

Charter Amendment Request for Digital Learning Program

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: Haas Hall Academy

LEA Number: 7240700

Superintendent or Director: Dr. Martin Schoppmeyer

Email: martinschoppmeyer@haashall.org

Phone: 479-966-4930

Schools	Grades/Courses	Interaction	Delivery	Platforms
Haas Hall Academy	7-12	<input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Remote (distance) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
Haas Hall Academy at The Jones Center	7-12	<input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Remote (distance) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
Haas Hall Academy at The Lane	7-12	<input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Remote (distance) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
Haas Hall Academy Bentonville	7-12	<input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input type="checkbox"/> Remote (distance) <input type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
Attendance			6-18-213(a)(2)	N/A - attendance will be taken daily by teachers or other officially designated people
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	N/A - courses will be conducted via synchronous instruction; courses will be capped at 30 scholars enrolled per course
Teaching Load Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load .	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	N/A - courses will be conducted via synchronous instruction; courses will be capped at 30 scholars enrolled per course
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-16-126	N/A - instructional day will remain the same for all platforms (6 hrs)
Clock Hours	1-A.2			N/A - all clock hours will be required to obtain necessary 120 hour count for carnegie unit
Recess Waiver applies to virtual/remote students only	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	N/A - high schools do not have recess

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.

- Virtual scholars will receive eSchool login instructions and be able to check their class schedules in eSchool before the first day of class.
- Virtual scholars and their parents/guardians will receive invitations from their teachers to join their Google Classrooms for the quarter or semester a few days before classes begin.
- Scholars will be instructed to click on the Google Meet link in the Google Classroom header daily at the scheduled start time for each block.
- The class syllabus will be posted in the Google Classroom with class/teacher specific assignment, grading, and participation expectations along with rules and policies. Scholars and parents/guardians will have to acknowledge reading the syllabus using a Google Form or returning a signed copy.
- Attendance will be taken and synchronous instruction will be provided via the Google Meet link during the set time frame for the class.
- Teachers and scholars will be able to use computer microphones and/or the chat function to discuss material and ask or answer questions. Virtual scholars can also email teachers with questions or comments.
- Teachers and scholars will be able to screen share for presentations.
- Assignments and material will be posted to the Google classroom daily. Assignments will have links, materials, due dates and rubrics attached as needed.
- Virtual classes will be able to join in with traditional classrooms for guest speakers or virtual tours when scheduled.
- Grades will be updated in eSchool no later than 8 AM each Monday to aid in identifying scholars at academic risk each week as well as to monitor AIP implementation.

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.

Haas Hall Academy will provide synchronous online instruction to mimic the traditional school day and will follow the traditional HHA school calendar. This will allow teachers to keep set hours and keep scholars on a set schedule.

All instructional material will be provided via the Google platform, as that is the chosen Learning Management System for Haas Hall Academy.

<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 to serving a dual role. Remote instruction will be simultaneous with in-person learning. Virtual learners will follow the same block schedule as in-person students, and may interact with the teacher and in-person students during class.</p>
<p>Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.</p>	<p>Haas Hall Academy will provide synchronous online instruction to mimic the traditional school day and will follow the traditional school calendar. Teachers and scholars daily will login to their Google Classroom at the start of the designated block for attendance and the teacher will remain in the virtual classroom until the end of the 90 minute block. Teachers will be available for office hours before school at 7:30 am until the start of classes and after school until 3:30 pm during the school year.</p> <p>Parent teacher conferences will be offered virtually using Google Meet once a quarter. There will be mandatory virtual parent teacher conferences for scholars with grades below 70% in the second and fourth quarter.</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>Haas Hall Academy is not utilizing waivers for class size for virtual instruction.</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 who exceed teaching loads in digital learning settings.</p>	<p>Haas Hall Academy is not utilizing waivers for teaching load for virtual instruction.</p>
<p>Technology / Platforms</p>	
<p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>The school will utilize Google Classroom as the learning management system (LMS). This system has been in place for scholars to use and will remain in effect until further notice. Scholars, parents/guardians, and teachers are familiar with the platform, which will aid in continuing to streamline instructional material.</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>All digital content made available to scholars will be at the discretion of the teacher and the Administration. Teachers are expected to follow ADE course frameworks and/or College Board course frameworks (for AP classes). A content management system will not be utilized for any grade level or subject area. All materials provided for scholars will be via the learning management system (Google Classroom). Each teacher is responsible for posting material for scholars in the respective Google classrooms. Content posted ranges from instructional videos to interactive virtual labs, lecture materials, and supplemental content for scholar learning enhancement. Faculty have departmental Google classrooms as collaborative spaces. Within these classrooms, faculty have access to collaborative course pacing guides, lecture material, worksheets, assignments, projects, etc. The materials are used to maintain consistency with course instruction district-wide. Additionally, there is a district-wide Faculty/Staff Google classroom set up so that all faculty have access to resources for continued scholar learning, collaborative teaching, and professional development.</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>Google Meet login capability will be required for any digital learning student. Google Meet will be utilized to conduct all classes and/or conferences. Google Meet directly syncs to Google Classroom as well as Google Calendar.</p>
<p>Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.</p>	<p>Scholars will have access to school-provided devices (computers, chargers, mobile HotSpot) as needed. HotSpot distribution priority will be on a case-by-case basis.</p>
<p>Student Supports</p>	
<p>Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students.</p>	<p>Parents/guardians will be notified of state-mandated vision, hearing, scoliosis, and BMI screenings and will be offered appointments with the school nurse to have virtual scholars screened. Campus nurses will also collect immunization and health records for every scholar admitted to the virtual school. Faculty will monitor students wellbeing as required by mandatory reporting laws. Students may be referred to school counselors, school nurses, or Headmaster as needed. A school-wide survey is offered every Wednesday to offer students an opportunity to confidentially request meetings with counselors.</p> <p>Food security: Meals will be made available to pick up daily. Arrangements will be made for virtual/blended scholars to pick up meals outside of peak lunch times as well. Announcements and emails will be sent at the beginning of the year to make sure that parents/guardians understand the process and to minimize confusion. Free and reduced meal applications will also be sent out so that we can determine families in need and ensure we are doing everything we can to meet those needs.</p> <p>Physical health: Each campus will have a designated nurse. Shot records will be</p>

	<p>maintained. Health history documentation kept up-to-date. For mandated screenings, appointment times will be provided for virtual scholars. All other scholars will have health screenings completed at designated times while on-site. Nurses are made available for office visits, as needed.</p> <p>Mental health: School counselors will be made available for scholars to meet with on an appointment basis. Virtual and on-site appointments will be possible. Teachers will have the ability to refer scholars to school counselors for all mental health-related concerns.</p> <p>Academic supports available: Scholars will be placed on AIP (Academic Intervention Plan) for each course in which a grade of 'D' or below is earned. Tutoring or study hall with the teacher or other certified faculty is available after school. Tutoring is also available through the peer tutoring program. The Academic Advisors will also be made available for enhancing time management, study skills, and workload pacing.</p>
<p>Describe the manner and frequency the school will use to monitor the academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.</p>	<p>Scholar attendance and grades will be monitored daily. Faculty will keep grades updated to allow the administration to run weekly reports on the names of scholars with grades below 70%. Reports will be run every Monday and provided to Headmasters. Headmasters will monitor occurrence of weekly AIP meetings that include parents/guardians, scholar, and teacher. Scholars will remain on AIP until grades are above satisfactory. Faculty will encourage students to participate daily through voice or texting mechanisms (i.e., chat mechanism in Google Meet, email, etc.).</p>
<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>Along with weekly meetings, scholars are required to attend tutoring sessions provided by the school's Study Club. Designed faculty members will oversee each Study club session. Tutoring sessions can be made available virtually and are monitored by a faculty member teaching the respective course. Attendance is monitored and provided to the teacher. Support from school counselors and Academic Advisors may provide assistance with study skills, motivation, and emotional support.</p> <p>Response to Intervention: As virtual learners are participating in synchronous learning, it allows teachers to continue to discern if there are extensive differences in work production and ability. By reviewing work samples and in-class test scores that may raise concerns, teachers are required to reach out to their campus coordinator or headmaster to present the concern. Based on that referral, the teachers or "academic committee" of the scholar are then required to fill out input forms to rate ability in areas of achievement and behavior to review as a team. The input forms allow the team to discern if the concern is academic, behavioral, or emotional. They also allow us to uncover whether or not the concern is seen across all content areas or specific to one subject area. The team then meets to discuss whether or not accommodations would benefit the student, and, if so, which accommodations. Parents/guardians may be present, but will be notified if accommodations are desired. The team will then review progress on these supports in the following 6-8 weeks and make a determination of whether further support is needed. In the case of severe hindrances, the academic team may need to move with more urgency to provide stronger supports. This may mean moving to pursue a special</p>

education referral.

This is not the same as our referral process for special education. Referrals are made to the special education teacher and/or District Special Service Director. When a referral is made the team will meet within 21 days, and determine as a committee whether to pursue the referral for an evaluation or not. If the referral is accepted, testing will take place over the course of 60 days. Once testing is complete, the team will meet within 30 days to determine what identification and supports are needed.

RTI - What interventions will be provided?

- Tier I (actual HHA examples-in the classroom)
 - Utilizing visual aids
 - Highlighting essential information (main idea)
 - Asking student(s) to repeat
 - Dividing pages into clearly marked sections (chunking)
 - Preferential Seating
 - Copies of lecture notes
 - Ensuring that notes and classroom materials are made available online and in a hard copy format
 - Use retelling rubrics (reading)
 - Utilizing agenda for individual students (teachers initial after each class)
 - Allowing access to a word processor
 - Annual interim testing 3x a year
 - Annual math placement testing 2x a year
- Tier II (actual HHA examples)
 - Discussed concerns with grade level teachers
 - Communicated concerns with parent(s)
 - AIP meeting with both parent(s) and scholar (weekly)
 - Teacher mobility - frequently near scholar (redirection)
 - Identify scholar preferred learning style [visual, auditory, etc.]
 - Reduce directions/explanations to a minimum
 - Provide additional time to complete assignments
 - Use computer software for repetitious reading/math
 - Give directions 1:1 before assigning a task
 - Assign work that involves immediate, short-term tasks
 - Have alternate test setting available
 - Call on scholar when they can answer successfully
 - Teach new vocabulary prior to reading
 - Reduce number of problems assigned
 - Develop a math reference sheet
 - Highlight operation symbols for problems
 - After school tutoring meetings 3x a week (small groupings)
- Tier III (actual HHA examples)
 - Consider a special education referral
 - Consider conducting evaluation (dyslexia, cognitive, speech, etc.)

	<ul style="list-style-type: none"> ○ Provide 1:1 meeting after school 2:30-3:30 (4x a week) ○ Provide reading intervention small group 3-4 scholars (4x a week) <p>Who will provide interventions?</p> <ul style="list-style-type: none"> ● General Education Teacher(s) ● Special Education Teacher support ● Reading Specialist Support (Interventionist) ● Counselor (if needed)
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>Haas Hall Academy uses some or all of the following:</p> <p>Consistently:</p> <ul style="list-style-type: none"> ● Socratic questioning ● Teacher observation <p>Daily:</p> <ul style="list-style-type: none"> ● Socratic Circles ● Short constructed responses ● Text-dependent questions ● Think, pair, share <p>Weekly:</p> <ul style="list-style-type: none"> ● Quizzes ● Individual or group presentations ● Class assignments (could be participation based) ● Scholar utilization of rubric <p>Monthly:</p> <ul style="list-style-type: none"> ● Individual or group projects and presentations ● Unit assessments ● Extended constructed responses ● Research papers <p>Yearly:</p> <ul style="list-style-type: none"> ● State-mandated assessments (i.e., ACT Aspire) ● PSAT ● ACT
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>All scholars are required to partake in a screening that is done through digital means. This assessment is done through Reading Plus software, and is able to give a detailed report on scholar comprehension, vocabulary, reading rate, and scholar proficiency levels. If the screening results show concerns, then the parents are notified of screening results. In this notification, the parent/guardian is given the option to enroll their scholar in intervention supports and/or pursue further testing with our school psychology specialist.</p> <ul style="list-style-type: none"> ● Once a detailed screening report is reviewed per our Reading Plus screening tool, the District Special Service Director contacts the campus reading interventionist to review results. If a concern is identified, the scholar's parents are notified and a meeting is held. ● The team decides what supports would be necessary to properly support the scholar. The RTI process may begin. The team may also determine if

	<p>reading(dyslexia) intervention supports would be beneficial.</p> <ul style="list-style-type: none"> • Reading (dyslexia) intervention takes place 2-3 times per week. Interventions are held synchronously as is the typical school day. This ensures that virtual scholars are monitored in the same way as traditional scholars. • Each campus has a reading interventionist who is trained in the Orton-Gillingham method through the Institute of Multisensory Education.
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>The school's current charter agreement includes a waiver for these requirements.</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>Current ESOL/ESL supports are embedded and are transferred appropriately through virtual means. Examples of these embedded supports are:</p> <ul style="list-style-type: none"> • Digital supports to clarify vocabulary words • Rewording complex questions • Paraphrasing excerpts • Visual representations of unfamiliar vocabulary • Offering a glossary of Google extension links to aide in digital assignments • Monitor scholar progress to measure effectiveness of supports <p>Summative and Formative ELPA assessments are done within a physical traditional setting mandatorily. This ensures that all devices are put into "TestNav" and done to fidelity.</p> <p>If a health concern is prevalent, the scholar may be given the opportunity to test individually in an alternate location while still being physically present on a HHA campus.</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>Special Educations supports and services will be provided synchronously through our virtual platform.</p> <p>Resource Services:</p> <ul style="list-style-type: none"> • Will follow a synchronous classroom setting to ensure scholars are provided an equal access to education. • Such setting will be done through our Google Suite platform. <p>Co-Teaching Services:</p> <ul style="list-style-type: none"> • Will follow a synchronous classroom setting to ensure scholars are provided an equal access to education. • The co-teacher will be made a teacher in the Google Classroom to allow for modification of material and facilitate instruction accordingly. • Individual chats and meeting codes will be distributed to ensure that scholars are able to receive assistance respectively without being singled out. <p>Indirect Services:</p> <ul style="list-style-type: none"> • Progress monitoring forms are sent weekly to be filled out by individual teachers. • Special education teachers and general education teachers will collaborate via Google Classroom assignments and meetings to ensure accommodations and modifications are appropriately applied.

	<p>Special Education Evaluations:</p> <ul style="list-style-type: none"> • These will take place in person in a secure environment to ensure that testing measures are provided appropriately. • Evaluations will be administered by our school psychology specialist. <p>Special Education Conferences:</p> <ul style="list-style-type: none"> • All virtual conferences will be held through secure Google Meet links. Such meetings will allow the organizer of the event to approve the attendees to ensure privacy is withheld for each meeting. • Verbal consent to finalize documentation will be granted per each meeting and documented as such.
<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>General education teachers are trained in utilizing and providing digital supports in the following areas:</p> <ul style="list-style-type: none"> • Reading Plus • Learning Ally • Peardeck • Quill • Nearpod • Google Jam board • Google Classroom • lippity.net (to create review games) • Kahoot! • NoRedInk • Everfi • Planbook • SAVVAS Learning <p>There are also a multitude of chrome extensions that are utilized. This would be incorporated into the training of utilizing G-Suite systems.</p>
Teacher Supports	
<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>Faculty will continue to receive resources and training during Professional Development Days required at the start of each semester. Additionally, our district-wide Faculty/Staff Google Classroom is regularly updated with information related to LMS implementation, new technology, and course instruction. Each academic department will maintain a district-wide collaborative Google Classroom space in which teachers can access and share resources, pacing guides, and assignments. Individual Google Classrooms are also maintained for specific courses enabling faculty who teach those courses a collaborative space for maintaining teaching consistency across all campuses.</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>Faculty will be afforded one hour of planning time at the start of each day (7:00-8:00 AM) as well as at the end of each day (2:30-3:30 PM). This will equate to upwards of 10 hours per week allocated toward class preparation, grading, and other classroom-related tasks outside of teaching.</p> <p>Outside of planning time, Google Classroom updates, Planbook sharing, and Professional Development days will be utilized. The DLP will be discussed during PD and training will be provided, by the Director of IT, at Haas Hall Academy. Training will be provided to parents who have not yet been trained or exposed to our Digital Learning Program, or Google Classroom. Departmental and faculty meetings will be held consistently throughout the year.</p>
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School Supports

<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. https://www.haashall.org/family-engagement-survey/</p>	<p>Depending on each student's individual needs, the following services will be provided to help close opportunity gaps that may impede learning:</p> <p>Food security: Free and reduced meal applications will be included in orientation packets at the beginning of each year. Information regarding meal access procedures will be sent via email, paper, and/or telephone to ensure parents/guardians understand the process and minimize confusion. Meals will be made available daily for on-site pick-up. Alternatively, arrangements will be made for virtual scholars to pick up meals outside of peak lunch times.</p> <p>Physical health: Virtual students will be served by their designated campus nurse. Shot records and health history documentation will be kept up-to-date. Information regarding mandated screenings will be provided via email, paper, and/or telephone. The designated campus nurse will be available for office visits, as needed.</p> <p>Mental health: School counselors will be available for scholars to meet with by appointment either virtually or in-person. Teachers may refer virtual scholars to school counselors for all mental health-related concerns.</p> <p>Academic supports: Scholars will be placed on AIP (Academic Intervention Plan) for each course in which a grade of 'D' or below is earned. Tutoring or study hall with the teacher is available after school. Tutoring is also available through the peer tutoring program free of charge.</p> <p>Academic planning: Academic Advisors will support virtual students with individual meetings to discuss Student Success Plans, college application planning and</p>
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execution, and to discuss issues such as time management, study skills, and workload pacing.

School supplies: Students in need of school supplies such as pencils, pens, colored pencils, composition books, notecards, paper, calculators, etc. will be provided supplies needed to succeed in class. Faculty will include information in each course syllabus explaining the process of sharing needs with the school counselors, academic advisors, and/or Headmasters.

Uniforms: Students requiring assistance with obtaining/purchasing required uniforms may request assistance through the school counselors, academic advisors, and/or Headmasters. Information regarding this opportunity will be included in orientation packets.

Activity Fees: Students in need of financial assistance to pay for activity fees may request assistance through the school counselors, academic advisors, and/or Headmasters. Information regarding this opportunity will be included in orientation packets and explained to club sponsors and coaches.

Virtual interaction requirements: Learning will be synchronous; however, virtual students will not be required to leave computer cameras on during class. Students may be asked to turn on cameras during the beginning of each class for attendance purposes, but may then turn them off to ensure privacy of their environments.

Community resources: Information regarding local and regional community services, providing information for services such as rental, housing, and utility assistance, trauma and abuse intervention, and free tutoring help, will be available on the school's website.

Educating faculty and staff: Professional development sessions will include training on topics that help facilitate an equitable learning experience.

A link to the school's Diversity & Equity Plan will be made available when approved by the Board of Education.

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.

Testing information will be communicated to parents via mass emails, Facebook posts, and individual phone calls to parents/guardians when needed. Virtual scholars are expected to be on campus for state testing and will be tested on the same schedule and using the same guidelines as traditional scholars.

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.

Haas Hall Academy will use academic growth and achievement of our scholars to monitor and evaluate the effectiveness of our synchronous virtual and in-person options. Academic performance will be tracked by teachers daily through class discussions, assignments, and tests. Teachers must input a minimum of three grades per week per class into eSchool to monitor scholar performance. Teachers are required to grade assignments and input the grades given for each assignment in eSchool within 24 hours of the due date. Teachers also are required to input grades for tests within 48 hours of the test being turned in and input those grades in eSchool.

Teachers must inform their headmaster and parents/guardians of a scholar's need for an Academic Intervention Plan (AIP) by Thursday of the week that a scholar is deemed to be in academic jeopardy. Academic jeopardy is defined as a scholar with a 'D' or below in any course. AIP intervenes and tracks the academic progress of scholars in every learning option deemed in academic jeopardy. Haas Hall Academy has a minimum 2.5 cumulative GPA requirement for graduation.

Scholars in academic jeopardy, along with their parent(s) must attend a weekly academic progress meeting held each Tuesday from 2:40 – 3:30 p.m. Many of these meetings may be held virtually and/or may extend past the 2:40 - 3:30 p.m. time frame.

Scholars and their parent(s) will meet with faculty to prepare an AIP. The AIP will be created, modified and monitored by faculty. Faculty will establish benchmarks that must be met on a weekly basis and evidence of academic improvement from the scholar must be demonstrated.

Scholars involved in AIP must also attend tutoring. This can include virtual tutoring appointments for online scholars when needed. Scholar-specific arrangements will be made for peer-to-peer tutoring. Scholars involved in AIP may not participate in any extra-curricular activities until academic improvement has been noted and a faculty member has released the scholar from academic jeopardy during a regularly scheduled AIP meeting.

Haas Hall Academy provides a robust peer-to-peer tutoring program that is available to all scholars free of charge. Volunteer tutors are scholars who have shown mastery of the subject in which they are allowed to tutor. Faculty members oversee peer-to-peer tutoring based on classes they teach. Scholar-tutor pairing will be facilitated via faculty. Points of contact for scholar supports related to tutoring services are campus specific.

A scholar is removed from his/her AIP when the course grade is a C or better but will be placed back on the AIP should grades drop below a C again. Parents/guardians of

	<p>virtual scholars who are consistently on AIP will have the opportunity to switch platforms to in-person instruction.</p> <p>Headmasters of each campus regularly will monitor eSchool to ensure that grades are inputted according to policy. They also will monitor the weekly campus AIP roster for patterns of scholars who are in academic jeopardy. Faculty failing to uphold expected duties, to include engagement with virtual scholars, will be subject to possible termination.</p> <p>Haas Hall Academy will evaluate the digital learning program in various ways. First, faculty will be responsible daily to assess each scholar via attendance, completed homework assignments, exams, classroom participation, and Academic Intervention Plans. Second, the success of our scholars will be discussed during our weekly faculty meetings, if needed, teams will meet after faculty meetings to discuss scholar progress, assistance, and success. Third, twice a year the Headmasters will review emerging trends of our virtual learners. They will look at grades, standardized test scores, and state mandated exams.</p>
<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>HHA District Support Plan can be accessed at this link: https://drive.google.com/file/d/1wadWrnXi5wZxOYKNuxXHIOo-6NCoEBDX/view</p> <p>Information on our Parent Involvement Plan can be found here: https://drive.google.com/file/d/19HZoeRLXSoY2sl2NNP_mlxv64H9_DdV/view</p>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</p>	<p>https://www.haashall.org/state-required-information/</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>https://www.haashall.org/family-engagement-survey/</p>
<p>Policies</p>	
<p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p>https://drive.google.com/file/d/1GYhDunRVqoF4nICOlEITfsMCbObiXwr3/view</p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	<p>https://drive.google.com/file/d/1GYhDunRVqoF4nICOlEITfsMCbObiXwr3/view</p>

Please provide a link (URL) to the grading policy for digital learning students.	All grading policies are consistent across learning platforms. Grades are updated no later than 8 AM each Monday. https://drive.google.com/file/d/1GYhDunRVqoF4nICOlTfsMCbObiXwr3/view
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	As a college-preparatory school, providing a virtual option will continue to prepare our scholars for use of online learning in college and in the workplace.

Additional Waiver(s)

Waiver Topic #1	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #2	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #3	
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Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #4	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #5	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	