



**PREMIER  
HIGH SCHOOL<sup>SM</sup>**

**Amendment  
Request**

**February 8, 2022**

**Premier High School  
Amendment**

<b>Section</b>
Charter Amendment Form
Charter Amendment Narrative
List of Present Charter & Campuses
Current Enrollment & Demographics
Proposed Campus & Site
Budget Projections
Waivers
Appendix
Digital Learning Plan



# Charter Amendment Request From

The Charter Amendment Request Form and all required documentation must be received via email ([ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

**Charter Name:** Premier High School of Arkansas **LEA:** 6053700

**Superintendent or Director:** Rhonda Bradford

**Email:** rbradford@responsiveedar.com **Phone:** 501-472-0539

## Type of Amendment(s) Requested

**Add a New Campus** (Must also submit the Facilities Utilization Agreement)

Address: (Virtual Hybrid)

School District: Premier High Schools of Arkansas (Premier High School Online)

**Relocate Existing Campus** (Must also submit the Facilities Utilization Agreement)

Campus Name:

Current Address:

Proposed Address:

School District:

**Increase Enrollment Cap**

Current Cap: 250

Proposed Cap: 850

**Change Grade Levels Served**

Current Grade Levels Served:

Proposed Grade Levels Served:

**Waiver(s)**

Statute/Standard/Rule to be Waived: \*\*\*\*\*See the attachment of waivers and rationale.

---

---

Rationale for Waiver:

\*\*\*\*\*See the attachment of waivers and rationale.

Statute/Standard/Rule to be Waived: \_\_\_\_\_

---

---

Rationale for Waiver:

**CHARTER AMENDMENT  
NARRATIVE**

# ResponsiveEd<sup>®</sup>



## Premier High Schools of Arkansas

### Virtual/Hybrid LEA Amendment

#### Overview

Responsive Education Solutions is seeking to add an additional building LEA to Premier High Schools of Arkansas charter for the 2022-2023. The new LEA will serve as a hybrid/virtual campus for PHS students across the state of Arkansas. Every student will have access to a home campus in their geographic region to receive additional support through academics, college/career counseling, and accessibility to emergent technology. The virtual/hybrid LEA will have an enrollment cap of two hundred and fifty (250) students. Premier High School doesn't offer a traditional education. We implement a system that is built around the student's needs. We present the correct tools for students to strengthen their academic weaknesses and improve upon their strengths. Our self-directed curriculum, passionate teachers, and proven academic program helps students achieve their goals on their own terms. The goal of a virtual/hybrid school will be to enable the program to expand its mission and impact across Arkansas. In the figure below, there is an enrollment cap breakdown by geographic region. **Pursuant to Section 4.02.4 of the DESE Rule for Governing Charter Schools, Responsive Education Solutions, Inc. is seeking to request the following amendment(s) to the current charter for Premier High School of Arkansas (formerly PHS of Little Rock):**

- 1. The name of the school will be "Premier High School Online".*
- 2. Enrollment increase of 250 for PHS of Arkansas charter.*
- 3. PHS Virtual will be a 9-12 school. Flexibility is requested to open in Fall o2022.*
- 4. Waivers-maintain all current waivers held by Premier High School of Little Rock and additional waivers for the hybrid school only.*
- 4. The onsite instruction will be provided at the brick and mortar campuses in North Little Rock, Springdale, Fort Smith, and Little Rock. Additional satellite locations will be added throughout*

*the state in Northeast AR (Jonesboro & West Memphis), Southwest AR (Texarkana) and other areas identified by demand to be responsive to the community.*

*5. Administrative offices for the Hybrid School will located at 400 Hardin Road Suite 120, Little Rock, AR 72211*

### **Mission**

The mission of Premier High School is to provide **Hope** for Students Through Educational Options that Promote a **Free Society** and **Cultivate Moral** and **Academic Excellence**

### **Purpose**

- 1) To provide a diverse student population with a high quality virtual education that includes best digital learning practices and adequate wraparound support on their journey to a high school diploma.
- 2) To provide flexibility to students and families in their pursuit of a high school diploma.
- 3) To increase the impact of Premier High Schools across Arkansas through an innovative high quality virtual education experience.

### **Intended Outcomes**

- 1) Students engaged in a high quality virtual program and supported through best learning practices that allow for active learning, effective content authoring, and personalized lesson design methods.
- 2) Increase in student accessibility and engagement in Premier High School academic model in remote or rural locations.
- 3) Increase in the percentage of Arkansas with an educational attainment of at least a high school diploma.
- 4) Flexibility in student learning to meet individual and family needs.
- 5) Helping students prepare for a successful life beyond high school through credit recovery, accelerated learning, Career and Technical Certifications, workplace readiness, military career readiness, and acceptance into university, college and/or trade school.

### Enrollment Cap Breakdown

<b>Geographic Region</b>	<b>22-23 SY</b>	<b>23-24 SY</b>	<b>24-25 SY</b>
<b>Northwest AR</b>	40	45	50
<b>Northeast AR</b>	40	45	50
<b>Central AR</b>	75	80	85
<b>Southern AR</b>	20	25	30
<b>Rural AR</b>	20	25	30
<b>Total</b>	<b>195</b>	<b>220</b>	<b>245</b>

### Rationale

Over the past two (2) academic school years, Premier High Schools across the state have seen an increase in demand in students choosing virtual or hybrid options. All PHS across AR have an approved Digital Learning Plan through AR DESE. Currently, Premier High Schools across the state are serving approximately one-hundred forty (140) students in the virtual or hybrid option. In order to continue to provide students with a high quality virtual learning experience and streamline support, resources, staffing, and services the district is seeking to house all of these students under one (1) local education agency (LEA). The LEA will provide data specifically to the virtual/hybrid students to provide school staff with data to drive instruction, resources, and support. Over the past two years, schools across the nation have



engaged instructional staff in virtual and brick and mortar classrooms. As a result, this had led to teacher burnout, poor morale, and poor teacher retention. The COVID-19 pandemic was an uncontrollable pandemic that we all have had to face in our pursuit of providing high quality education. Traditionally, classroom teachers were not trained to provide a high quality virtual education. The new virtual/hybrid LEA will be equipped by teachers who are trained in nationally-accepted best practices for virtual instruction. The professional development and training for these teachers will be tailored to providing a high quality education to students using emergent technology. Overall, Premier High School provides students with a unique personalized learning environment to pursue their high school and postsecondary goals. Premier High School is seeking to expand the impact and accessibility of this innovative high school option to more Arkansas who are located in close proximity to a “brick and mortar” PHS.

### **Current Virtual/Hybrid Enrollment**

<b>Campus</b>	<b>Virtual or Hybrid Option Enrollment</b>
Little Rock	67.0
North Little Rock	55.0
Springdale	18.0
<b>Total</b>	<b>140.0</b>

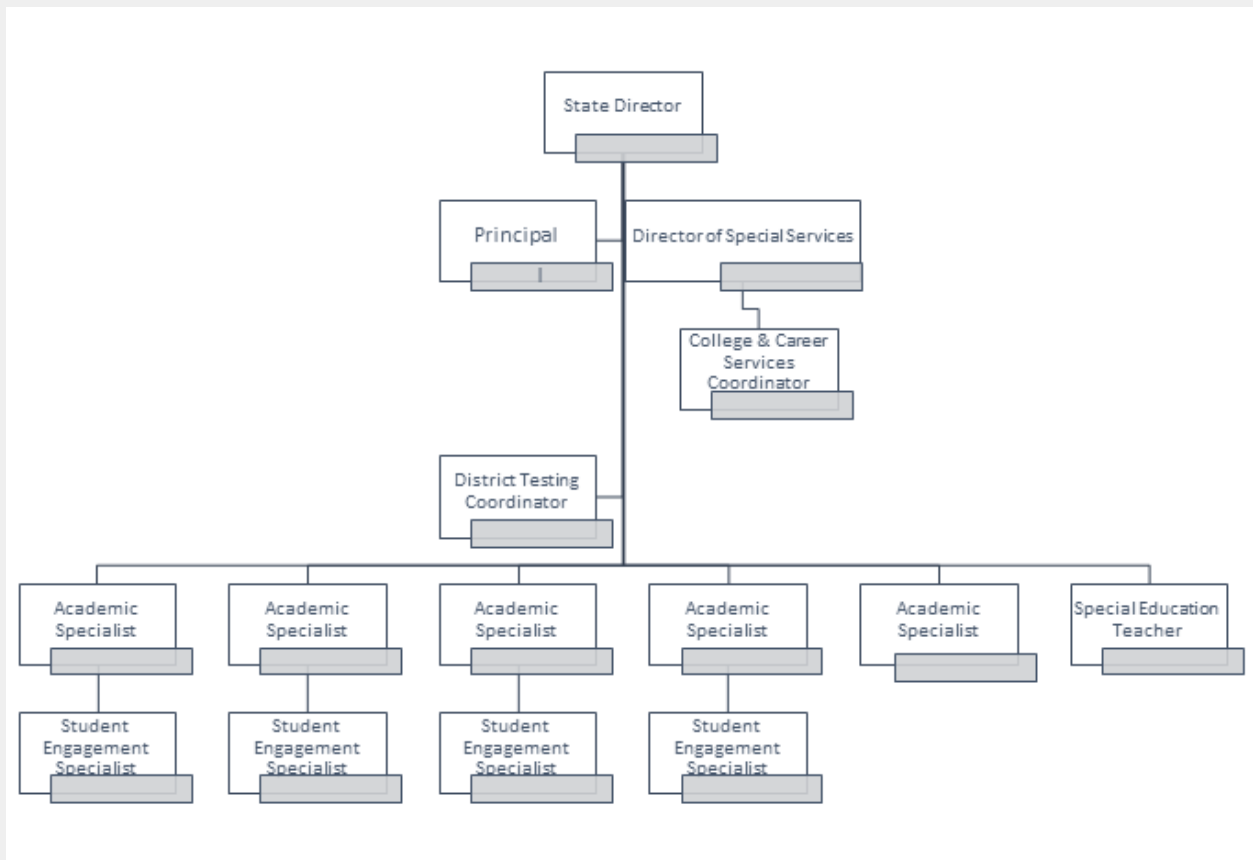
**Describe how the addition of a virtual program is in line with the mission or model of the school.**

Premier High School is in part a credit recovery/dropout prevention school. As such, many of our students have adult obligations outside of school (work, children, etc.) that may prevent them from attending school in person or during regular school hours. A virtual program allows us to meet all student needs and to work to ensure that all students have an equitable opportunity to obtain a quality high school education.

## Staffing

Premier High School virtual/hybrid LEA will be staffed by highly qualified and competent staff to provide a unique, high quality virtual education experience This will include Building Administrator, Teachers (Academic Specialists), Student Learning Coaches, College/Career counseling, CTE Coordinator, and Student Enrollment Specialist, and Director of Special Services. The model below provides a visual of staffing and support for the virtual/hybrid LEA.

### Virtual Staffing Structure



### Current Virtual Learning Components & Waivers

Instructional Mode: Asynchronous & Synchronous

**What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.**

Asynchronous & synchronous - All students will have access to synchronous instruction in the form of individual and small group tutorials. Students will also have access to multimedia and recorded lessons to enhance understanding. Students will be expected to complete coursework at a level that will show mastery of content. Students will be expected to complete work on a daily basis and maintain a completion level that will allow them to continue the prescribed curriculum on a timely basis (quarterly and semester). The charter will ensure all instruction is aligned to Arkansas Academic Standards.

**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.**

The virtual approach will be utilized for both teachers and students. Students will be enrolled in courses from our CMS that exceed state standards. They must show mastery of content to receive the credit needed to attain the grade level standards. As stated earlier, the teacher will also utilize the virtual model to assist the student, as needed, with curricular questions that may arise.

**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 simultaneous, meaning remote and in-person at the same time with course/schedule specific considerations.**

Teachers will serve in a single role as a virtual learning educator. In unique circumstances, they will be expected to provide instructional support to virtual students on an as-needed basis since each student has their own personalized learning plan. In the case of hybrid options, teachers may interact with their virtual students in person for tutorials and/or small-group instruction.

**Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.**

Virtual staff are expected to have daily interaction with virtual students. This includes some form of engagement including, but not limited to check-in review, tutorial, discussion, digital dialogue, and live instruction. Teachers' interaction will be monitored by the school LMS which tracks activity and engagement. Interaction with students will be personalized - those students who need more interaction will receive it, while those who have established their ability to work independently will continue to have check-ins but on a less frequent basis.

**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.**

Instructional aides will be utilized to assist both students and teachers. Flexible working hours for teachers will also be in place to assist with class load. Weekly collaborative meetings with the teachers and instructional aides will allow the charter to monitor and determine if supports are adequate. Students will also have assigned mentors who will be a part of the support team to monitor and ensure that students have the supports they need.

### **Technology / Platforms**

**Identify the learning management system/content management system that the school will use? (Canvas, Buzz, Google Classroom, etc.)**

Genius: SIS

Google Classroom

Agilix/Buzz: LMS

Bright Thinker: Digital content provider

**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.**

The school will utilize Buzz as the Learning Management System for students to access coursework and course materials. Google Classroom will assist with the streamlining of summative and formative assessments. Genius is a Student Information System that has been customized for the school's use. Genius in conjunction with the Bright Thinker curriculum will provide a snapshot of a student's information and performance, and keep communication notes, files, and everything needed in one place. Bright Thinker's precision, mastery-based learning model is engineered to build on a student's strengths in a modern, engaging fashion. The dynamic program uses multimedia tools, a cutting-edge curriculum, and a personalized approach to ensure learning is consistently challenging, stimulating, and beneficial. Bright Thinker (CMS) will be used for grades 9-12.

**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.**

Google Meet and Zoom will be the video communication component utilized for the facilitation of conferences.

### **Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.**

The district will provide technology devices and connectivity to virtual students based on the needs of the student and their family. The school will have adequate technology available for a one to one ratio. A checkout system is in place for students to access coursework and digital content. The district will focus on student engagement and a student's accessibility to connect not only with content but the multiple human resources that will be available within the program. Technology provided may include a Chromebook with charger and personal data hotspot.

### **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.**

School staff (teacher, instructional aide, support staff) will have contact with those learning virtually on a weekly basis. Each student learning virtually will be assigned a learning mentor. The learning mentor will be responsible for weekly contact with assigned students. As a part of this contact, the learning mentor will be responsible for making pick-up arrangements for students that indicate need or desire for school meals. All other supports in place to assist students with physical or mental health and wellbeing will be the same as for those learning in Person. Examples are: virtual counseling/ local counseling support, daily check-ins with learning mentors.

### **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.**

Premier High Schools will have a distinct methodology designed to re-engage the disengaged and prevented the diminished learning conditions of thousands of students. The educational program will have the capacity to engage learners in effective

development of self directed responsibility while increasing their potential for success in the specific subject content. Premier High School will employ a proven student-centered delivery of content that motivates the individual in cognitive and competency skill thereby providing sustainable learning environments characterized by personalization. Each student matters and the opportunity exists because the program will be designed to focus educators on the personal progress of every learner. Teachers and/or support personnel will meet with students on a weekly basis. The manner of the engagements will be directed toward academic progress/mastery of content and will be conducted utilizing a video chat platform. Additional district support personnel will be available for those who might struggle with engagement.

**Describe the Academic Response to Intervention plan for digital learning students, including additional support and personnel.**

The plan will be the same for those learning in person. In the case of those learning virtually, correspondence will take place in writing and digitally. Additional supports will mimic those utilized regarding the monitoring of academic and student engagement practices.

The following describes the plan for intervening when a student(s) may be struggling with content.

**Implementation**

**Step One**

Universally screen all students: beginning, middle and end of the year

**NWEA MAP Assessments**

**Step Two**

Identify students that need Tier 2 and 3 intervention

Students that score below proficiency levels in reading and math

**Step Three**

Create an RTI plan

Plan created by grade level teams “Student Support Team”

Plans must include scientifically researched based interventions for virtual programs

Plans should address each area of academic and behavioral concerns and specific to a virtual program

**Tier One**

Interventions are universal and available to all students

Standards & research-based

High quality instructional and behavioral supports provided by an interventionist/support coach/content area teacher, or other professional.

#### Tier Two

Interventions that can be delivered virtually, are individualized and tailored to the unique needs of the struggling student.

Individualized interventions are reserved for students with significant skill gaps and that have failed to respond to Tier One strategies.

Additional support is being provided beyond that given to peers Using Individualized scientifically-based interventions aligned to specific student needs that can be delivered virtually.

Progress monitoring along with documentation of progress toward targeted goals.

#### Tier Three

Interventions are the most intensive academic supports available in a school and are generally reserved for students with chronic and severe academic delays or behavioral problems.

Long term intensive interventions that can be delivered virtually designed to increase the student's rate of progress.

Special education or 504 eligibility may be considered

Individualized diagnostic assessments used to evaluate deficit area in order to design individualized instruction.

Evaluation by the multidisciplinary team if low achievement and insufficient response criteria are met.

### **Describe the school's formative assessment plan to support student Learning.**

Formative assessments are embedded within the digital curriculum. Support staff will monitor student performance on embedded formative assessments daily. If it is determined that a student is struggling with the content or is disengaged, the support staff will make contact with the student and/or the parent. A determination will be made whether the student needs additional resources and/or support. If necessary, a student may be assigned to virtual tutoring sessions until mastery of content. The NWEA MAP will be administered each quarter. The instructional team will meet to review and analyze the results. Students not showing growth may be assigned additional online tutorials and practice through an appropriate digital resource.

### Sample Student Schedule

Time Duration	Student Activity
8:00-9:00	<b>Morning Check-in with Learning Mentor</b>  <b>Set Daily Academic Goals</b>
9:00-10:00	<b>Live Math Tutorial Session</b>
11:00-12:00	<b>Academic work time</b>
1:00-2:00	<b>Academic work time</b>
2:00-3:00	<b>Small Group Literacy Live Session</b>
3:00-4:00	<b>Academic work time</b>
5:00- 8:00 p.m. (After Hours Support)	

\*\*Student schedule may vary based on individual need

**Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.**

Over the past twenty years, ResponsiveEd's team of 50+ writers, editors, proofreaders, and graphic artists has developed an innovative, individualized curriculum for use in the forty-two (42) Premier High Schools it operates. Forming the foundation of this curriculum is ResponsiveEd's own paper-based Knowledge Units, as well as the ResponsiveEd-customized computer-based software. ResponsiveEd is quickly becoming a leading provider of online curriculum and eLearning solutions for charter, public, and virtual schools across the United



States. Founded on research-based educational models, our curriculum reaches digital natives and specific students who are challenged within the constraints of the traditional classroom. With the accelerated use of technology, the curriculum has been enhanced to include an increasing number of interactive and Internet-based features. Course offerings include core subjects of social studies and history, math, language arts, and science, as well as a variety of electives. The ResponsiveEd curriculum is designed to be utilized with the aforementioned Premier High School differentiated styles of instruction, i.e.: A. Direct Instruction B. Independent Instruction C. Accelerated Instruction D. Connected Instruction

The curriculum at Premier High School will be aligned with the Arkansas state standards. Further, a yearly curriculum review will occur in order to determine its continued alignment with Arkansas State standards. The school will ensure content teachers are competent and receive training and guidance on integrating library media academic standards so students are instructed using AR standards. These standards will be represented in our character education program.

Premier High School has a distinct methodology designed to re-engage the disengaged, recover the dropout, and prevent the diminished learning conditions of students. Created through 20 years of research and practice, the system has the capacity to stem the growing numbers of dropout populations and engage these learners in effective development of self-directed responsibility while increasing their potential for success in subject content. While Responsive Education Solutions has a defined and congruent system of diagnosis integrated across the diverse models of schools, Premier employs a proven student-centered delivery of content that motivates the individual in cognitive and competency skills thereby providing sustainable learning environments characterized by personalization. Each student matters and opportunities exist because the system is designed to focus educators on the personal progress of every learner. Decision-making, goal-setting, consistent monitoring; these are all components of 21st century learning. Its ability to place these components in the hands of students who formerly struggled in conventional systems positions the student to experience personal and educational success and motivates them to complete their program of study.

## **Special Services**

### **Describe how dyslexia screening and services will be provided to digital learning students.**

Premier High School will offer a virtual program that identifies and serves students with characteristics of dyslexia The school identifies students for characteristics of dyslexia through Response to Intervention (RTI) process, screenings, and through the referral process. Premier

High School ensures that if a student is experiencing difficulty in reading, additional screening will be conducted. Level 1 and Level 2 dyslexia individual screening components will aid in the identification of characteristics of dyslexia. A level 1 screening uses informal diagnostic assessments and curriculum based assessments. These informal assessments will assess the following components of reading: Phonological and phonemic awareness; sound symbol recognition; alphabet knowledge; decoding skills; and rapid naming; and encoding skills. Level 2 screening uses formal diagnostic assessments to identify a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The following services are considered for students with characteristics of dyslexia: Section 504 services, special education services, accommodations, reading interventions, assistive technology devices, and the Barton Reading and Spelling System. The Barton Reading and Spelling System is a program for the remediation of Dyslexia and other reading disabilities. This program is a structured literacy program that is Orton-Gillingham influenced. It is a multi-sensory, direct, explicit, structured and sequential intense intervention program that is research and evidence based. Students determined to be in need of services are expected to participate in virtual sessions with a teacher trained to implement the Barton Reading and Spelling System. The district ensures that all state and federal dyslexia regulations are met for digital learners.

**Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.**

Premier High School will offer a virtual program that serves students identified as students of limited English proficiency in English. ESOL students will be identified during the enrollment process. As part of the enrollment process, all parents/guardians must complete the home language usage survey (HLUS) form for every student enrolling in the district. The district uses the HLUS results to determine the need for further English language proficiency (ELP) screening and possible English for Speakers of Other Languages (ESOL) services. All students identified as Language Minority Students (LMS) will be initially assessed with the ELPA21 screener. The ELPA21 screener is used by all Arkansas public schools to measure the English language proficiency of students who have recently arrived in the U.S. or from another state where the ELPA21 is not used. It can help to determine whether or not a child is in need of ESL services, and if so, at what level. The ELPA21 screener is designed to be administered to potential ESOL students by trained staff. All four domains – listening, speaking, reading, and writing, should be completed during the initial administration of the assessment. Students who are not proficient in English will be assessed annually with ELPA21 to determine progress being made towards English proficiency until the child meets exit requirements. Eligibility for ESL services should be determined by the ELPA21 screener or the ELPA21 results. A LPAC (Language Placement and Assessment Committee) will be formed and will meet as needed. The LPAC is required to identify, review, and place EL students in the appropriate instructional ESOL program. The LPAC determines the amount of time allotted for direct service and who will provide the

instruction. These decisions are made on a student-by-student basis. The results of the assessment of the student's language proficiency determination and academic skills provide the basis for determining the ESL instructional placement, time allotment, and focus of services. Parents are notified of placement within 30 days at the beginning of the school year, and 14 days after school has started. The district ensures that all LPAC requirements will be met for digital learners. The digital curriculum will support language acquisition through technology supports, such as translation, pronunciation, and definitions.

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

Below is a list of common and frequently used digital accommodations. Please note that this is not an exhaustive list.

- Test broken up into smaller tests or create multiple digital forms for each section
- Brain breaks during virtual classes
- Chunking assignments and set due dates accordingly
- One-to-one video conferences or breakout rooms to allow students to ask questions or complete assignments with teacher support
- Text to Speech
- Speech to Text
- Extended time on assignments and tests
- Uploaded audio or video recordings
- Reduced amount of material per page
- Lesson outline sent via email or learning management system (LMS) before the lesson
- Teacher notes before the lesson or a transcript after the lesson
- Assistive technology tools for math and science
- Paper/printable manipulatives
- Virtual manipulatives
- Graphic organizers to use with assignments
- Alternative assignments to demonstrate mastery

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

Continued support and professional development opportunities will continue with Genius, Bright Thinker and Buzz. All teachers will receive high quality professional development and support throughout the school year. This training will be administered by certified instructional specialists and trainers. These specialists will also create detailed job aids for staff that are at their fingertips. Teachers and instructional support staff will receive onboarding and annual

training on best practices for online teaching and learning, as well as quality course design and web accessibility.

**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?**

All teachers will be trained to be aware of the following differentiated styles of instruction, know how to effectively implement and use each of the types of differentiated instruction when developing a student's learning plan, teaching students, developing digital learning activities, or supervising the learning process:

A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information)

B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator)

C. Accelerated Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator, and defined by technology-based programs)

D. Connected Instruction (i.e., a style of instruction centered on a project-based environment)

While the delivery will vary slightly according to the needs of the individual student, the school will continuously implement the following differentiated styles of instruction: 10%=Direct Instruction, 60%=Independent/Accelerated Instruction, 30%=Connected Instruction. Premier High School has a waiver from the time requirement for planning periods. However, because of the unique design of the Premier dropout prevention/credit recovery model, teachers have more than the required 240 minutes/week. Prep/planning periods will be built into the schedule to ensure that proper development and planning of interaction and instruction is consistent with the high level of academic expectations in place.

**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.**

ResponsiveEd Arkansas will ensure that all students have equitable access to a digital learning environment, address barriers that may inhibit a student's ability to participate in a digital learning environment, and provide support and resources to improve learning and communication in a digital environment. The school will also ensure equity by adhering the policies adopted by the Board and district officials. All staff members will be expected to ensure equity is in place for any student enrolled in a virtual or onsite program. Professional Development and monitoring will be provided to ensure equity is present throughout the district.

**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.**

The Student and Parent Expectation Agreement is a part of the onboarding process for all students enrolling in the virtual program. Participation in all state mandated, and local interim assessments are expected. Failure to meet this expectation may result in removal from the virtual program. The staff will work with students and parents to accommodate in any way allowable to ensure that testing occurs in person and results are valid. The staff will contact and schedule students by many different methods. There will be an email sent to all students/parents to inform them of their scheduled testing times. Additionally, there will be calls made to all students/parents to inform them again of their scheduled testing time and answer any questions at that time. Social media will be utilized to inform that testing is approaching and to be looking for an email and phone call from the school. The school reserves the right to utilize USPS to send any and all communications. The school will host a myriad of testing sites at brick and mortar campuses and local community venues. This will increase the accessibility of testing and participation in state assessments. All state assessments will be administered adhering to state and federal laws.

**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.**

The virtual program's effectiveness will be evaluated through measures such as: student attendance rate, units completed, and summative and formative assessments. These tools will be monitored by both teachers and administrators. Student attendance and units completed will be monitored daily, while student assessments will be evaluated periodically. The fidelity of implementation will be assessed by teachers, building level administrators and district level administrators.

**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)**

Premier High School recognizes the importance of family engagement in all aspects of a student's educational experience. It also recognizes that the engagement of families of virtual students takes on a new perspective and may be more challenging than that of onsite students. For this reason the staff will strive to, not only encourage family engagement, but will promote activities that will make families and students feel more connected to the school and increase their chances for success. Premier will utilize webinars, video calls, & conference calls to discuss virtual learning, mental health, academic resources, and student engagement. When applicable, all events held onsite will be streamed online for families to participate.

In the event it is not possible an alternate event/activity will be provided to virtual students.

Premier will:

1. utilize systems for sharing important information such ParentSquare, emails, and classroom apps.
2. Share helpful resources with parents to provide guidance around learning at home.
3. Hold virtual home visits, and parent-teacher conferences as a means for checking in with parents to determine if they need it.
4. Recruit parents to lead virtual enrichment activities and become virtual tutors.
5. Encourage parents to provide feedback about additional ways the district/schools can be more supportive and inclusive of virtual students and their families.

## **Waivers**

### **Attendance**

**Applicable Statute/Rule:** 6-18-213(a)(2)

Daily attendance will be recorded based on student logins into the LMS/CMS system(s) and completion of lessons, and/or a daily check-in or two-way communication. If a student logs into the system and completes a lesson, and/or has direct and acceptable communication with a teacher regarding academic work, they will be counted present for that day. It is very important for parents to communicate with school officials regarding their student's attendance.

Consequences for excessive and prolonged absences include: parent conferences, administrative actions (up to and including being dropped from the school), and a possible referral for truancy.

**Class Size**

**Applicable Statute/Rule:**1-A.5 DESE Rules Governing Class Size and Teaching Load 6-17-812 (a)(2)

Premier High School’s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. Students work at an individualized pace using a mastery based program that will help them gain credit faster than one hundred (120) clock hours which lends itself to larger class sizes thirty-five (30-35) which ultimately affects Class Size and Teaching Loads of the teaching staff. Increasing the class size will not create any additional work for the teachers or the need for additional pay due per pay to teachers due to teachers not having to create lesson plans and students working at their own pace. Students must pass with a grade of 70 or higher and they work at an individualized pace using a mastery based program that will help them gain credit faster than one hundred (120) clock hours.

**Six Hour Instructional Day**

**Applicable Statute/Rule:**1-A.4.2 6-16-102; 6-16-126

Premier High School’s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. As such, Premier High School requests that “school day” be defined as a day in which classes are in session and students login and show progress in their courses.. Students will have the opportunity to participate in extended day academic programs. The instructional day will be extended up to and beyond school operating hours for students in need of additional assistance.

**Additional Waivers Needed**

Adopt and implement school safety policies and procedures Standard 6-A.2
Defibrillators Required Statute A.C.A §§ 6-10-122
Emergency Plans and Panic Button Statute A.C.A §§ 6-15-1302
Eye and Vision Screening Procedures Statute A.C.A §§ 6-18-1501 et. seq.

Facilities - Fire Hazard Inspections Statute A.C.A §§ 6-21-106
Health and Safety DESE Rule Automated External Defibrillator Devices and CPR
Health and Safety DESE Rule Eye and Vision Screening Report
Health and Safety DESE Rule Nutrition and Physical Activity Standards
Health and Wellness Plan Standard 1-B.3.1
Health Services Program Standard 2-E.1
Health Services - Breakfast Program Statute A.C.A §§ 6-18-705
School Lunch Program Statute A.C.A §§ 6-20-701 et seq.
Student Attendance - Reports Statute A.C.A §§ 6-18-213(a)(2)
Student Discipline and School Safety DESE Rule Student Discipline and School Safety Section 5.04.10
Tornado and Safety Drills Statute A.C.A. § 6-10-121
Utility and Maintenance Expenditure Requirements Statute A.C.A. § 6-21-808 (d)
Fire Marshall Program Statute A.C.A §§ 6-10-110
Food Services Standard 3-D.1 Waiver of food service requirements as ARVA is a virtual school
Report Cards - Delivery Requirements Statute A.C.A §§ 6-15-903(a)(2) To allow the school to email and make digitally available report cards as opposed to mailing or sending them home with the student.
Period of silence A.C.A §§ 6-10-115
Emergency First Aid Personnel A.C.A §§ 6-17-102
Pledge of Allegiance and moment of silence A.C.A §§ 6-16-108



## **CURRENT LOCATIONS & DEMOGRAPHICS**

# Premier of Little Rock Student Demographic Percentages

Excludes PK Students

134 Total Active Students On 02/07/2022

---

---

## Building Gender Percentages

Gender	Gender Count	Gender Percentage
Females	74	55.22%
Males	60	44.78%
<b>Gender - Total</b>	<b>134</b>	<b>100.00%</b>

---

---

## Building Primary Race Percentages

Race	Race Count	Race Percentage
Black	115	85.82%
Native American/Alaskan Native	2	1.49%
Two or More Races	2	1.49%
White	15	11.19%
<b>Primary Race - Total</b>	<b>134</b>	<b>100.00%</b>

---

---

## Building Curriculum Percentages

Curriculum Name	Curriculum Count	Curriculum Percentage
Regular Student	134	100.00%
<b>Curriculum - Total</b>	<b>134</b>	<b>100.00%</b>

---

---

## Building G/T Percentages

G/T	G/T Count	G/T Percentage
No	134	100.00%
<b>G/T - Total</b>	<b>134</b>	<b>100.00%</b>

---

---

## Building Special Ed Percentages

Special Ed	SPED Count	SPED Percentage
Active	19	14.18%
No	115	85.82%
<b>Special Education - Total</b>	<b>134</b>	<b>100.00%</b>

---

---

## Building 504 Percentages

---

---

504	504 Count	504 Percentage
No	129	96.27%
Yes	5	3.73%
<b>504 - Total</b>	<b>134</b>	<b>100.00%</b>

### Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	85	63.43%
04	49	36.57%
<b>Meal Status - Total</b>	<b>134</b>	<b>100.00%</b>

### Building Residency Percentages

Residency Name	Residency Count	Residency Percentage
Resident/District	134	100.00%
<b>Residency - Total</b>	<b>134</b>	<b>100.00%</b>

### Building Homeless Percentages

Homeless Status	Homeless Count	Homeless Percentage
Doubled Up	3	2.24%
Not Applicable	131	97.76%
<b>Homeless - Total</b>	<b>134</b>	<b>100.00%</b>

### Building ELL/LEP Percentages

ELL	ELL Count	ELL Percentage
No	134	100.00%
<b>ELL - Total</b>	<b>134</b>	<b>100.00%</b>

### Building Migrant Percentages

Migrant	Migrant Count	Migrant Percentage
No	133	99.25%
Yes	1	0.75%
<b>Migrant - Total</b>	<b>134</b>	<b>100.00%</b>

### Building Home Language Percentages

Language	Home Language Count	Home Language Percentage
English	134	100.00%
<b>Home Language - Total</b>	<b>134</b>	<b>100.00%</b>

# Premier of Springdale Student Demographic Percentages

Excludes PK Students

71 Total Active Students On 02/07/2022

---

---

## Building Gender Percentages

Gender	Gender Count	Gender Percentage
Females	43	60.56%
Males	28	39.44%
<b>Gender - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

## Building Primary Race Percentages

Race	Race Count	Race Percentage
Asian	1	1.41%
Black	1	1.41%
Hispanic or Latino	37	52.11%
Two or More Races	2	2.82%
White	30	42.25%
<b>Primary Race - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

## Building Special Ed Percentages

Special Ed	SPED Count	SPED Percentage
Active	5	7.04%
No	66	92.96%
<b>Special Education - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

## Building 504 Percentages

504	504 Count	504 Percentage
No	64	90.14%
Yes	7	9.86%
<b>504 - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

## Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	17	23.94%
02	6	8.45%
03	29	40.85%
04	19	26.76%
<b>Meal Status - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

### Building Residency Percentages

Residency Name	Residency Count	Residency Percentage
Resident/District	71	100.00%
<b>Residency - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

### Building Homeless Percentages

Homeless Status	Homeless Count	Homeless Percentage
Doubled Up	3	4.23%
Not Applicable	64	90.14%
Shelter - Transitional House	4	5.63%
<b>Homeless - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

### Building ELL/LEP Percentages

ELL	ELL Count	ELL Percentage
No	56	78.87%
Yes	15	21.13%
<b>ELL - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

### Building Migrant Percentages

Migrant	Migrant Count	Migrant Percentage
No	71	100.00%
<b>Migrant - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

### Building Home Language Percentages

Language	Home Language Count	Home Language Percentage
English	49	69.01%
Laotian; Pha Xa Lao	1	1.41%
Spanish	21	29.58%
<b>Home Language - Total</b>	<b>71</b>	<b>100.00%</b>

---

---

# Premier High School of North Little Rock

## Student Demographic Percentages

Excludes PK Students

152 Total Active Students On 02/07/2022

### Building Gender Percentages

Gender	Gender Count	Gender Percentage
Females	92	60.53%
Males	60	39.47%
<b>Gender - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Primary Race Percentages

Race	Race Count	Race Percentage
Asian	2	1.32%
Black	106	69.74%
Hispanic or Latino	8	5.26%
Native American/Alaskan Native	1	0.66%
Two or More Races	4	2.63%
White	31	20.39%
<b>Primary Race - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Curriculum Percentages

Curriculum Name	Curriculum Count	Curriculum Percentage
Regular Student	152	100.00%
<b>Curriculum - Total</b>	<b>152</b>	<b>100.00%</b>

### Building G/T Percentages

G/T	G/T Count	G/T Percentage
No	152	100.00%
<b>G/T - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Special Ed Percentages

Special Ed	SPED Count	SPED Percentage
Active	11	7.24%
Inactive	1	0.66%
No	140	92.11%
<b>Special Education - Total</b>	<b>152</b>	<b>100.00%</b>

### Building 504 Percentages

504	504 Count	504 Percentage
No	144	94.74%
Yes	8	5.26%
<b>504 - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	110	72.37%
04	42	27.63%
<b>Meal Status - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Residency Percentages

Residency Name	Residency Count	Residency Percentage
Resident/District	152	100.00%
<b>Residency - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Homeless Percentages

Homeless Status	Homeless Count	Homeless Percentage
Doubled Up	1	0.66%
Not Applicable	151	99.34%
<b>Homeless - Total</b>	<b>152</b>	<b>100.00%</b>

### Building ELL/LEP Percentages

ELL	ELL Count	ELL Percentage
No	147	96.71%
Yes	5	3.29%
<b>ELL - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Migrant Percentages

Migrant	Migrant Count	Migrant Percentage
No	152	100.00%
<b>Migrant - Total</b>	<b>152</b>	<b>100.00%</b>

### Building Home Language Percentages

Language	Home Language Count	Home Language Percentage
English	146	96.05%
Spanish	5	3.29%
Vietnamese	1	0.66%
<b>Home Language - Total</b>	<b>152</b>	<b>100.00%</b>

# RESPONSIVE ED ARKANSAS - PREMIER HIGH SCHOOL OF LITTLE ROCK CONSOLIDATED PROJECTION

## Campus Operating Budget - Three Year

REVENUE	ADM	YR 1 - 2022-23	YR 2 - 2023-24	YR 3 - 2024-25		
		580	640	680		
		<u>Total</u>	<u>Total</u>	<u>Total</u>		
Revenue per ADM	\$	7,349	\$	7,475	\$	7,604
Facility Funding	\$	198,883	\$	198,883	\$	216,964
Foundation Funding		4,262,420		4,784,000		5,170,720
Professional Development		20,880		23,040		24,480
CNP Funding		48,125		52,500		54,375
<b>TOTAL Revenue</b>	<b>\$</b>	<b>4,530,308</b>	<b>\$</b>	<b>5,058,423</b>	<b>\$</b>	<b>5,466,539</b>
<b>EXPENDITURES</b>						
61000 - Personal Services - Salaries						
Total 61000 - Personal Services - Salaries	\$	1,400,360	\$	1,428,367	\$	1,456,935
62000 - Personal Services - Employee Benefits						
Total 62000 - Personal Services - Employee Benefits	\$	392,101	\$	399,943	\$	407,942
63000 - Purchased Professional and Technical Services						
Total 63000 - Purchased Professional and Technical Services	\$	1,592,588	\$	1,995,371	\$	2,215,406
64000 - Purchased Property Services						
Total 64000 - Purchased Property Services	\$	513,400	\$	513,400	\$	513,400
65000 - Other Purchased Services						
Total 65000 - Other Purchase Services	\$	118,610	\$	122,240	\$	124,210
66000 - Supplies & Materials						
Total 66000 - Supplies and Materials	\$	288,183	\$	303,236	\$	311,401
67000 - Property						
Total 67000 - Supplies & Materials	\$	12,000	\$	12,000	\$	12,000
68000 - Other Objects						
Total 68000 - Other Operating Costs	\$	31,650	\$	34,891	\$	37,020
<b>TOTAL Expenditures</b>	<b>\$</b>	<b>4,348,891</b>	<b>\$</b>	<b>4,809,448</b>	<b>\$</b>	<b>5,078,314</b>
<b>Net Carryover</b>	<b>\$</b>	<b>181,417</b>	<b>\$</b>	<b>248,976</b>	<b>\$</b>	<b>388,225</b>



**BUDGET PROJECTIONS**

## **WAIVERS**



## Waivers

Search:

District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Acquisition of Commodities - Rules	Statute	A.C.A §§ 6-21-303		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Acquisition of Commodities - Rules	Statute	A.C.A §§ 6-21-303		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Adopt and implement school safety policies and procedures	Standard	6-A.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Adopt and implement school safety policies and procedures	Standard	6-A.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment	DESE Rule	Student Special Needs Funding	Section 4	Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment	DESE Rule	Student Special Needs Funding	Section 4	Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment - Environment	Statute	A.C.A §§ 6-48-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment - Environment	Statute	A.C.A §§ 6-48-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment - Placement	Statute	A.C.A §§ 6-18-503(a)(1)(C)(i)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment - Placement	Statute	A.C.A §§ 6-18-503(a)(1)(C)(i)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment - Required Program	Statute	A.C.A §§ 6-15-1005(b)(5)		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Alternative Learning Environment - Required Program	Statute	A.C.A §§ 6-15-1005(b)(5)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Attendance	DESE Rule	Mandatory Attendance Requirements for Students in Grades Nine through Twelve		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Attendance	DESE Rule	Mandatory Attendance Requirements for Students in Grades Nine through Twelve		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors	DESE Rule	School Board Zones and Rezoning		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors	DESE Rule	School Board Zones and Rezoning		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors	Statute	A.C.A §§ 6-13-601 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors	Statute	A.C.A §§ 6-13-601 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors - General Election Laws	Statute	A.C.A §§ 6-14-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors - General Election Laws	Statute	A.C.A §§ 6-14-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors - Meetings	Statute	A.C.A §§ 6-13-619		Open-Enrollment		3/21/2014	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Board of Directors - Meetings	Statute	A.C.A §§ 6-13-619		Open-Enrollment		3/21/2014	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Business Manager	DESE Rule	Minimum Qualifications for General Business Managers		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Business Manager	DESE Rule	Minimum Qualifications for General Business Managers		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Class Size and Teaching Load	DESE Rule	Class Size and Teaching Load		Open-Enrollment		2/25/2019	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Class Size and Teaching Load	DESE Rule	Class Size and Teaching Load		Open-Enrollment		2/25/2019	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Class Size and Teaching Load	Standard	1-A.5	Transition to new standards of waiver granted 11/13/13.	Open-Enrollment		7/1/2020	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Class Size and Teaching Load	Standard	1-A.5	Transition to new standards of waiver granted 11/13/13.	Open-Enrollment		7/1/2020	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Class Size and Teaching Load - Compensation	Statute	A.C.A §§ 6-17-812		Open-Enrollment		2/25/2019	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Class Size and Teaching Load - Compensation	Statute	A.C.A §§ 6-17-812		Open-Enrollment		2/25/2019	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Comprehensive School Counseling Services Plan	Standard	2-C.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Comprehensive School Counseling Services Plan	Standard	2-C.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Consolidation, Annexation and Formation - Definitions	Statute	A.C.A §§ 6-13-1401 et seq.		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Consolidation, Annexation and Formation - Definitions	Statute	A.C.A §§ 6-13-1401 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employ Full-Time Superintendent	Standard	4-B.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employ Full-Time Superintendent	Standard	4-B.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employ Library Media Specialist	Standard	4-F.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employ Principal	Standard	4-C.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employ Principal	Standard	4-C.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employment - Employment of Licensed Personnel	Statute	A.C.A §§ 6-17-301		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Employment - Employment of Licensed Personnel	Statute	A.C.A §§ 6-17-301		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Facilities - Arkansas Flag	Statute	A.C.A §§ 6-16-106		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Facilities - Arkansas Flag	Statute	A.C.A §§ 6-16-106		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Facilities - Leased Academic Facilities	Statute	A.C.A §§ 6-21-117		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Facilities - Leased Academic Facilities	Statute	A.C.A §§ 6-21-117		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Facilities - U.S. Flag	Statute	A.C.A §§ 6-16-105		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Facilities - U.S. Flag	Statute	A.C.A §§ 6-16-105		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Financial Management - Business Manager	Statute	A.C.A §§ 6-15-2302		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Financial Management - Business Manager	Statute	A.C.A §§ 6-15-2302		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Food Services	Standard	3-D.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Food Services	Standard	3-D.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented	DESE Rule	Gifted and Talented Program Approval Standards		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented	DESE Rule	Gifted and Talented Program Approval Standards		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented	Statute	A.C.A §§ 6-42-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented	Statute	A.C.A §§ 6-42-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented - Expenditures	Statute	A.C.A §§ 6-20-2208(c)(6)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented - Expenditures	Statute	A.C.A §§ 6-20-2208(c)(6)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented Services	Standard	2-G.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Gifted and Talented Services	Standard	2-G.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Grading	Statute	A.C.A §§ 6-15-902(a)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Grading	Statute	A.C.A §§ 6-15-902(a)		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Grading Scale	DESE Rule	Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Grading Scale	DESE Rule	Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Guidance Program	Standard	2-C.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Guidance Program	Standard	2-C.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Health Services - School Nurse	Statute	A.C.A §§ 6-18-706		Open-Enrollment		11/13/2013	6/30/2023





District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Health Services - School Nurse	Statute	A.C.A §§ 6-18-706		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Health Services Program	Standard	2-E.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Health Services Program	Standard	2-E.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Library Media Services	Statute	A.C.A §§ 6-25-101 et seq.		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Library Media Services	Statute	A.C.A §§ 6-25-101 et seq.		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Library Media Specialist Licensure	Standard	4-F.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Library Media Specialist Licensure	Standard	4-F.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Library Media Specialist Ratio	Standard	4-F.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Maintain appropriate balance of print, non-print and electronic media	Standard	2-D.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Maintain appropriate balance of print, non-print and electronic media	Standard	2-D.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Monitoring Procedures to Ensure Curriculum Alignment	Standard	1-A.3		Open-Enrollment		10/18/2018	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Monitoring Procedures to Ensure Curriculum Alignment	Standard	1-A.3		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel - Daily Planning Period	Statute	A.C.A §§ 6-17-114		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel - Daily Planning Period	Statute	A.C.A §§ 6-17-114		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel - Duty-Free Lunch Period	Statute	A.C.A §§ 6-17-111		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel - Duty-Free Lunch Period	Statute	A.C.A §§ 6-17-111		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel - Non-Instructional Duties	Statute	A.C.A §§ 6-17-117		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel - Non-Instructional Duties	Statute	A.C.A §§ 6-17-117		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Classified Personnel Policies	Statute	A.C.A §§ 6-17-2301 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Classified Personnel Policies	Statute	A.C.A §§ 6-17-2301 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Committee for Each School	Statute	A.C.A §§ 6-17-203		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Committee for Each School	Statute	A.C.A §§ 6-17-203		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Employees Minimum Sick Leave Law Definitions	Statute	A.C.A §§ 6-17-1302		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Employees Minimum Sick Leave Law Definitions	Statute	A.C.A §§ 6-17-1302		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Public School Employee Fair Hearing Act	Statute	A.C.A §§ 6-17-1701 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Public School Employee Fair Hearing Act	Statute	A.C.A §§ 6-17-1701 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Requirements	Statute	A.C.A §§ 6-17-201 et seq.		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Requirements	Statute	A.C.A §§ 6-17-201 et seq.		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - School Employees' Minimum Sick Leave Law	Statute	A.C.A §§ 6-17-1301 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - School Employees' Minimum Sick Leave Law	Statute	A.C.A §§ 6-17-1301 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Teacher Fair Dismissal Act	Statute	A.C.A §§ 6-17-1501 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Teacher Fair Dismissal Act	Statute	A.C.A §§ 6-17-1501 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Teachers' Minimum Sick Leave Law	Statute	A.C.A §§ 6-17-1201 et seq.		Open-Enrollment		11/13/2013	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Teachers' Minimum Sick Leave Law	Statute	A.C.A §§ 6-17-1201 et seq.		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Use of Personal Leave	Statute	A.C.A §§ 6-17-211		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies - Use of Personal Leave	Statute	A.C.A §§ 6-17-211		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies, Salaries/Compensation	DESE Rule	School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Sections 4-8	Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Personnel Policies, Salaries/Compensation	DESE Rule	School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Sections 4-8	Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Principal Licensure	Standard	4-C.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Principal Licensure	Standard	4-C.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Principals - Qualifications and Responsibilities	Statute	A.C.A §§ 6-17-302		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Principals - Qualifications and Responsibilities	Statute	A.C.A §§ 6-17-302		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Required Instruction 9-12	Standard	1-A.1.3		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Required Instruction 9-12	Standard	1-A.1.3		Open-Enrollment		10/18/2018	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Safety of Students, Employees and Visitors	Standard	2-E.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Safety of Students, Employees and Visitors	Standard	2-E.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Classified School Employee Minimum Salary Act	Statute	A.C.A §§ 6-17-2201 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Classified School Employee Minimum Salary Act	Statute	A.C.A §§ 6-17-2201 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Teacher Compensation Program	Statute	A.C.A §§ 6-17-2401 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Teacher Compensation Program	Statute	A.C.A §§ 6-17-2401 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Teacher Definition	Statute	A.C.A §§ 6-17-902		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Teacher Definition	Statute	A.C.A §§ 6-17-902		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Teachers' Salary Fund	Statute	A.C.A §§ 6-17-908		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Teachers' Salary Fund	Statute	A.C.A §§ 6-17-908		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Warrants Void Without Valid License and Contract	Statute	A.C.A §§ 6-17-919		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries - Warrants Void Without Valid License and Contract	Statute	A.C.A §§ 6-17-919		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries/Compensation	DESE Rule	School Election Expense Reimbursement		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Salaries/Compensation	DESE Rule	School Election Expense Reimbursement		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Calendar	Statute	A.C.A §§ 6-10-106		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Calendar	Statute	A.C.A §§ 6-10-106		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Counselor Licensure	Standard	4-E.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Counselor Licensure	Standard	4-E.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Counselor Ratio	Standard	4-E.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Counselor Ratio	Standard	4-E.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Day - Instructional Time	Statute	A.C.A §§ 6-16-102		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	School Day - Instructional Time	Statute	A.C.A §§ 6-16-102		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Site-Based Decision Making - Policy	Statute	A.C.A §§ 6-13-1303		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Site-Based Decision Making - Policy	Statute	A.C.A §§ 6-13-1303		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Six-Hour Instructional Day	Standard	1-A.4.2		Open-Enrollment		7/1/2020	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Six-Hour Instructional Day	Standard	1-A.4.2		Open-Enrollment		7/1/2020	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Student Services	DESE Rule	Public School Student Services		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Student Services	DESE Rule	Public School Student Services		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent	DESE Rule	Superintendent Mentoring		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent	DESE Rule	Superintendent Mentoring		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent - Licensure	Statute	A.C.A §§ 6-13-109		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent - Licensure	Statute	A.C.A §§ 6-13-109		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent - Superintendent Mentoring Program	Statute	A.C.A §§ 6-17-427		Open-Enrollment		11/1/2012	6/30/2023



District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent - Superintendent Mentoring Program	Statute	A.C.A §§ 6-17-427		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent Licensure	Standard	4-B.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Superintendent Licensure	Standard	4-B.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure	DESE Rule	Educator Licensure		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure	DESE Rule	Educator Licensure		Open-Enrollment		11/13/2013	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure	Standard	4-D.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure	Standard	4-D.1		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure - Licensure Requirements	Statute	A.C.A §§ 6-17-401 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure - Licensure Requirements	Statute	A.C.A §§ 6-17-401 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure - Qualified Teachers in Every Classroom	Statute	A.C.A §§ 6-15-1004		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure - Qualified Teachers in Every Classroom	Statute	A.C.A §§ 6-15-1004		Open-Enrollment		11/1/2012	6/30/2023





District	School	Topic	Waiver Type	Statute / Standard / Rule	Notes / Comments	Waiver Path	Charter Holding Waiver (for Act 1240)	Date Granted	Date Expires
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure - Waivers	Statute	A.C.A §§ 6-17-309		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teacher Licensure - Waivers	Statute	A.C.A §§ 6-17-309		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teachers' Salaries - Twelve Month Contracts for Vocational Agriculture Teachers	Statute	A.C.A §§ 6-17-802		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Teachers' Salaries - Twelve Month Contracts for Vocational Agriculture Teachers	Statute	A.C.A §§ 6-17-802		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Transportation - Regulations and Standards	Statute	A.C.A §§ 6-19-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Transportation - Regulations and Standards	Statute	A.C.A §§ 6-19-101 et seq.		Open-Enrollment		11/1/2012	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Unit of Credit meets for 120 clock hours	Standard	1-A.2		Open-Enrollment		10/18/2018	6/30/2023
Responsive Ed Solutions Premier High School of Little Rock	Premier High School of Little Rock	Unit of Credit meets for 120 clock hours	Standard	1-A.2		Open-Enrollment		10/18/2018	6/30/2023

Showing 1 to 162 of 162 entries (filtered from 196 total entries)

## **Premier High School of Arkansas**

### **Waivers Requested for Virtual Building**

**Note:** The school is seeking the same waivers on file for Premier High School of Little Rock in addition to the waivers approved through digital learning plan.

### **Waivers Approved in the Digital Learning Plan**

#### **Attendance**

**Applicable Statute/Rule:** 6-18-213(a)(2)

**Rationale:** Daily attendance will be recorded based on student logins into the LMS/CMS system(s) and completion of lessons, and/or a daily check-in or two-way communication in a manner acceptable to the school with the assigned teacher. If a student logs into the system and completes a lesson, and/or has direct and acceptable communication with a teacher regarding academic work, they will be counted present for that day. It is very important for parents to communicate with school officials regarding their student's attendance. Consequences for excessive and prolonged absences include: parent conferences, administrative actions (up to and including being dropped from the school), and a possible referral for truancy.

#### **Class Size**

**Applicable Statute/Rule:** 1-A.5 DESE Rules Governing Class Size and Teaching Load  
6-17-812 (a)(2)

**Rationale:** Premier High School's education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. Students work at an individualized pace using a mastery based program that will help them gain credit faster than one hundred (120) clock hours which lends itself to larger class sizes thirty-five (30-35) which ultimately affects Class Size and Teaching Loads of the teaching staff. Increasing the class size will not create any additional work for the teachers or the need for additional pay due per pay to teachers due to teachers not having to create lesson plans and students working at their own pace. Students must pass with a grade of 70 or higher and they work at an individualized pace using a mastery based program that will help them gain credit faster than one hundred (120) clock hours.

#### **Six Hour Instructional Day**

**Applicable Statute/Rule:** 1-A.4.2 6-16-102; 6-16-126

**Rationale:** Premier High School’s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. As such, Premier High School requests that “school day” be defined as a day in which classes are in session and students login and show progress in their courses.receive at least four (4) hours of instructional time. Students will have the opportunity to participate in extended day academic programs. The instructional day will be extended up to and beyond school operating (6) hours for students in need of additional assistance.

### **Additional Waivers Requested**

<p>Acquisition of Commodities - Reimbursement for Classroom Activities Statute A.C.A §§ 6-21-303(b)(1)(A)</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Adopt and implement school safety policies and procedures Standard 6-A.2</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Defibrillators Required Statute A.C.A §§ 6-10-122</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Emergency Plans and Panic Button Statute A.C.A §§ 6-15-1302</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Eye and Vision Screening Procedures Statute A.C.A §§ 6-18-1501 et. seq.</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Facilities - Fire Hazard Inspections Statute A.C.A §§ 6-21-106</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health and Safety DESE Rule Automated External Defibrillator Devices and CPR</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>
<p>Health and Safety DESE Rule Eye and Vision Screening Report</p> <p><b>Rationale:</b> This statute is not applicable to the school since it's a virtual building.</p>

Health and Safety DESE Rule Nutrition and Physical Activity Standards  
**Rationale:** This statute is not applicable to the school since it's a virtual building.

Health and Wellness Plan Standard 1-B.3.1

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Health Services Program Standard 2-E.1

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Health Services - Breakfast Program Statute A.C.A §§ 6-18-705

**Rationale:** This statute is not applicable to the school since it's a virtual building.

School Lunch Program Statute A.C.A §§ 6-20-701 et seq.

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Site-Based Decision Making Statute A.C.A §§ 6-13-1301 et. seq.

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Student Attendance - Reports Statute A.C.A §§ 6-18-213(a)(2)

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Student Discipline and School Safety DESE Rule Student Discipline and School Safety  
Section 5.04.10

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Student Services DESE Rule Public School Student Services 3.01.6

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Tornado and Safety Drills Statute A.C.A. § 6-10-121

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Utility and Maintenance Expenditure Requirements Statute A.C.A. § 6-21-808 (d)

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Fire Marshall Program Statute A.C.A §§ 6-10-110

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Food Services Standard 3-D.1

**Rationale:** Waiver of food service requirements as a virtual school

Health Services - School Nurse Statute A.C.A §§ 6-18-706

**Rationale:** This statute is not applicable to the school since it's a virtual building.

Report Cards - Delivery Requirements Statute A.C.A §§ 6-15-903(a)(2)

**Rationale:** To allow the school to email and make digitally available report cards as opposed to mailing or sending them home with the student.

Recess requirements A.C.A. § 6-16-102 (a)(5) -

**Rationale:** per statute, if we are approved as a virtual school, we can receive a waiver of recess requirements.

Emergency First Aid Personnel A.C.A §§ 6-17-102

**Rationale:** This statute is not applicable to the school since it's a virtual building.

\*\*\*These additional waivers will only apply to the virtual building.

## **DIGITAL LEARNING PLAN**

# 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](mailto:ade.charterschools@arkansas.gov)) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

**Charter Name:** Premier High School of Little Rock

---

**LEA Number:** 6053700

---

**Superintendent or Director:** Steven Gast

---

**Email:** SGast@responsived.com

---

**Phone:** 956-703-9053

---

Schools	Grades/Courses	Interaction	Delivery	Platforms
Premier High School LR	9-12	<input checked="" type="checkbox"/> Asynchronous <input 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 checked="" type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	Daily attendance will be recorded based on student logins into the LMS/CMS system(s) and completion of lessons, and/or a daily check-in or two-way communication in a manner acceptable to the school with the assigned teacher. If a student logs into the system and completes a lesson, and/or has direct and acceptable communication with a teacher regarding academic work, they will be counted present for that day. It is very important for parents to communicate with school officials regarding their student's attendance. Consequences for excessive and prolonged absences include: parent conferences, administrative actions (up to and including being dropped from the school), and a possible referral for truancy.
<b>Class Size</b>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	Waiver not needed for DLP
<b>Teaching Load</b> Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per <a href="#">DESE Rules for Distance and Digital Learning</a> and teaching load would not apply as per <a href="#">DESE Rules Governing Class Size and Teaching Load</a> .	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	Waiver already in place
<b>Six Hour Instructional Day</b> Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-16-126	Premier High School's education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. As such, Premier High School requests that "school day" be defined as a day in which classes are in session and students receive at least



				four (4) hours of instructional time. Students will have the opportunity to participate in extended day academic programs. The instructional day will be extended up to and beyond (6) hours for students in need of additional assistance.
<b>Clock Hours</b>	1-A.2			Waiver already in place
<b>Recess</b> Waiver applies to virtual/remote students only	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	Not applicable to high schools

## 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.

Asynchronous-students will be expected to complete coursework at a level that will show mastery of content. Students will be expected to complete work on a daily basis and maintain a completion level that will allow them to continue the prescribed curriculum on a timely basis (quarterly and semester). The charter will ensure all instruction is aligned to Arkansas Academic Standards.

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.

The virtual approach will be utilized for both teachers and students. Students will be enrolled in courses from our CMS that exceed state standards. They must show mastery of content to receive the credit needed to attain the grade level standards. As stated earlier, the teacher will also utilize the virtual model to assist the student, as needed, with curricular questions that may arise.

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.

Teachers will serve in a dual role as both a virtual learning facilitator and in-person teacher. Teachers will serve in a dual role simultaneously. They will be expected to provide instruction to on-site students while providing instruction and support to virtual students on an at-need basis since each student has their own personalized learning plan.

Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.

“Teacher instruction” will be in the form of a Success Coach or Facilitator. Each Success Coach will be expected to communicate with students weekly via written or digital methods.

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.

Instructional aides will be utilized to assist both students and teachers. Flexible working hours for teachers will also be in place to assist with class load. Weekly meetings with the teachers will allow the charter to monitor and determine if supports are adequate.

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.

Instructional aides will be utilized to assist both students and teachers. Weekly meetings with the teachers will allow the school to monitor and determine if supports are adequate.

### Technology / Platforms

<p>Identify the learning management system/content management system that the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>Buzz: LMS          Google Classroom          Genius: SIS          BrightThinker: CMS</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>The school will utilize Buzz as the Learning Management System for students to access coursework and course materials. Google Classroom will assist with the streamlining of summative and formative assessments. Genius is a Student Information System that has been customized for the school's use. Genius in conjunction with the Bright Thinker curriculum will provide a snapshot of a student's information and performance, and keep communication notes, files, and everything needed in one place. Bright Thinker's precision, mastery-based learning model is engineered to build on a student's strengths in a modern, engaging fashion. The dynamic program uses multimedia tools, a cutting-edge curriculum, and a personalized approach to ensure learning is consistently challenging, stimulating, and beneficial. Bright Thinker (CMS) will be used for grades 9-12.</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 and Zoom will be the video communication component utilized for the facilitation of conferences.</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>The district will provide technology devices and connectivity to virtual students based on the needs of the student and their family. The school will have adequate technology available for a one to one ratio. A checkout system is in place for students to access coursework and digital content. The district will focus on student engagement and a student's accessibility to connect not only with content but the multiple human resources that will be available within the program. Technology provided may include a Chromebook with charger and personal data hotspot.</p>
<p><b>Student Supports</b></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>School staff (teacher, instructional aide, support staff) will have contact with those learning virtually on a weekly basis. Each student learning virtually will be assigned a support coach. The support coach will be responsible for weekly contact with assigned students. As a part of this contact, the support coach will be responsible for making pick-up arrangements for students that indicate need or desire for school meals. All other supports in place to assist students with physical or mental health and wellbeing will be the same as for those learning in person. Examples are: school counselor, cafeteria</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>Premier High Schools will have a distinct methodology designed to re-engage the disengaged and prevent the diminished learning conditions of thousands of students. The educational program will have the capacity to engage learners in effective development of self directed responsibility while increasing their potential for success in the specific subject content. Premier High School will employ a proven student-centered delivery of content that motivates the individual in cognitive and competency skill thereby providing sustainable learning environments characterized by personalization. Each student matters and the opportunity exists because the program will be designed to focus educators on the personal progress of every learner. Teachers and/or support personnel will meet with students on a weekly basis. The manner of the engagements will be directed toward academic progress/mastery of content and will be conducted utilizing a video chat platform. Additional district support personnel will be available for those who might struggle with engagement.</p>
<p>Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.</p>	<p>The plan will be the same for those learning in person. In the case of those learning virtually, correspondence will take place in writing and digitally. Additional supports will mimic those utilized regarding the monitoring of academic and student engagement practices. The following describes the plan for intervening when a student may be struggling with content.</p> <ul style="list-style-type: none"> <li>● Implementation <ul style="list-style-type: none"> <li>○ Step One: Universally screen all students: beginning, middle and end of the year <ul style="list-style-type: none"> <li>■ NWEA Map Tests</li> </ul> </li> <li>Step Two <ul style="list-style-type: none"> <li>■ Identify students that need Tier 2 and 3 interventions</li> <li>■ Students that score below proficiency levels in reading and math</li> </ul> </li> <li>○ Step Three <ul style="list-style-type: none"> <li>■ Create an RTI plan</li> <li>■ Plan created by grade level teams “Student Support Team”</li> <li>■ Plans must include scientifically researched based interventions for virtual programs</li> <li>■ Plans should address each area of academic and behavioral concerns and specific to a virtual program</li> </ul> </li> </ul> </li> <li>● Tier One <ul style="list-style-type: none"> <li>○ Interventions are universal and available to all students</li> <li>○ Standards &amp; research-based</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ High quality instructional and behavioral supports provided by an interventionist/support coach/content area teacher, or other professional</li> <li>● Tier Two <ul style="list-style-type: none"> <li>○ Interventions that can be delivered virtually, are individualized and tailored to the unique needs of the struggling student.</li> <li>○ Individualized interventions are reserved for students with significant skill gaps and that have failed to respond to Tier One strategies.</li> <li>○ Additional support is being provided beyond that given to peers</li> <li>○ Using Individualized scientifically-based interventions aligned to specific student needs that can be delivered virtually</li> <li>○ Progress monitoring along with documentation of progress toward targeted goals</li> </ul> </li> <li>● Tier Three <ul style="list-style-type: none"> <li>○ Interventions are the most intensive academic supports available in a school and are generally reserved for students with chronic and severe academic delays or behavioral problems</li> <li>○ Long term intensive interventions that can be delivered virtually designed to increase the student’s rate of progress</li> <li>○ Special education or 504 eligibility may be considered</li> <li>○ Individualized diagnostic assessments used to evaluate deficit areas in order to design individualized instruction</li> <li>○ Evaluation by the multidisciplinary team if low achievement and insufficient response criteria are met</li> </ul> </li> </ul>
<p>Describe the school’s formative assessment plan to support student learning.</p>	<p>Formative assessments are embedded within the digital curriculum. Support coaches will monitor student performance on embedded formative assessments daily. If it is determined that a student is struggling with the content or is disengaged, the support coach will make contact with the student and/or the parent. A determination will be made whether the student needs additional resources and/or support. If necessary, a student may be assigned to virtual tutoring sessions until mastery of content. The NWEA Map will be administered each quarter. The staff meets to review and analyze the results. Students not showing growth may be assigned additional online tutorials and practice through Study Island.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>Premier High School will offer a virtual program that identifies and serves students with characteristics of dyslexia The school identifies students for characteristics of dyslexia through Response to Intervention (RTI) process, screenings, and through the referral process. Premier High School ensures that if a student is experiencing</p>

	<p>difficulty in reading, additional screening will be conducted. Level 1 and Level 2 dyslexia individual screening components will aid in the identification of characteristics of dyslexia. A level 1 screening uses informal diagnostic assessments and curriculum based assessments. These informal assessments will assess the following components of reading: Phonological and phonemic awareness; sound symbol recognition; alphabet knowledge; decoding skills; and rapid naming; and encoding skills. Level 2 screening uses formal diagnostic assessments to identify a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The following services are considered for students with characteristics of dyslexia: Section 504 services, special education services, accommodations, reading interventions, assistive technology devices, and the Multisensory Teaching Approach (MTA) program. MTA is a program for the remediation of Dyslexia and other reading disabilities. This program is an Orton-Gillingham multisensory approach to teaching reading that combines visual, auditory and kinesthetic (or muscle) instruction. It teaches the science of the written language and addresses reading, handwriting, and spelling. Students determined to be in need of services are expected to participate in virtual sessions with a teacher trained to implement the MTA remediation program. The district ensures that all dyslexia law requirements are met for digital learners.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>Waiver on File</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>Premier High School will offer a virtual program that serves students identified as students of limited English proficiency in English. ESOL students will be identified during the enrollment process. As part of the enrollment process, all parents/guardians must complete the home language usage survey (HLUS) form for every student enrolling in the district. The district uses the HLUS results to determine the need for further English language proficiency (ELP) screening and possible English for Speakers of Other Languages (ESOL) services. All students identified as Language Minority Students (LMS) will be initially assessed with the ELPA21 screener. The ELPA21 screener is used by all Arkansas public schools to measure the English language proficiency of students who have recently arrived in the U.S. or from another state where the ELPA21 is not used. It can help to determine whether or not a child is in need of ESL services, and if so, at what level. The ELPA21 screener is designed to be administered to potential ESOL students by trained staff. All four domains – listening, speaking, reading, and writing, should be completed during the initial administration of the assessment. Students who are not proficient in English will be assessed annually with ELPA21 to determine progress being made towards English proficiency until the child meets exit requirements. Eligibility for ESL services should be determined by the ELPA21 screener or the ELPA21 results. A LPAC (Language Placement and Assessment Committee) will be formed and will meet as needed. The LPAC is required to identify, review, and place EL students in the appropriate instructional ESOL program. The LPAC determines</p>

	<p>the amount of time allotted for direct service and who will provide the instruction. These decisions are made on a student-by-student basis. The results of the assessment of the student’s language proficiency determination and academic skills provide the basis for determining the ESL instructional placement, time allotment, and focus of services. Parents are notified of placement within 30 days at the beginning of the school year, and 14 days after school has started. The district ensures that all LPAC requirements will be met for digital learners</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences</p>	<p>For students attending digital learning, staff (which includes special education teachers, speech and language pathologists, school psychologists, occupational therapists, and physical therapists) will provide special education services using a variety of different strategies and online platforms based on an individual student’s needs. Distance Learning will include tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Google Classroom for student centers. Special education staff will collaborate with families to determine what services are needed during Distance Learning. In addition, special education staff will collaborate regularly with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Plan (IEP). Evaluations and screenings will be conducted in person and virtually (if appropriate). If testing is done in person, the school will offer parents choices on where this can occur. For example, at the school or at a mutually determined location. Conferences will be conducted virtually. The parent or the school can request the meeting to be held in person.</p>
<p>Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.</p>	<p>Below is a list of common and frequently used digital accommodations. Please note that this not an exhaustive list.</p> <ul style="list-style-type: none"> <li>· Test broken up into smaller tests or create multiple digital forms for each section</li> <li>· Brain breaks during virtual classes</li> <li>· Chunking assignments and set due dates accordingly</li> <li>· One-to-one video conferences or breakout rooms to allow students to ask questions or complete assignments with teacher support</li> <li>· Text to Speech</li> <li>· Speech to Text</li> <li>· Extended time on assignments and tests</li> <li>· Uploaded audio or video recordings</li> <li>· Reduced amount of material per page</li> <li>· Lesson outline sent via email or learning management system (LMS) before the lesson</li> <li>· Teacher notes before the lesson or a transcript after the lesson</li> <li>· Assistive technology tools for math and science</li> <li>· Paper/printable manipulatives</li> <li>· Virtual manipulatives</li> </ul> <p>Graphic organizers to use with assignments</p>

## Teacher Supports

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

Continued support and professional development opportunities will continue with Genius, Bright Thinker and Buzz. All teachers received valuable support and professional development throughout the 2020-2021 school year and that same support will continue for those who continue as virtual teachers for the 2021-2022 school year. Bright Thinker will continue to offer various supports for campuses. A follow up for Administrator Platform training will be coordinated with the district support team from Bright Thinker. Additionally, continuous Onboarding will allow those who have worked within the platform and those who may be new to the platform to work within various 'sandboxes' in a live setting complete with trainers who will lead each of the sessions. Each session will conclude with a Q & A session along with additional studies designed to enhance the learning experience. Ongoing Administrator Training Webinars will be in place, as they were for the 2020-2021 school year. Bright Thinker also schedules ongoing Administrative Support and gives resources for school personnel, students and families in an effort to enhance learning. A team from Bright Thinker is available for all teachers to offer support, answer questions and enhance teaching and learning capabilities in real time. Campus resources that were created and shared at the campus level will be updated, as the platform has seen updates within the past year. This training is administered by certified instructional specialists. These specialists have also created detailed job aids for Buzz and Bright Thinker that are at the teacher's fingertips.

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?

Premier High School teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching students, or supervising the learning process:

- A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information)
- B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator)
- C. Accelerated Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator, and defined by technology-based programs)
- D. Connected Instruction (i.e., a style of instruction centered on a project-based environment)

While the delivery will vary slightly according to the needs of the individual student, the school will continuously implement the following differentiated styles of instruction: 10%=Direct Instruction, 60%=Independent/Accelerated Instruction, 30%=Connected Instruction. Prep/planning periods will be built into the schedule to ensure that proper development and planning of interaction and instruction is consistent with the high level of academic expectations in place. Teachers will



	continue to be supported with Bright Thinker and Buzz support efforts (these are a continuation of the 2020-2021 school year supports that will remain in place).
<b>School Supports</b>	
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.	ResponsiveEd Arkansas will ensure that all students have equitable access to a digital learning environment, address barriers that may inhibit a student's ability to participate in a digital learning environment, and provide support and resources to improve learning and communication in a digital environment.
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.	The Student and Parent Expectation Agreement is a part of the onboarding process for all students enrolling in the virtual program. Participation in all state mandated, and local interim assessments is expected. Failure to meet this expectation may result in removal from the virtual program. The staff will work with students and parents to accommodate in any way allowable to ensure that testing occurs and results are valid. The staff will contact and schedule students by many different methods. There will be an email sent to all students/parents to inform them of their scheduled testing times. Additionally, there will be calls made to all students/parents to inform them again of their scheduled testing time and answer any questions at that time. Social media will be utilized to inform that testing is approaching and to be looking for an email and phone call from the school. The school reserves the right to utilize USPS to send any and all communications.
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.	The virtual program's effectiveness will be evaluated through measures such as: student attendance rate, units completed, and summative and formative assessments. These tools will be monitored by both teachers and administrators. Student attendance and units completed will be monitored daily, while student assessments will be evaluated periodically. The fidelity of implementation will be assessed by teachers, building level administrators and district level administrators.
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)	Premier High School recognizes the importance of family engagement in all aspects of a student's educational experience. It also recognizes that the engagement of families of virtual students takes on a new perspective and may be more challenging than that of onsite students. For this reason the staff will strive to, not only encourage family engagement, but will promote activities that will make families and students feel more connected to the school and increase their chances for success. Premier will utilize webinars, video calls, & conference calls to discuss virtual learning, mental health, academic resources, and student engagement. When applicable, all events held onsite will be streamed online for families to participate. In the event it is not possible an alternate event/activity will be provided to virtual students. Premier will:

	<ol style="list-style-type: none"> <li>1. utilize systems for sharing important information such ParentSquare, emails, and classroom apps.</li> <li>2. Share helpful resources with parents to provide guidance around learning at home.</li> <li>3. Hold virtual home visits, and parent-teacher conferences as a means for checking in with parents to determine if needs.</li> <li>4. Recruit parents to lead virtual enrichment activities and become virtual tutors.</li> <li>5. Encourage parents to provide feedback about additional ways the district/schools can be more supportive and inclusive of virtual students and their families.</li> </ol>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</p>	<p><a href="http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&amp;type=d&amp;pREC_ID=2142882">http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&amp;type=d&amp;pREC_ID=2142882</a></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><a href="https://docs.google.com/spreadsheets/d/1arzrHvFByRDR3_N1Z666LcXD1VOjZAv9wUj8kZUnXaM/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1arzrHvFByRDR3_N1Z666LcXD1VOjZAv9wUj8kZUnXaM/edit?usp=sharing</a></p>
<p><b>Policies</b></p>	
<p>Please provide a link (URL) to the attendance policy for digital learning students.</p>	<p><a href="http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&amp;type=d&amp;pREC_ID=2162550">http://www.premiernlr.com/apps/pages/index.jsp?uREC_ID=2002285&amp;type=d&amp;pREC_ID=2162550</a></p>
<p>Please provide a link (URL) to the discipline policy for digital learning students.</p>	<p><a href="http://www.premierlittlerock.com/apps/pages/index.jsp?uREC_ID=2010842&amp;type=d&amp;pREC_ID=2162476">http://www.premierlittlerock.com/apps/pages/index.jsp?uREC_ID=2010842&amp;type=d&amp;pREC_ID=2162476</a></p>
<p>Please provide a link (URL) to the grading policy for digital learning students.</p>	<p><a href="http://www.premierlittlerock.com/apps/pages/index.jsp?uREC_ID=2010842&amp;type=d&amp;pREC_ID=2162476">http://www.premierlittlerock.com/apps/pages/index.jsp?uREC_ID=2010842&amp;type=d&amp;pREC_ID=2162476</a></p>
<p><b>Charter</b></p>	
<p>Describe how the addition of a virtual program is in line with the mission or model of the school.</p>	<p>Premier High School is in part a credit recovery/dropout prevention school. As such, many of our students have adult obligations outside of school (work, children, etc.) that may prevent them from attending school in person or during regular school hours. A virtual program allows us to meet all student needs and to work to ensure that all students have an equitable opportunity to obtain a quality high school education.</p>

**Additional Waiver(s)**

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

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

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

<b>Rationale for Waiver</b>	

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

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

## **MARKETING**

# PHS Virtual Arkansas 2022-2023

## Marketing Strategy

### Executive Summary

PHS Virtual Arkansas is a digital expansion of our existing Premier model to offer virtual educational

### Goals and Market Capacity

Goals and projections for market capacity for this program are currently under development. Based on our previous data, we expect that this program will primarily serve high school age students who are in need of credit recovery, drop out recovery, and personalized learning options.

Potential market capacity data is expected within the quarter.

### SWOT / NOISE Analysis

#### SWOT

##### Strengths

- TBD

##### Weaknesses

- TBD

##### Opportunities

- TBD

##### Threats

- TBD

## NOISE

### Needs

- TBD

### Opportunities

- TBD

### Improvements

- TBD

### Strengths

- TBD

### Exceptions

- TBD

## Brand Enrollment/Marketing Calendar

We expect that primary, secondary, and awareness campaigns will run throughout the year, and will require constant adaptation and innovation to ensure effectiveness. Enrollment for this brand indicates that we should expect primary campaigns to peak in throughput during the summer months.

## Strategy Summary

1. Focus on the brand's unique offering and connecting programs to the success of overall brand academics.
2. Provide user-friendly processes for easy enrollment and processing.
3. Provide clear success stories and measures to build confidence in the brand and program.

## Tactics Summary

Considering our target segmentations, our primary media for our campaigns will be digital ads on facebook and google, livestreams and webinars between campus staff and parents, and brand awareness campaigns consisting of primary analogue medias. These tactics should enable us to create an effective awareness campaign, which can then be leveraged into an effective campaign to expand and maintain enrollment.

# Tactics Index

## Tactic Effectiveness by Media

1 = high effectiveness

2 = moderate effectiveness

3 = low effectiveness

## Traditional Marketing

- Buxton - Eblast
- OTT
- Geofencing
- Radio
- TV
- Newspaper
- Chamber of Commerce
- Direct Mail (ISD list)
  - Letter, flier
  - Postcard
- Eblast with ISD's emails
- EDDM (Every Door Direct Mail) saturation mailing where you can pick the neighborhood, zip code, etc. you want to target.

### Events:

- Parent Interest Meetings (In-person & virtual)
- Tours of the campus on specific days and times of the week / N/A
- Saturday event (Fall Festival), Summer Events with different activities & games / N/A
- Influential Community Leaders Luncheon (Community leaders such as Mayor office, Police Dept., Fire Dept., etc. are invited to a lunch on campus where there will be a brief presentation by the Director and/or RD)

## Digital User Journey

1. **Awareness:** Facebook Ads, SEO
2. **Interested:** Google PPC, SEO, Emails
3. **Consideration:** Google Retarget PPC, Facebook Retarget Ads, SEO
4. **Apply:** Google Retarget PPC, SEO, Webinars