provide a quick and easy form of communication between parents and interventionists.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>The district will provide Gifted and Talented services according to the terms of the following GT waiver in our charter.</p> <p>Waiver Topic: Gifted and Talented Statute/Standard/Rule to be Waived Arkansas Code Annotated Code Number Code Title §6-20-101 et seq. Gifted and Talented Children</p>

	<p>§6-42-2208(c)(6) Gifted and Talented Children Standards for Accreditation Section Number Section Title 2-G.1 Gifted and Talented Services Rationale for Waiver The school seeks exemption from these areas. Our model dictates that each student shall receive highly individualized instruction in the classroom based on the strengths and needs of the student. Our educational model is flexible and robust enough to encompass the needs of students who might ordinarily be classified as in need of Gifted and Talented instruction. Students will be encouraged to extend and apply thinking through lesson-planning focused higher-order thinking such as analysis and evaluation.</p> <p>Given the size of our student population, our district is capable of providing highly individualized services, GT included, based on the needs of each student. All GT services will be provided by the classroom teacher. Content and synchronous support will be provided through Seesaw and Zoom or Google Meet</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>Teachers will allow for accommodation as needed based on a student’s LPAC. Additionally, student support will be provided through teacher help, virtually designed lessons with instructional supports, and educational videos. All requirements of the District English Learner Plan will be met.</p> <p>Daily English Language Development (ELD) classes will be offered synchronously or asynchronously by qualified ELD teachers.</p> <p>Additionally, teachers will be available via email, Google Hangout, or ZOOM video conferencing, Teachers may use the Talking Points App or Google translate for translation and communication with parents.</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>The IEP team will develop a plan that will address how each student will be best served during Remote learning through specific</p> <ul style="list-style-type: none"> <li>●accommodations/modifications,</li> <li>●service frequency,</li> <li>●service delivery methods (ZOOM, Google Classroom, home packets, etc.), goals, and</li> <li>●transition needs.</li> </ul> <p>Teachers will have specific office hours for student/parent communication and to offer instruction when needed. When packets are needed, students can access instruction in addition to the assignments through this format.. Students will be able to use this time to ask any specific classwork questions or to get</p>

help with technology issues

Students with Special Needs  
 Additionally, the district has remote lessons for students with special needs that take the Dynamics Learning Model (DLM) assessment. These were created to address visual arts, music, health & PE, and Computer Science. The Activate, Reflect, and Create (ARC) lessons were created by a district special education specialist and are available to anyone. Training for teachers and families will be one-on-one as needed

Evaluations  
 Evaluations will be scheduled and conducted virtually by the Psychological examiner contracted by the district.

Conferences  
 The special education lead for the district will schedule and conduct all conferences virtually.

<https://sites.google.com/sdale.org/adaptivearcedu/adaptive-arc-edu>

Seesaw is used for grades K-5, allowing teachers to assess student learning. This also provided parents/guardians with immediate feedback so they can help with their child's learning.

Extended Time can be used by any student as remote learning to meet their academic needs

Shortened lessons are available for students who may require them  
 English Language Development (ELD) lessons are created to support students in a remote learning environment. Students can work at their own pace in a personalized model.

Audible Options are available for students who need to hear lessons

Sentence Frames and sentence starters are used to help students with writing or discussion prompts.

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

<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p><u>School Supports</u> Lexia Learning is used to personalize the reading needs of students</p> <p><u>Instructional Facilitator/Instructional Specials Support</u> Building instructional facilitators (IFs) will also work one-on-one or in Professional Learning Communities (PLCs) with teachers to help them design lessons, implement technology tools, or learn about new instructional tools.</p> <p><u>Teacher Supports</u> Teachers will help with the designing of lessons and work collaboratively to review grade-level standards and instructional strategies.</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>All district teachers will be scheduled for a minimum of 200 minutes of planning time per week, which aligns with district onsite staff requirements. 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. If there are questions about the material, then building instructional facilitators or district instructional specialists can assist. However, there will be times when teachers need to collaborate or work independently. There may be times that the district supports teachers by giving them collaborative curriculum writing time.</p>
<p><b>School Supports</b></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>The district will ensure equitable access to opportunities for success for digital learner's needs including but not limited to: poverty, homelessness, migrant, foster care, and military-connected students.</p> <p>The district is a 1:1 technology district. Funds have been invested in building the infrastructure necessary to accommodate the district devices. In addition, spots of free internet access for the community will be offered in addition to providing individual hotspots for students who need it.</p> <p>Each student in the district is assigned a device for their use during the school year. Devices contain various applications and materials that are pertinent to their grade level and content areas. Every student is assigned a student identification number and an email address. Students regularly communicate with one another and their teacher(s) through their school-assigned email</p>

	<p>address.</p> <p>Teachers will provide additional support in synchronous virtual class meetings, response to intervention (RTI), and enrichment through Seesaw.</p> <p>Teachers will provide support during the regular school day via email, Google Hangout, or ZOOM video conferencing to respond and support students.</p> <p>Students will have the opportunity to pick up meals.</p> <p>Counselors will be available to support social-emotional needs and to provide academic support.</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>All remote students will be required to participate in state-mandated assessments. If state testing requirements change the district will determine if other options will be available to families.</p> <p>Testing dates and requirements will be posted on the district testing website and shared through the district and school social media and sent to individuals through email. Parents/guardians will also receive a phone call from the school.</p> <p>Students will come on-site to test based on identified grade bands established by the district testing calendar.</p> <ul style="list-style-type: none"> <li>● Students will be distanced based on testing guidelines.</li> <li>● Students will bring their own district-issued devices to test.</li> <li>● If a student takes the DLM assessment the teacher will work out with the parent times for the student to complete the assessment based on state testing guidelines.</li> <li>● Students will be required to come onsite to test for the summative assessments and the interim assessments.</li> </ul>
<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 district will monitor effectiveness in the following ways:</p> <p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>● Teachers will keep ongoing attendance records</li> <li>● The teacher will monitor weekly and the school will review quarterly</li> <li>● Any issue that arises will be addressed immediately with the student and fam</li> </ul>

	<ul style="list-style-type: none"> <li>● In severe cases, if learning is negatively impacted students may be required to change learning models</li> </ul> <p><u>Grades</u></p> <ul style="list-style-type: none"> <li>● Teachers will keep ongoing records</li> <li>● The teacher will monitor weekly and the school will review quarterly</li> <li>● Any issue that arises will be addressed immediately with the student and family</li> <li>● In severe cases, if learning is negatively impacted students may be required to change learning models</li> </ul> <p><u>Stakeholder Feedback</u></p> <ul style="list-style-type: none"> <li>● The effectiveness of the remote option will be evaluated by giving surveys to teachers and families at the end of each semester seeking to know what is working well and what should be evaluated for improvement.</li> </ul>
<p>Describe how the teacher(s) will engage families into the digital learning process. (School may link the District Engagement Plan if digital learning is included. The plan must address how the school will support parents/students with digital tools and resources)</p>	<p><u>District</u> The district will provide students with devices and provide connectivity as needed.</p> <p>The district will support students and families with any issues that arise with connectivity, technology, or devices. Families can contact the building principal for connectivity issues.</p> <p><u>Teachers</u> Learning activities that involve family participation may be included in lessons.</p> <p>Ongoing support will be available via email or virtual meetings as needed to support student learning.</p> <p><u>Families</u> Families will be asked to help with assessments. For example, students may need to make a video of their understanding of concepts then upload it to the CMS. Families may need to assist students in the make and uploading of the assessments.</p>

	<p>Parents/Guardians may be asked to participate in face-to-face or virtual meetings. This may include student conferences, check-in meetings, 504 conferences, IEP meetings, LPAC meetings, etc.</p> <p>Families will need to support and help their remote child with any virtual therapy such as physical or occupational therapy if so identified in the student's IEP or student's contingency plan. An example would be, the physical therapists would create a set of exercises for a student to do. The therapists would go over them with the parents/guardians/family members and these individuals would help the student do the exercises. This would be true for the other therapies identified in a student's IEP.</p> <p>Parents/guardians will need to bring their child in for any required assessments.</p>
Provide a URL to evidence of the local school board's approval of the waiver request(s).	<a href="https://hopeacademyowa.org/wp-content/uploads/2021/09/zoom_0-9.mp4">https://hopeacademyowa.org/wp-content/uploads/2021/09/zoom_0-9.mp4</a>
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	<a href="https://docs.google.com/spreadsheets/d/1mP0JZwylNm_f7ZcqHHzU4UYh69hGWyhHFFAKiefvNJo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1mP0JZwylNm_f7ZcqHHzU4UYh69hGWyhHFFAKiefvNJo/edit?usp=sharing</a>
<b>Policies</b>	
Please provide a link (URL) to the attendance policy for digital learning students.	<a href="https://hopeacademyowa.org/wp-content/uploads/2021/08/Hope-Academy-Ready-for-Learning.pdf">https://hopeacademyowa.org/wp-content/uploads/2021/08/Hope-Academy-Ready-for-Learning.pdf</a>
Please provide a link (URL) to the discipline policy for digital learning students.	<a href="https://docs.google.com/document/d/14q568EdFQd409aBXtFI2Zw6ocd_2cYZ4RyJvVdB8utQ/edit?usp=sharing">https://docs.google.com/document/d/14q568EdFQd409aBXtFI2Zw6ocd_2cYZ4RyJvVdB8utQ/edit?usp=sharing</a>
Please provide a link (URL) to the grading policy for digital learning students.	<a href="https://docs.google.com/document/d/14q568EdFQd409aBXtFI2Zw6ocd_2cYZ4RyJvVdB8utQ/edit?usp=sharing">https://docs.google.com/document/d/14q568EdFQd409aBXtFI2Zw6ocd_2cYZ4RyJvVdB8utQ/edit?usp=sharing</a>
<b>Charter</b>	
Describe how the addition of a virtual program is in line with the mission or model of the school.	The mission of Hope Academy is to provide students with a safe, positive, trauma-centered academic environment that will nurture their love for learning and confidence in life while providing broader supports to the families we serve to allow them to continue to support their child's academic and emotional growth.

Hope Academy has designed a virtual option to provide a safe learning environment for learners and families. In the event that administration determines the need to pivot to virtual learning, Hope Academy will continue to provide social and emotional support in addition to academic instruction. Hope Academy will also safely provide families with the resources they need to assist in the nurturing and development of their child.

**Additional Waiver(s)**

<b>Waiver Topic #1</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #2</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #3</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #4</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #5</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	

<b>Rationale for Waiver</b>	
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