



# HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!

## DIVERSITY & EQUITY REPORT

Fall 2021

# TABLE OF CONTENTS

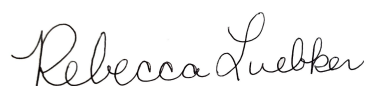
3	Letter From Executive Director of Culture
4	Mission Statement
5	Defining Diversity & Equity
6	Diversity & Equity Committee
10	Goals In Support of Diversity and Equity
11	Haas Hall Academy Diversity and Equity Plan
25	Special Education Data
29	English for Speakers of Other Languages
31	Dyslexia Screening and Data
35	Meal & Uniform Assistance
37	Random, Anonymous Admissions Lottery Process

Dear State Board of Education Members:

At Haas Hall Academy we welcome the support and encouragement of the Equity Assistance Center as we create an educational environment that promotes and advocates diversity, equity, and inclusion. While we were creating the committee that will lead us in the future, Covid-19 caused us to shift our focus to an online learning space. The pandemic amplified for us that our work on diversity, equity, and inclusion is necessary in the digital educational space and has shown us areas for improvement and understanding in the classroom. Unfortunately, the pandemic caused us to miss opportunities to meet with the Equity Assistance Center scheduled in March and April 2020. It is important, however, that we continue this work with intentionality. The recent events in our country and accessibility to information has shown that our work in education should be an inclusive environment for our scholars, faculty, and families.

The Equity Assistance Center gave us five goals and numerous recommendations within those goals to address. The Diversity and Equity Committee has been working diligently on the goals and recommendations to create a Diversity and Equity Plan. This plan is the framework for Haas Hall Academy so that we can have protocols and procedures that are clear and adaptable. Through this framework we will be able to collect data to make sure we have measurable results in our goal for a more diverse, equitable, and inclusive learning environment.

The Haas Hall Academy Diversity and Equity Committee appreciates the specific recommendations presented by the Equity Assistance Center. These recommendations have guided us in creating our Diversity and Equity Plan. We are looking forward to expanding the work of the committee to include scholars, parents/guardians, and community members as we proceed into the next school year and years to come.



Rebecca Luebker  
Executive Director Of Culture, Diversity and Equity Committee Chair

# **MISSION STATEMENT**

The Diversity and Equity Committee strives to provide an inclusive environment for all scholars and employees by developing, implementing, and monitoring policies and procedures that enhance diversity among scholars, provide meaningful multicultural education, and promote diversity in staffing. This effort is imperative to enhance the ongoing preparation necessary for scholars to succeed in higher education and to become engaged members of our community.

# DEFINING DIVERSITY AND EQUITY

We honor the unique aspects of individuals in our community by supporting and respecting every scholar, every day — whether the differences be race, gender, religion, sexual orientation, gender identity, ethnicity, socio-economic status, learning style, ability, or varied point of view. We understand the well-being of all scholars is elevated when provided a learning environment of acceptance and inclusion. Diversity and equity is core to our values because it helps scholars grow into individuals with a deeper sense of integrity and social responsibility.

This commitment to diversity and equity is directed toward the elimination of barriers wherever they may exist throughout Haas Hall Academy, including intentional or unintentional discriminatory practices in classrooms, school offices, and other campus environments. The elimination of barriers will require collaboration among scholars, staff, parents, guardians and the community. Haas Hall Academy is committed to providing opportunities for all staff to learn about the histories of various racial and ethnic groups, common microaggressions, and to improve skills in communication.

The school shall continue to promote a diverse work force by increasing personnel recruitment efforts and by fulfilling the commitment to maintain a school free of barriers, biases, and illegal discrimination. Additionally, individuals from various backgrounds will be provided opportunities to serve in positions of leadership and/or decision making.

With thoughtful review we have outlined our goals. We've created the following plan and have addressed the recommendations made by the Equity Assistance Office. We reviewed and analyzed information from the following institutions to create our plan:

- American School Counselor Association, Alexandria, Virginia
- Radford City Public Schools, Radford City, Virginia
- Kapor Center, Oakland, California
- Racial Equity Institute, Greensboro, North Carolina
- University of Arkansas, Fayetteville, Arkansas
- New England Resource Center for Higher Education,

# DIVERSITY AND EQUITY COMMITTEE

## Rebecca Luebker, Executive Director of Culture

Rebecca Luebker, an enrolled citizen of the Cherokee Nation, is the Social Science Chair at Haas Hall Academy in Fayetteville. She holds a Bachelor of Arts degree in Middle East Studies/International Relations and Master of Arts degree in Political Science.

She was the founding sponsor of the Black Student Association and is the current sponsor of the Indigenous Coalition at Haas Hall Academy's Fayetteville campus.



This past year, she spoke at the American Indian Science and Engineering Society National Conference on Tribal Cultural Revitalization in Computer Science and was a Framework Reviewer for the Kapor Center's [Culturally Responsive-Sustaining Computer Science Education](#). In 2019 she was chosen to be a Computer Science Teachers Association Equity Fellow. In July 2020 she presented "Supporting Native Students in CS" at the association's annual conference. In 2017, she was the Gilder Lehrman Arkansas History Teacher of the Year.

Her passion for education in Arkansas comes from her family's long history dating back to the founding of the Fayetteville Female Seminary in 1839. She is currently the 8th generation in her family to teach and seven of those generations have been in various regions of Arkansas.

## **Bethany Culpepper, Executive Director of College and Academic Advising, Professional School Counselor**

From the time scholars enter Haas Hall Academy until they graduate, Bethany Culpepper encourages all scholars to take challenging courses while maintaining a healthy balance of academic rigor and personal wellness.

Being a first generation college graduate, she understands the uncertainty many scholars experience when presented with decisions about how to pay for and where to attend college. Identifying scholarship opportunities for all scholars is a priority, but particularly for those families attempting to navigate the college application process for the first time.



As a Professional School Counselor, she is bound to follow the [ethical guidelines](#) provided by the American School Counselor Association including a commitment to promote systemic change that helps create an optimal learning environment for all students. To that end, she identifies barriers that can be broken down through building relationships and collaboration.

Raised in a multi-generation home with grandparents of German, Scottish, and Iñupiat heritage, Bethany strives to be empathetic of the many issues impacting scholars and the decisions they make regarding their futures. She is an enrolled member of the Native Village of Diomed.

## **Amelia Dunavan, Executive Director of Special Education**

The goal for this position is to make sure that all parents, faculty, and scholars understand that Haas Hall Academy has many tools available to help all scholars excel to build a strong educational future.

Prior to coming to Haas Hall Academy, Amelia Dunavan served in the special education sector for eight years and was awarded Teacher of the Year in 2018-2019 in the Bentonville Public Schools.

Over her tenure as an intern, a paraprofessional, and as a certified teacher, she has had the privilege of working with many diverse students in a self-contained, behavioral, and resource setting.

Prior to working in this field, she graduated from the University of Arkansas at Little Rock to earn her bachelor of science degree in special education. While there, she worked as an ABA therapist in schools with many wonderful students. She is working to continue her education at Arkansas State University to obtain her graduate degree in Educational Leadership.

Giving all children full access to growing is my passion. Amelia is inspired to make a difference in the lives of so many children who may from time to time struggle for excellence. Our goal is to create an incredibly accepting learning environment and to provide an exceptional rapport with parents and scholars.





## **Kelly Barnett, Executive Director of Academy Admissions & Communication**

Kelly Barnett's goals each year are to ensure the integrity of Haas Hall Academy's random, anonymous Admissions Lottery and to ensure the Admissions Lottery process is communicated effectively to prospective scholar families.

Kelly's responsibilities include maintaining all application data, administering the annual Admissions Lottery drawing, updating the school's website — including the Admissions application and the Shadow appointment registration — creating promotional materials for the Admissions Lottery, and communicating regularly with parents of applicants.



Kelly joined Haas Hall Academy in October 2016 to help administer the annual Admissions Lottery. In 2018 she was promoted to her current position. Prior to working in education, Kelly spent 17 years as a newspaper reporter and page designer. She earned her bachelor's degree in English from Lyon College.

Outside of her work, Kelly volunteers with Girl Scouts in Springdale, where she has been a troop leader for six years.

# GOALS IN SUPPORT OF DIVERSITY AND EQUITY

**Goal 1:** Identify a clear and shared understanding of intentional diversity and equity with staff as a foundation of our efforts.

(Timeline: Addressed during Fall PD 2020-2021, 2021-2022, and ongoing)

**Goal 2:** Facilitate conversations incorporating the voices and perceptions of scholars, their families, and communities.

(Timeline: Clubs consistently in practice by second quarter 2021-2022, and ongoing)

**Goal 3:** Integrate a comprehensive curriculum that is inclusive, reflects multicultural diversity, and promotes contributions from a diverse group of individuals.

(Timeline: 2021-2022, 2022-2023)

**Goal 4:** Increase representation of individuals from underrepresented groups (comprising BIPOC, sexual orientation and gender identity, considering ableism, ageism) to 30% of total staff over the next four years.

(Timeline: 2021-2022, 2022-2023, 2023-2024, 2024-2025)

**Goal 5:** Maintain campus environments that intentionally support scholar diversity.

(Timeline: Immediate)

**Goal 6:** Encourage scholars from underrepresented communities to join Haas Hall Academy.

(Timeline: Immediate)

**Goal 7:** Increase representation of individuals from diverse backgrounds on leadership teams and positions of decision making

(Timeline: Immediate)

These goals will be effective during the 2021-2022 school year and beyond.

# HAAS HALL ACADEMY

## DIVERSITY AND EQUITY PLAN

**Goal 1: Identify a clear and shared understanding of intentional diversity and equity with staff as a foundation of our efforts.** By defining and sharing concepts of intentional diversity and equity, the school commits to integrating a culture of inclusivity into all aspects of campus life. *Current score: Emerging*

**Objective 1.1:** Identify a shared understanding of diversity and equity.

**Priority: High**

- **Strategy 1.1.1:** Establish a diversity training program for the district  
**Person(s) Responsible:** D&E Team  
**Timeline:** Annually at the August Professional Development session. ([video from August 2020 session](#))  
**Baseline Data:** Anecdotal evidence based on conversations between faculty and committee members indicate a variety of concepts related to diversity and equity.  
**Completion Data:** Diversity & Equity training becomes an integral part of campus culture.

**Objective 1.2:** Measure school climate among scholars as related to D&E

**Priority: High**

- **Strategy 1.2.1:** Conduct self-assessment for grades seven through twelve. ([D&E: Scholar Experience](#))([D&E: Scholar Experience Results Spring 2021](#))  
**Person(s) Responsible:** School Administration, Diversity and Equity Committee  
**Timeline:** January 2021, Annually  
**Baseline Data:** Initial results indicate a need for growth in establishing a more welcoming environment.  
**Completion Data:** Results will be used by the Diversity and Equity Committee to establish baseline data; yearly results will be used to revise/update goals.

**Objective 1.3:** Conduct annual reviews with staff, faculty, and DESE Equity Assistance Center.

**Priority: High**

- **Strategy 1.3.1:** Conduct self-assessment such as the [Diversity and Inclusion Self-Assessment](#) or the [University of California Diversity Self-Assessment Tool](#), and the [Special Education self-assessment](#) to identify progress toward achieving goals.

**Person(s) responsible:** Diversity and Equity Committee, Director of Special Services

**Timeline:** January 2022, Annually

**Baseline Data:** (Sample Survey [HERE](#))

**Completion Data:** Initial assessment to be used to establish initial scores based on UCLA self-inventory; future assessments provide trajectory for D&E Plan updates.

- **Strategy 1.3.2:** Submit annual Diversity report to DESE, the school community, and outside stakeholders.

**Person(s) responsible:** Diversity and Equity Committee; Administration

**Timeline:** Annually

**Baseline data:** September 2020 meeting with DESE Equity Assistance Center resulted in further revisions to D&E plan to create more targeted, data driven, achievable goals

**Completion Data:** Report is submitted, promoted, and evaluated

**Objective 1.4:** Share diversity recruitment goals with stakeholders beyond DESE and the school board.

**Priority: High**

- **Strategy 1.4.1:** Promote the school's D&E Plan by email, the school website, and social media.

**Person(s) responsible:** Superintendent

**Timeline:** Annually

**Baseline Data:** Once the D&E Plan is approved by the State Board of Education, the plan will be posted on the school website and sent to community stakeholders

**Completion Data:** Updated D&E plan is shared with outside stakeholder groups that promote diversity and inclusion, and/or community and economic development.

**Goal 2: Facilitate conversations incorporating the voices and perceptions of scholars, their families, and communities.** Efforts to develop a scholar focused diversity and equity culture will be provided the same attention and significance as other campus initiatives. *Current Score: Emerging*

**Objective 2.1:** Identify and provide opportunities for scholars to gain a better understanding of and empathy for other ethnic groups.

**Priority: Moderate**

- **Strategy 2.1.1:** Present scholar guided multicultural activities/programs to the entire scholar body.  
**Person(s) Responsible:** Various scholar clubs/activities.  
**Timeline:** Targeted for 2021-2022 school year  
**Baseline Data:** Previously, related activities took place through Culture Club. However, most Culture Club activities were on hold until the second quarter of the 2021-2022 school year due to COVID.  
**Completion Data:** Campus-wide, multicultural programs are held monthly throughout the school year.
- **Strategy 2.1.2:** Establish a scholar/faculty Multicultural Advisory Committee for open discussions with various topics of concern.  
**Person(s) Responsible:** School Counselors, School Administration, Diversity and Equity Committee  
**Timeline:** Targeted for 2021-2022 school year  
**Baseline Data:** Anecdotal information was initially shared by scholars during the Comprehensive School Counseling Plan advisory committee meeting in December 2020. Conversations with scholars will continue.  
**Completion Data:** Forums are held once a quarter with Scholar Council and club representatives.
- **Strategy 2.1.3:** Use current after school clubs to integrate discussions of social justice.  
**Person(s) Responsible:** School Counselors, School Administration, Diversity and Equity Committee

**Timeline:** Trial with limited number of clubs meeting during 2020-2021 school year; broad implementation targeted for 2021-2022 school year

**Baseline Data:** Clubs such as Gay Straight Alliance or Spectrum provide ready-made opportunities for discussion of social justice issues. For example, the International Outreach club works with Canopy NWA in effort to help resettle Refugees in NWA.

**Completion Data:** Social justice issues are integrated into other after-school clubs such as Personal Finance Club, Philosophy Club, and Culture Club.

**Objective 2.2:** Create opportunities for scholars and faculty to share their perceptions of the school environment.

**Priority: High**

- **Strategy 2.2.1:** Use the Scholar Experience Survey to learn more about gaps in our diversity and equity efforts.

**Person(s) Responsible:** School Administration, Diversity and Equity Committee

**Timeline:** Annually/January [[Scholar Experience Survey](#)]

**Baseline Data:** D&E Committee to begin collecting data in March 2021 ([March 2021 Results](#)).

**Completion Data:** Survey results reflect increased positive experience from year to year.

- **Strategy 2.2.2:** Establish a committee in each campus to discuss school climate. Committee should be composed of scholars, teachers, administration, and parents/guardians.

**Person(s) Responsible:** School Administration, Diversity and Equity Committee

**Timeline:** Begin committee meetings in 2021-2022 school year.

**Baseline Data:** Committees do not yet exist.

**Completion Data:** Degree to which recommendations are adopted by the School Administration and School Board.

**Goal 3: Integrate a comprehensive curriculum that is inclusive, reflects multicultural diversity, and promotes contributions from a diverse group of individuals.** Current curriculum sequences will be evaluated and re-created to demonstrate greater awareness and value in different perspectives and contributions. *Current Score: Emerging*

**Objective 3.1:** Require multicultural learning activities to be included in each staff development plan.

**Priority: Moderate**

- **Strategy 3.1.1:** Provide information regarding state and community seminars related to multicultural and diversity issues (Arkansas Ideas) to faculty and staff.

**Person(s) responsible:** Diversity and Equity Committee

**Timeline:** Beginning with the 2021-2022 school year, activities will be required annually

**Baseline Data:** Previously, such activities were encouraged, but not mandatory.

**Completion Data:** Each faculty member attends at least one community seminar annually.

**Objective 3.2:** Ensure subject area content reflects points of view from various ethnic populations.

**Priority: Moderate**

- **Strategy 3.2.1:** Using the [NYU Steinhardt Culturally Responsive Curriculum Scorecard](#), evaluate curriculum content for every course

**Person(s) responsible:** Faculty, Department Heads

**Timeline:** Introduce evaluation process January 2022 for implementation planning targeted for 2022-2023 school year.

**Baseline Data:** Previously, providing different perspectives was encouraged, but not mandatory.

**Completion Data:** The scores of each course will reflect a “Culturally Responsive” score by the beginning of the 2022-2023 school year.

**Objective 3.3:** Develop and add to the secondary curriculum courses that reflect ethnicity and diversity.

**Priority: High**

- **Strategy 3.3.1:** Add Native American Studies and/or African American History course options at all campuses.

**Person(s) responsible:** Administration

**Timeline:** Targeted to begin during 2021-2022 school year

**Baseline data:** African American History is currently being taught at the Bentonville and Fayetteville campuses. Native American Studies was added to the Fayetteville schedule for the 2020-2021 school year. Beginning with the 2021-2022, the D&E Committee recommends addition of these classes to the administration.

**Completion Data:** Courses are offered at all campuses. **(Completed)**

- **Strategy 3.3.2:** Investigate courses related to other ethnic groups as possible additions to courses that may be taken to fulfill Career Focus graduation requirements

**Person(s) responsible:** Superintendent, Academic Advisors

**Timeline:** Provide recommendations to Administration by June 2022

**Baseline Data:** Native American History and African American History are the only minority ethnic groups represented in specific course options

**Completion Data:** Course added to list of options for Career Focus classes needed to graduate.

**Objective 3.4:** Develop a listing of available supplementary teaching materials and online resources that reflects ethnic diversity and promotes contributions by a variety of cultures. **Priority: Moderate**

- **Strategy 3.4.1:** Provide teachers with a list of appropriate supplementary materials that can be used to promote cultural diversity.

**Person(s) Responsible:** Department Heads

**Timeline:** By May of each year

**Baseline Data:** None at this time; waiting for approval

**Completion Data:** An updated list will be provided annually.

**Objective 3.5:** Promote classroom environments and materials that reflect various ethnic populations.

**Priority: High**

- **Strategy 3.5.1:** Promote classroom/bulletin board decor that promotes different points of view and backgrounds.

**Person(s) responsible:** Headmasters

**Timeline:** Targeted to begin 2021-2022 school year.

**Baseline Data:** Anecdotal information demonstrates most campus and classroom environments reflect the majority culture of the school.



**Completion Data:** Learning environments begin to reflect the many cultures represented in the student body.

**Objective 3.6:** Promote awareness of cultural significance through recognition of anniversaries, accomplishments, and events.

**Priority: Moderate**

- **Strategy 3.6.1:** Through social media and classroom curricula, celebrate cultural heritage months and BIPOC holidays.

**Person(s) Responsible:** Diversity and Equity Committee, Administration

**Timeline:** Throughout the school year

**Baseline Data:** Many faculty promote holidays of different groups, but an official effort to celebrate diverse holidays does not exist.

**Completion Data:** Number of cultural activities at each campus increases.

- **Strategy 3.6.2:** Recognize the Indigenous populations through Land Acknowledgement statements at each school building.

**Person(s) Responsible:** Diversity and Equity Committee, Administration

**Timeline:** Originally scheduled for Spring 2020, but delayed due to Covid-19.

**Baseline Data:** Land Acknowledgement statements do not yet exist

**Completion Data:** Ceremony rescheduled to be completed by Spring 2021.

**Goal 4: Increase representation of individuals from underrepresented groups (comprising BIPOC, sexual orientation and gender identity, considering ableism, ageism) to 30% of total staff over the next four years.**

Concepts of excellence in education will include a school culture of inclusivity, acceptance, and diversity. *Current Score: Emerging.*

**Objective 4.1:** Maintain an unbiased hiring process for every campus utilizing Behavioral Event Interviewing.

**Priority: High**

- **Strategy 4.1.1:** Ensure hiring panels include representation of different ethnic, gender, and age groups.

**Person(s) responsible:** Superintendent, Diversity and Equity Committee, Headmasters

**Timeline:** When needed for hiring new faculty/staff.

**Baseline Data:** Beginning July 2020, representation of at least one individual from an underrepresented community was included in hiring panels

**Completion Data:** Meeting is held with all Headmasters and Department Heads to explain new policy and new policy is implemented

- **Strategy 4.1.2:** Mitigate bias by requesting interviewees for specific examples of how the candidate performed under different circumstances or within a particular scenario.

**Person(s) responsible:** Superintendent, Headmasters, Hiring Panels

**Timeline:** Ongoing

**Baseline Data:** Previously, questions were not shared with the hiring panel or consistent between candidates.

**Completion Data:** Interview questions are provided to the hiring panel to ensure consistency during interviews.

#### **Objective 4.2:** Broaden reach of hiring searches

##### **Priority: High**

- **Strategy 4.2.1:** Make use of state-wide employment recruiting services and attend state hiring fairs.

**Person(s) responsible:** Headmasters, Diversity and Equity Committee

**Timeline:** Ongoing

**Baseline Data:** Previously, openings were listed on the school website and contacting institutions of higher learning.

**Completion Data:** Position openings listed with state recruiting fairs.

- **Strategy 4.2.2:** Make use of national employment listing services

**Person(s) responsible:** Headmasters, Department Heads, Diversity and Equity Committee

**Timeline:** As needed when hiring new faculty and staff

**Baseline Data:** Moderate success has been found when posting employment opportunities on national sites such as Indeed.com

**Completion Data:** Postings on such sites continue to garner attention from a broad geographic area..

- **Strategy 4.2.3:** Through the Community Outreach Clubs, foster relationships with area houses of worship, and/or multi-cultural centers. (Examples: [ICANWA](#), [St. James](#), [HWOA](#), [RootED](#), [AKA](#), [MEI](#), [LatinXNA](#), etc.)

**Person(s) responsible:** Headmasters, Academic Advisors, Scholars

**Timeline:** As needed when hiring new faculty and staff

**Baseline Data:** Previously, hiring searches were limited to posting on school website and contacting institutions of higher learning

**Completion Data:** Collaborative relationships are created.

**Objective 4.3:** Collaborate recruiting efforts with regional community agencies, professional organizations, and other schools.

**Priority: Moderate**

- **Strategy 4.3.1:** Establish relationships with organizations such as the local chambers of commerce and others supporting economic growth of Northwest Arkansas. (Examples: [EngageNWA](#), [Greater Bentonville Chamber of Commerce](#), [Fayetteville Chamber of Commerce](#), etc.)

**Person(s) responsible:** School Administration, Scholars

**Timeline:** Targeted for 2022-2023 school year

**Baseline Data:** Limited relationships exist between various campuses and local organizations.

**Completion Data:** Communication and collaboration with community groups improves.

- **Strategy 4.3.2:** Build relationships with local affiliates of different professional organizations representing underrepresented groups (Arkansas Minority Coaches Association, National Society of Black Engineers, National Alliance of Black School Educators, National Hispanic Medical Association, etc.)

**Person(s) responsible:** Academic Advisors, School Administration

**Timeline:** Ongoing

**Baseline Data:** Currently, no relationships exist.

**Completion Data:** Relationships are established.

**Goal 5: Maintain campus environments that intentionally support scholar diversity.** All scholars, no matter their ethnicity, gender identity, ability, or socio-economic status, will understand that HHA faculty and staff support

their educational and personal journey through high school. *Current score: Developing.*

**Objective 5.1:** Provide counseling services to all scholars.

**Priority: High**

- **Strategy 5.1.1:** Increase awareness of counseling services available to all scholars.  
**Person(s) responsible:** Headmasters, Academic Advisors, Faculty  
**Timeline:** Continuous throughout school year  
**Baseline Data:** Information regarding counseling services is provided to all scholars, parents/guardians, and faculty at the beginning of the year.  
**Completion Data:** Promotion of counseling services is provided monthly through the school Wellness Newsletter ([example](#)), a streamlined referral process, classroom presentations ([example](#)), and multiple reminders in the announcements. This strategy corresponds with the Comprehensive [School Counseling Plan](#).

**Objective 5.2:** Support scholar led clubs that support diversity such as the GSA, Spectrum, Black Scholars Associations, Indigenous Coalition clubs

**Priority: Moderate**

- **Strategy 5.2.1:** Increase awareness of all clubs on campus.  
**Person(s) responsible:** Headmasters, Directors of Academy Affairs  
**Timeline:** Many clubs events were on hold until second quarter of the 2021-2022 school year  
**Baseline Data:** Clubs are usually promoted during Open House and at the beginning of the year  
**Completion Data:** Participation in clubs that support BIPOC communities or social justice issues increases at each campus.
- **Strategy 5.2.2:** Encourage presentations and campus wide events sponsored by clubs that support diversity.  
**Person(s) responsible:** Headmasters, Teacher-sponsors of clubs  
**Timeline:** Many clubs events were on hold until second quarter of the 2021-2022 school year  
**Baseline Data:** All clubs are supported by the HHA community, but not intentionally for diversity & equity purposes

**Completion Data:** The number of club sponsored activities increases on campus by at least one event per club.

**Objective 5.3:** Ensure scholars with disabilities or learning differences are provided equal access to learning opportunities.

**Priority: High**

- **Strategy 5.3.1:** Conduct Response to Intervention training for all faculty  
**Person(s) responsible:** Director of Special Services, 504 Coordinators  
**Timeline:** Annually and quarterly; training scheduled during January 2022 Professional Development  
**Baseline Data:** Renewed training annually is necessary to ensure fidelity.  
**Completion Data:** Faculty understanding of the RtI process continues to improve. Objective corresponds with [Special Services Plan](#) and [Comprehensive School Counseling Plan](#).

**Objective 5.4:** Encourage each scholar to seek career opportunities that reflect their maximum potential.

**Priority: High**

- **Strategy 5.4.1:** Ensure all scholars have information and access to school-led career development workshops.  
**Person(s) responsible:** Academic Advisors  
**Timeline:** Career information provided during Senior Application Seminar every August and in “Career” class for younger scholars; career research tools provided during ongoing academic and career counseling sessions for every scholar  
**Baseline Data:** Student Success Plans were implemented for the Class of 2023 and for each class thereafter. SSPs are updated yearly.  
**Completion Data:** Scholars develop some sense of direction for what to study after graduation. Strategy corresponds with the [Comprehensive School Counseling Plan](#).
- **Strategy 5.4.2:** Encourage scholars to consider careers in the teaching or helping professions, particularly scholars from BIPOC communities  
**Person(s) responsible:** Academic Advisors, Faculty  
**Timeline:** Yearly during Senior Application Seminar, Career courses

**Baseline Data:** Information regarding teaching and other helping professions was included in the Fall 2020 Senior Application Seminar. The information will also be provided to 8th grade Career classes and high school level career courses.

**Completion Data:** Scholars begin to have a greater understanding of employment opportunities available in education.

**Objective 5.5: Identify barriers to learning based on unintentional cultural, ethnic, or racial bias.**

**Priority: High**

- **Strategy 5.5.1:** Review detention and disciplinary action records to ensure different groups are not being marginalized.  
**Person(s) Responsible:** Headmasters, detention supervisors  
**Timeline:** Survey headmasters for one month, annually  
**Baseline Data:** Initial survey conducted by Headmasters in Fall 2020 provided inconclusive data due to hybrid learning situation and inability to hold detention. ([Headmaster Discipline Survey](#))  
**Completion Data:** Provide survey to Headmasters yearly until reviews indicate no particular group spends more time in detention or is disciplined more harshly than others.
- **Strategy 5.5.2:** Encourage faculty to implement positive behavior plans in the classroom.  
**Person(s) Responsible:** Administration, Headmasters, Faculty  
**Timeline:** Official Positive Behavior Support plan is created for 2021-2022 school year  
**Baseline Data:** Corresponding with scientific research, anecdotal evidence on campus demonstrates that supporting positive scholar behavior is an effective way of promoting change.  
**Completion Data:** New plan is implemented at beginning of August 2021

**Goal 6: Encourage scholars from underrepresented communities to join Haas Hall Academy.** *Current Score: Emerging*

**Objective 6.1** Cultivate relationships with different ethnic groups found in Northwest Arkansas

**Priority: High**

- **Strategy 6.1.1:** Encourage attendance at local festivals and cultural events (Example: Diwali celebrations, Nuclear Survivor's Day, Juneteenth, Hispanic Heritage Festival, etc.).  
**Person(s) responsible:** Diversity and Equity Committee, Scholars  
**Timeline:** Annually based on individual event (depends on COVID situation)  
**Baseline Data:** No previous requirement existed.  
**Completion Data:** Documentation of participation.

**Objective 6.2:** Schedule family engagement events within different neighborhoods from underrepresented groups.

**Priority: High**

- **Strategy 6.2.1:** Consider different approaches to each event based on cultural traditions of the local community.  
**Person(s) responsible:** Diversity and Equity Committee, Scholars  
**Timeline:** Prioritize dates in the Fall annually during the beginning of the annual Admissions Lottery process.  
**Baseline Data:** Participation at events is delayed because of COVID  
**Completion Data:** Identifying and meeting with contact within different communities/neighborhoods twice annually.

**Objective 6.3:** Increase scholar enrollment from underrepresented groups.

**Priority: High**

- **Strategy 6.3.1:** Encourage underrepresented groups (comprising BIPOC, sexual orientation and gender identity, and considering ableism) to apply to the Admissions Lottery to increase diversity in the scholar population.  
**Person(s) responsible:** Admissions Director, Diversity and Equity Committee  
**Timeline:** Ongoing  
**Baseline Data:** HHA representation at events occurred pre-COVID  
**Completion Data:** Scholar population increases in diversity by 5% at each campus over the next four years. Numbers may be re-evaluated after 2020 Census numbers are released.

**Goal 7: Increase representation of individuals from diverse backgrounds on leadership teams.**

As the total number of faculty from diverse populations increases, so too will the number of individuals provided leadership opportunities. This is understood as a necessity to increasing academic excellence. *Current Score: Emerging*

**Objective 7.1:** Increase diversity among school leaders.

**Priority: Moderate**

- **Strategy 7.1.1:** Examine current leadership teams and look for ways to restructure to ensure the individuals participating reflect diverse and inclusive backgrounds.

**Person(s) responsible:** Administration, Diversity and Equity Committee

**Timeline:** Yearly (August)

**Baseline Data:** Increasing number of individuals from diverse groups are included in hiring panels and advisory committees. However, there is no official policy promoting this practice.

**Completion Data:** The new policy is published and promoted within the school community.

**Objective 7.2:** Support new staff who may come from a variety of backgrounds with a strong mentoring program. **Priority: High**

- **Strategy 7.2.1:** Work with department heads to identify mentors to work with new faculty.
- **Person(s) responsible:** Headmasters, department heads, Diversity and Equity Committee

**Timeline:** Targeted for 2021-2022 school year

**Baseline Data:** Department heads and individuals with expertise in certain areas do some mentoring with new faculty.

**Completion Data:** Mentoring program is formalized including a schedule of required supervision meetings.



# SPECIAL EDUCATION DATA

Diversity in education requires the identification of scholars having a variety of educational needs, separate from or in conjunction with ethnicity.

We offer the following data to prove that we take the issue of special education very seriously and are working with many scholars who need added instruction and guidance in order to meet our college preparatory course demands.

We are committed to earning a reputation for working with all scholars, regardless of background or educational needs.

## Data

Haas Hall Academy currently has 26 scholars across all four campuses who are on IEPs. This is an increase compared to our 19-20 school year, where we had 21 scholars on IEPs.

**TABLE 1**

HHA Scholars On IEP				
2019-2020	Bentonville	Fayetteville	Rogers	Springdale
Asian		1	1	
Black			1	
Native American/Alaskan Native				
Native American/Alaskan Native, Hispanic			1	
Two or More	1	1		
White, Hispanic		2		2
White, Nonhispanic	3	3	2	3
<b>Total</b>	4	7	5	5
				Source: eSchool

**TABLE 2**

<b>HHA Scholars On IEP</b>				
<b>2020-2021</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
<b>Asian</b>				
<b>Black</b>		1	2	
<b>Native American/Alaskan Native</b>				
<b>Native American/Alaskan Native, Hispanic</b>				
<b>Two or More</b>	1			
<b>White, Hispanic</b>		2	4	3
<b>White, Nonhispanic</b>	2	5	3	3
<b>Total</b>	3	8	9	6
				Source: eSchool

We also have 170 scholars on 504s — 33 at Bentonville, 67 at Fayetteville, 34 at Rogers, and 36 at Springdale. This is comparable to other school districts on a population basis.

**TABLE 3**

<b>HHA Scholars On 504</b>				
<b>2019-2020</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
<b>Asian</b>	2	2	1	1
<b>Black</b>		1	1	
<b>Native American/Alaskan Native</b>	1	1		1
<b>Native American/Alaskan Native, Hispanic</b>				
<b>Two or More</b>			2	
<b>White, Hispanic</b>	5	3	4	6
<b>White, Nonhispanic</b>	25	60	26	28
<b>Total</b>	33	67	34	36
				Source: eSchool

**TABLE 4**

<b>HHA Scholars On 504</b>				
<b>2020-2021</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
<b>Asian</b>		1		
<b>Black</b>			2	
<b>Native American/Alaskan Native</b>				
<b>Native American/Alaskan Native, Hispanic</b>				
<b>Two or More</b>				
<b>White, Hispanic</b>	3	3	5	7
<b>White, Nonhispanic</b>	24	38	25	22
<b>Total</b>	27	42	32	29
				Source: eSchool

## **Identification and Intervention Strategy**

Haas Hall Academy has a robust identification and intervention strategy and complies with all laws governing this area of education.

When a scholar is referred for special services, a committee (parent, teacher, LEA, special education representative) will meet within 21 days to discuss what deficits are being seen in the scholar. The committee would next discuss options of services, including dyslexia screening, ESOL screenings, comprehensive evaluation, and discuss previous data from past schools or doctors that would warrant a 504 and/or documentation from current school and teachers that would warrant a 504. Then the committee chooses the best option and proceeds. If the committee chooses the evaluation for special services, a referral conference takes place and paperwork is sent to the psychological examiner. Once the examiner receives the documentation, he/she has 60 days to conduct the evaluation. Once the evaluation is completed the committee has 30 days to hold a conference to decide what support or services that scholar is eligible to have.

504s are determined by committee decision, and can be implemented at any time as long as justifiable data can be shown for the need of this plan.

The services are based on the eligibility of the evaluation, however, Haas Hall Academy offers co-taught, direct, and indirect services for scholars with those needs.

Additional Special Education documents, including our Child Find Policy, are attached at the end of this report. [\*\*SEE APPENDIX 1.\*\*](#)

# ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

## Data

Haas Hall Academy currently has 186 scholars in our English for Speakers of Other Languages program — 68 at Bentonville, 38 at Fayetteville, 34 at Rogers, and 46 at Springdale.

**TABLE 5**

<b>HHA Scholars with Home Languages Other Than English</b>				
<b>2019-2020</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
<b>Grade 7</b>	22.58%	7.69%	15.38%	34.38%
<b>Grade 8</b>	13.54%	5.94%	10.71%	3.77%
<b>Grade 9</b>	20.33%	8.00%	9.23%	20.31%
<b>Grade 10</b>	21.66%	8.97%	5.17%	28.57%
<b>Grade 11</b>	15.55%	5.26%	9.38%	21.73%
<b>Grade 12</b>	22.5%	17.85%	5.88%	37.50%
				Source: eSchool

**TABLE 6**

<b>HHA Scholars with Home Languages Other Than English</b>				
<b>2020-2021</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
	11%	.07%	12%	19%
				Source: eSchool

## ESOL (English for Speakers of Other Languages) Programs

Haas Hall Academy offers a comprehensive K-12 program for English Speakers of Other Languages. Instruction for English Language Learners (ELL) is a program of techniques, methodology, and special curriculum designed to teach ELL Scholars explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).

Curriculum is based on content area standards and ELP standards. Sheltered instruction is the approach used to teach English learners; this instruction integrates language and content instruction within the classroom setting. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and to promote the development of English language proficiency. The Sheltered English Immersion Approach allows for instruction to be embedded in the core content of the course. English with vocabulary and language development is a key component. Teachers use a wide variety of quality materials and strategies to teach toward the same academic achievement standards expected for all Scholars. ESOL teachers and classroom teachers are supported in using this method of instruction.

### **Belief Statement**

The English Language Learner (ELL) program will enable non-English speaking and limited English speaking Scholars to become proficient in listening, speaking, reading and writing the English language in order for them to be successful in both academic and social environments. Key components of our success will be: accurate and timely Scholar identification and assessment, rigorous curriculum and instruction with high expectations, highly qualified teachers and specifically designed professional development, a parental involvement program, fiscal support and appropriate maintenance of records, and extensive, data-based program evaluation.

### **Identification and Intervention Strategy**

Our handbook for the English for Speakers of Other Languages can be found at the end of this report. [SEE APPENDIX 2.](#)

# DYSLEXIA SCREENING AND DATA

## Data

Haas Hall Academy currently has 78 scholars across all four campuses who receive dyslexia intervention services — 20 at Bentonville, 35 at Fayetteville, 11 at Rogers, and 12 at Springdale. Updated information can be found on our [website](#).

**TABLE 6**

<b>HHA Scholars Receiving Dyslexia Intervention Services</b>				
<b>2019-2020</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
	5.57%	7.76%	3.32%	5.41%
<b>2020-2021</b>	<b>Bentonville</b>	<b>Fayetteville</b>	<b>Rogers</b>	<b>Springdale</b>
	15%	15%	38%	30%
				Source:eSchool

We are recruiting teachers to become certified as Dyslexia interventionists in order to earn the top reputation in this area.

## Identification and Intervention Strategy

All Scholars enrolled at HHA have or will receive an initial screening using components of the Core Phonics assessment.

Scholars exhibiting difficulties on this assessment are then referred to the Dyslexia Interventionist and 504 Coordinator at each campus as part of a Response to Intervention (RTI) evaluation. The purpose of which is to discuss the need for additional measures to identify areas of weaknesses. To determine the need for further testing, known as Level I screening, the RTI team will gather other sources of data, including teacher observation forms, work samples, and assessment records as part of this evaluation.

Additionally, referrals can be made by any scholar, parent or teacher. Teachers will submit an observation form and work samples to the RTI team when a request for Level I testing is made. Parents and Scholars can request the testing by contacting the campus Dyslexia Interventionist, Principal, Dyslexia Coordinator, or any classroom teacher.

Upon receipt for a referral/request for testing by a Scholar or a parent:

- The campus Dyslexia Interventionist will send observation forms to all of the Scholar's teachers for them to complete.
- The campus Dyslexia Interventionist will collect observation forms and consent forms and submit them to the Dyslexia Coordinator for the RTI team to review.
- This information is tracked by the campus Dyslexia Interventionist to ensure timely and adequate testing.

If additional Level I testing is determined to be warranted by the RTI team, the dyslexia testing specialist will test these individuals within an appropriate time frame as warranted by the RTI team receiving the above-mentioned documentation (four observation forms and parent consent form).

- This level of testing includes a battery of measures (including, but not limited to Core Phoneme Deletion test, Core Phonics Survey, Rapid Naming test, San Diego Quick Reading Assessment, Core Vocabulary Screening, MAIS-R Reading Fluency Measure, Core Reading Maze Comprehension test, and Words Their Way Upper-Level Spelling Inventory)
- After the conclusion of testing, the dyslexia testing specialist will score and write a report describing the results.
- Within 14 days of testing, the Response to Intervention (RTI) team will meet to discuss the results and make recommendations as to the level of intervention that may be warranted.
- Within 7-10 days of the RTI meeting, the dyslexia testing specialist and the campus 504 Coordinator, or an additional representative of the RTI team; will meet with the parents and discuss the screening results and recommendations .
- A 504 meeting will then be scheduled, if appropriate.

If we feel that there are still large discrepancies then we will proceed with a Level 2 screener or an evaluation given only by our psychological examiner. However, if there is a significant delay or concern for an immediate level 2 screening then that will take precedence and the referral process for an evaluation will take place to receive proper identification, so that the team may provide adequate services and/or interventions.



The 504's are created by the RTI team, the Special Education Coordinator, the parents of the Scholar, the teachers who work with the Scholar, and the Dyslexia Coordinator and/or Interventionist. The state recommendations (Appendix E) will serve as the guideline for classroom accommodations for Scholars identified with characteristics of dyslexia. The campus Dyslexia Interventionist also will maintain a record of screenings and copies of 504s for all scholars receiving any type of dyslexia intervention.

The Levels of Interventions Haas Hall recommends are as follows:

- No intervention
- Tier 1 — In class minimal accommodations for all scholars
- Tier 2 — 504 accommodations and accommodations needed from the RTI team with parent awareness, which may include small group intervention either in the classroom or via the Phonics First program.
- Tier 3 — 504 accommodations in addition to more intensive intervention via the Phonics First program offered during 5th block Linguistics class.
- Parents have the right to waive any and all recommended interventions.

All Scholars identified with any reading deficits will be able to be granted access to an account in Learning Ally. The campus Dyslexia Interventionists are to add Scholars to this program as well as monitor the usage of Learning Ally to ensure the Scholars and the teachers are using the platform as intended.

If a Scholar is not using the program (especially those with this as a 504 accommodation) contact with the Scholar and parent needs to be made by the campus Dyslexia Interventionist. A letter home asking if they plan on using the platform as per their 504 will suffice. If they choose to no longer use the system, the 504 Coordinators should be notified in the event the 504 needs to be modified. The Scholar will be archived in the system to indicate their desire to discontinue use.

In addition to the initial placement, teachers are to complete Progress Monitoring Reports on any scholar identified with characteristics of dyslexia every quarter. The purpose of this report is to ensure the interventions put into place are serving the scholar's needs. Upon receipt of these progress

reports, the campus Dyslexia Interventionist reviews monitoring reports, and if difficulties are identified, the Interventionist will gather more information from the reporting teacher and alert the Dyslexia Coordinator and the RTI team.

The Coordinator and the RTI team will then meet to discuss if the teacher needs to be provided more strategies to support the Scholar, if additional testing is warranted, or if changes to the Scholar's 504 may be best.

**Concrete Goals**

Until there is a sufficient number of dyslexia therapy graduates, the ADE will allow "dyslexia therapy to be provided by individuals who have received training and certification from a program approved by the ADE". (Ark. Code Ann. 6-41-605)

# **MEAL AND UNIFORM ASSISTANCE**

## **MEAL ASSISTANCE**

Haas Hall Academy provides assistance to any scholar who needs a meal, regardless of income.

Haas Hall Academy at The Lane participates in the federal Free and Reduced-Price lunch and breakfast program. The other three campuses provide free meals to any scholar who requests assistance, but these schools are not reimbursed.

## **UNIFORM ASSISTANCE**

Haas Hall Academy has a mandatory uniform dress code for all of our scholars in order to eliminate distractions and collateral issues in the classroom. The benefits of a uniform dress code are substantial and assist school officials to identify unauthorized persons who come to the school.

Haas Hall Academy provides many options to allow scholars to buy uniforms at reduced rates and enables an exchange program to help all scholars, regardless of income.

## **USED CLOTHING EXCHANGE**

Each Haas Hall Academy campus has a collection of gently used uniforms to provide scholars in need of assistance. All of the shirts, sweaters, skirts, vests, jackets, blazers, pants, and even sometimes belts, have been donated by former scholars and their parents.

## **ADDITIONAL SOURCES OF FREE OR LOW-COST UNIFORMS**

1. The Schoppmeyer family — Dr. Martin W. Schoppmeyer Jr., and his sister, Susan Schoppmeyer Bendure — purchase new uniforms for scholars every year.
2. Lands' End has provided our school with promotional cards to help offset the purchase of uniforms for scholars who need assistance.
3. Haas Hall Academy also holds clothing sales at all four locations.

# **RANDOM, ANONYMOUS ADMISSIONS LOTTERY PROCESS**

Haas Hall Academy serves scholars in grades 7-12 at its four campuses in Northwest Arkansas — Bentonville, Fayetteville, Rogers, and Springdale.

Pursuant to the Arkansas Quality Charter Schools Act of 2013, each year Haas Hall Academy conducts a **random, anonymous Admissions Lottery** for each grade at each campus to determine which applicants are admitted to fill the available seats. At the time of submission, each application is assigned a unique Lottery ID. The Lottery ID is used instead of names to identify applicants. During each Admissions Lottery drawing, the applications are assigned a number at random. Those numbers are then sorted into ascending order, which gives us the Lottery Results. The Lottery Results show which applicants are admitted and which ones are placed on our waiting list.

Our application is available online on our website. A paper copy is available to anyone upon request. The application asks for minimal information from the applicant. We need only enough information to contact the applicants should there be questions regarding the application prior to the Admissions Lottery drawing or to notify those who are offered a seat after the drawing.

We **do not** ask for race or ethnicity information. We **do not** ask for any past performance or grades.

Application questions are limited to the following:

- Applicant date of birth
- Applicant name
- Applicant grade level for admittance term
- Campus applicant is applying to
- Is the applicant currently expelled?
- Parent/Guardian #1 name
- Parent/Guardian #1 email address
- Parent/Guardian #2 name
- Parent/Guardian #2 email address
- Phone Number
- Does the applicant's sibling currently attend Haas Hall Academy?
- If yes, name of sibling and which campus he/she attends
- Optional information: Current school and Home address

Our application does not ask for race/ethnic information, per a request from the Arkansas Department of Education charter office, so we do not know the diversity of our applicant pool and cannot speak to the number of applicants of color.