

ResponsiveEd[®]

ARKANSAS

**2021 Open-Enrollment Public
Charter School Application**



Premier High School of Fort Smith



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2021 Open-Enrollment Public Charter School Application

Premier High School of Fort Smith

Name of Proposed Charter

Initial Application - Deadline June 1, 2021 at 5:00 p.m.

Applications will not be accepted after this time.

Final Application - Deadline July 15, 2021 at 5:00 p.m.

Applications will not be accepted after this time.

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Division of Elementary and Secondary Education to provide a meaningful review.

**Division of Elementary and Secondary Education
 Charter School Office
 Four Capitol Mall
 Little Rock, AR 72201
 501-683-5312**

APPLICANT INFORMATION

Name of Proposed Charter:	Premier High School of Fort Smith
Primary Contact for Application:	Dennis Felton, Jr.
Primary Contact Phone:	(479) 366-9410
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Primary Contact Email:	dfelton@responsiveed.com

Name of sponsoring entity:

Responsive Education Solutions, Inc.

The sponsoring entity is eligible to apply for a public school charter under the following category:

- A public institution of higher education
- A private nonsectarian institution of higher education
- A governmental entity
- An organization that is nonsectarian in its programs and operations and is, or will**

be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code.

Name of Charter Management Organization:

Responsive Education Solutions, Inc.

Other Schools Managed by the CMO:

Name of School | Location | Year Established| Accreditation Status

Northwest AR Classical Bentonville, AR 2013 Accredited
Quest Academy WLR Little Rock, AR 2014 Accredited
Premier Abilene Abilene, TX 1999 Accredited
Premier Amarillo Amarillo, TX 2013 Accredited
Premier Arlington Arlington, TX 2009 Accredited
Premier Austin Austin, TX 2001 Accredited
Premier AYW Austin, TX 2014 Accredited
Premier Brownsville Brownsville, TX 1999 Accredited
Premier Brownwood Brownwood, TX 2010 Accredited
Premier Comanche Comanche, TX 2010 Accredited
Premier CTE Edinburg, TX 2015 Accredited
Premier Dayton Dayton, TX 2010 Accredited
Premier Del Rio Del Rio, TX 1999 Accredited
Premier El Paso East El Paso East, TX 2015 Accredited
Premier El Paso West El Paso West, TX 2008 Accredited
Premier Fort Worth Fort Worth, TX 1999 Accredited
Premier Granbury Granbury, TX 2010 Accredited
Premier Huntsville Huntsville, TX 2009 Accredited
Premier Laredo Laredo, TX 1999 Accredited
Premier Lewisville Lewisville, TX 2013 Accredited
Premier Little Rock Little Rock, AR Accredited
Premier Lubbock Lubbock, TX 1999 Accredited
Premier Midland High Midland, TX 1999 Accredited
Premier Midland Middle Midland, TX 1999 Accredited
Premier Miracle Farm Miracle Farm, TX 2008 Accredited
Premier Mission Mission, TX 2004 Accredited
Premier New Braunfels New Braunfels, TX 2009 Accredited
Premier North Austin Austin, TX 2008 Accredited
Premier North Houston Houston, TX 2016 Accredited
Premier North Little Rock, AR 2019
Premier Palmview Palmview, TX 2007 Accredited
Premier Pflugerville Pflugerville, TX 2015 Accredited
Premier Pharr Pharr, TX 1999 Accredited
Premier San Antonio San Antonio, TX 1999 Accredited
Premier San Antonio West San Antonio, TX 2017 Accredited
Premier San Juan San Juan, TX 2008 Accredited

Premier Springdale Springdale, AR 2021
Premier South Irving Irving, TX 2012 Accredited
Premier Texarkana Texarkana, TX 2016 Accredited
Premier Tyler Tyler, TX 1999 Accredited
Premier Waco Waco, TX 1999 Accredited
Amarillo Collegiate Amarillo, TX 2007 Accredited
Austin Classical Austin, TX 2012 Accredited
Beaumont Classical Beaumont, TX 2011 Accredited
Carrollton Classical Carrollton, TX Accredited
Clay Classical Grand Prairie, TX 2010 Accredited
Coppell Classical Coppell, TX 2007 Accredited
Corinth Classical Corinth, TX 2015 Accredited
Corinth Classical Upper Corinth, TX 2007 Accredited
Crockett Classical Crockett, TX 2010 Accredited
Denton Classical Denton, TX 2014 Accredited
Edinburg Classical Edinburg, TX 2012 Accredited
Fallbrook Academy Houston, TX 2016 Accredited
Foundation Autism Austin, TX 2010 Accredited
Founders Dallas Dallas, TX 2015 Accredited
Founders Flower Mound Flower Mound, TX Accredited
Founders Leander Leander, TX 2014 Accredited
Founders Lewisville Lewisville, TX 2009 Accredited
Founders Mesquite Mesquite, TX 2015 Accredited
Founders Schertz San Antonio, TX 2016 Accredited
Garland Classical Garland, TX 2008 Accredited
Humble Classical Humble, TX 2013 Accredited
Huntsville Classical Huntsville, TX 2006 Accredited
iSchool Hickory Creek Hickory, Creek TX 2010 Accredited
iSchool Lewisville Lewisville, TX 2008 Accredited
iSchool Woodlands Woodlands, TX 2013 Accredited
iSchool Univ Park University Park, TX 2011 Accredited
Jasper Classical Jasper, TX 2009 Accredited
Mainland Preparatory Mainland, TX 2015 Accredited
Pasadena Classical Pasadena, TX 2013 Accredited
Richardson Classical Richardson, TX 2014 Accredited
Tyler Classical Tyler, TX 2012 Accredited
STEM Academy Lewisville, TX 2009 Accredited
Willis Classical Willis, TX 2008 Accredited
Woodlands Classical Woodlands, TX 2010 Accredited
TCPA Virtual Lewisville, TX 2011 Accredited

- 1. Describe the public hearing which was held for the purpose of assessing support for the establishment of this public charter school. Include the number of attendees and the feedback and/or public comments that were received.**

<p>The public hearing was held on June 14th, 2021 at 6:00 p.m. virtually for the community of Fort Smith. Due to Covid 19 closures, we were unsuccessful in identifying a venue large enough to ensure we are adhering to CDC guidelines and protocols. As a result, we decided</p>

to conduct a virtual meeting to make the event more accessible and safe for participants. The results from the public hearing will be updated in the final application. Participants received information about the education model, educational programming, school mission and goals. There will be another public meeting in Fort Smith on July 29th at 6:00 p.m. at the Creekmore Community Center in Fort Smith, AR.

2. Describe the educational need for the charter in the geographical area to be served. Include quantitative data related to academic achievement.

According to the National Center for Educational Statistics (2018), the four-year adjusted cohort graduation rate in the United States was 84.1% in the 2015-2016 school year. While graduation rates have gradually increased since 2011 (79%), gaps based upon race persist (NCES, 2018), as represented by respective rates for White (88.3%), Hispanic (79.3%), and African American (76.4%) students. Similarly, graduation rates of economically disadvantaged students (77.6%) fall 6.5 points below overall average. From the same report (NCES, 2018), Arkansas posted an overall adjusted cohort graduation rate of 87%, with less pronounced gaps being race, including White (89.2%), Hispanic (85.7%), and African American (81.5%).

Premier High School of Fort Smith will be located within the attendance boundaries of Fort Smith School District. According to the Arkansas Department of Elementary & Secondary Education (2019), (90%) of seniors in the four-year cohort graduated from Fort Smith School District in the 2018-2019 school year. Due to COVID-19, there have been many amendments to state and national testing. As a result, there is limited academic data available for the past two (2) school years. In the Fort Smith community, there are three (3) high schools. 1) Fort Smith Southside High School which offers grades 10-12 and has an enrollment of 1,320 students. 2) Fort Smith Northside High School offers grades 10-12 and has an enrollment of 1,820 students. 3) The Future School of Fort Smith serves approximately 240 students and offers grades 9-12. RES is seeking the ability to offer a high school (grades 9-12) with a maximum enrollment cap of 300. This additional educational option in Fort Smith will provide parents and students with another choice to meet their individual needs.

While there are two (2) high schools within the Fort Smith School District, the student population between the two are unique. On the northside of town, there is FS Northside HS which has a student enrollment of 1,800. The school has a poverty rate of seventy-five percent (75%) and sixty-three percent (63%) of the student population represent minority groups. On the southside of town, there is FS Southside High School which has a student enrollment of 1,320 students. The school has a poverty rate of forty-two (42%) and thirty-eight percent (38%) of the student population represent minority ethnic groups. Premier High School of Fort Smith will work with FS Southside and FS Northside, and The Future school of Fort Smith in order to serve a marginalized population of youth that have dropped out or are at risk of dropping out of high school. During the past three school years, the Fort Smith community has experienced several students who have withdrawn or dropped out of high school due to lack of interest or to pursue a General Education Diploma (GED). According to the AR DESE Data Center Statewide Reports during 2017-2020, Fort Smith SD had two-hundred thirty-five (235) students leave the district due to lack of interest and to pursue a GED. This data is evidence that there is a population of students in the community who are becoming disengaged with the traditional educational approach.

According to Ou and Reynolds (2010), the cost of high school dropouts in the United States exceeds one billion dollars per year. Similarly, Rouse (2007) reported that median income of a high school dropout was approximately \$26,000, while those with a high school diploma earned roughly \$46,000. Expressed over a lifetime, the relative earnings represent a loss of \$680,000 for those who failed to graduate from high school (Rouse, 2007). Belfield and Levin (2007) calculated that a single high school dropout represents economic costs of \$260,000 over a lifetime in terms of potential tax revenue, medical costs, costs of crime, and dependence on the welfare system. For the past 20 years in Texas, and the past five years in Arkansas, ResponsiveEd has served students across demographic and socio-economic groups, opening schools in communities with traditionally underserved populations, including the Little Rock area. In the State of Texas, an Alternative Education Accountability (AEA) campus is defined as having “at least 75 percent at-risk student enrollment, as verified through 2015-2016 PEIMS fall enrollment data” (Texas Education Agency, 2016). As the state’s top provider of AEA charter schools, Premier High Schools serve a diverse student population in Texas, including 48.5% Hispanic, 37.5% White, and 9.7% African American (TEA, 2017). In addition to an ethnically diverse student population, Premier High Schools serve a relatively high proportion of at-risk students (89.2%), far exceeding the 75% threshold to be designated as Alternative Education Accountability. In addition, Premier High Schools are highly represented by students in the following demographic categories: Special Education (10.2%), Economically Disadvantaged (61.8%), and English Language Learners (18%) (TEA, 2017). Students attending Premier High Schools have consistently outperformed students attending comparable campuses, both in terms of academic achievement and graduation. During the 2016 testing cycle, when combining the total number of End of Course Exams (EOCs) taken at all AEA charter schools, 26 of the top 35 campuses were Premier High Schools (TEA, 2017). According to the 2017-2018 TAPR Report (TEA), the four-year graduation rate for Premier High Schools was 53.6% overall, including White (59.2%), Hispanic (49.9%), and African American (45.5%). While below the state of Texas average (89.1%), these numbers are particularly impressive in light of the schools’ status as “dropout recovery,” serving predominantly students who have struggled within the traditional school setting. The Premier High Schools learning system has theoretical grounding in self-determination theory (Deci & Ryan, 1985). This meta-theory of motivation posits three basic human needs, including autonomy, competence, and relatedness, all of which must be satisfied to ensure quality motivation. This theory is particularly appropriate for the credit recovery context because programs of this nature encourage students to take ownership of their learning in the form of autonomous regulation. Recognizing students often come to us in a fragile state due to lack of success in the traditional school setting, Premier High Schools seek to provide success early and often, enhancing self-efficacy beliefs and feelings of competence. Finally, Premier High Schools represent relatively small learning environments, allowing for supportive relationships with teachers and fellow students--crucial elements of our learning system. We seek to fill a need within the Fort Smith School District area, particularly for students who have traditionally struggled academically. Premier High Schools balance individualized instruction with a system of structure and predictability, providing an educational choice for this unique student population whose academic accomplishments often resist measurement.

In keeping with ResponsiveEd’s mission, we are seeking to expand opportunities for students in low-income communities such as Fort Smith to attend a high quality charter school. According to the USDOE CSP grant office, the community of Fort Smith has been identified as

an “opportunity zone”. In keeping with ResponsiveEd’s mission, we are seeking to expand opportunities for students in low-income communities to attend a high quality charter school. Currently, over 15,000 students in grades 9-12 are served by ResponsiveED. Premier High School students will receive rigorous, relevant, and robust services to improve their academic outcomes and prepare them for a successful trajectory after high school.

References:

Arkansas Department of Education (2020) <http://www.arkansased.gov/>

Belfield, C. R., & Levin, H. M. (2007). The education attainment gap: Who's affected, how much, and why it matters. In Belfield C. & Levin H. (Eds.), *The price we pay: Economic and social consequences of inadequate education* (pp. 1-18). Washington, D.C.: Brookings Institution Press. Retrieved from <http://www.jstor.org/stable/10.7864/j.ctt126269.4>

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Internal Revenue Service (2021). What is an Opportunity Zone?. www.irs.gov/opportunityzones

National Center for Educational Statistics (2018)

https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2015-16.asp

Ou, S., & Reynolds, A. J. (2010). Grade retention, postsecondary education, and public aid receipt. *Educational Evaluation and Policy Analysis*, 32(1), 118-139. <https://doi.org/10.3102/0162373709354334>

Rouse, C. E. (2007). Quantifying the costs of inadequate education: Consequences of the labor market. In C.R. Belfield and H.M. Levin (Eds.), *The Price We Pay: Economic and Social Consequences of Inadequate Education* (pp. 99 -124). Washington, DC: Brookings Institution Press.

Texas Education Association (2016, 2017, 2018) <https://tea.texas.gov/perfreport/tapr/index.html>

3. Describe in general terms, the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

Premier High School of Fort Smith will be located within the city limits of Fort Smith, Arkansas, in Sebastian county. The focus of the campus will be reaching students in the community who have made the decision to drop out of high school. Additionally, the program is offered as an

option for those considered “at risk” of dropping out. According to the US Census Data, the opportunity zone in Fort Smith is located in the northside community. Reviewing this data, RES feels that this part of the community is most at risk and in need of an additional educational opportunity. The effect on enrollment for surrounding school districts will be minimal as Premier High School will primarily be composed of those who have decided to leave the traditional public school system. However, as an open-enrollment public charter school, any eligible student from the community who decides to enroll at Premier High School may do so. It is expected that at capacity, up to 300 students will come from the Fort Smith and surrounding school districts. The school may also draw students residing within the boundaries of the following contiguous school districts: Fort Smith. In the first year, approximately 100 students are anticipated to come from the Fort Smith School District and approximately 20 students from the other contiguous school districts.

SCHOOL INFORMATION

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Grades to be Offered	9-12	9-12	9-12	9-12	9-12
Enrollment Cap	300	300	300	300	300

Charter Site Address:	Site not identified yet
City:	Fort Smith, AR
Chief Operating Officer:	Steven Gast
Phone:	956-703-9053
School District Where Charter Will be Located:	Fort Smith School District
List the districts from which the charter school expects to draw students:	Fort Smith School District

4. What type of educational model will the school follow?

- Traditional
- 100% Virtual
- College Prep
- Credit Recovery/ALE**

Personalized Learning

- Other:

5. Provide the mission statement of the proposed charter school:

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.

6. Provide a list and brief description of the programmatic features that the school will implement in order to accomplish the mission.

The Premier model brings the portion of our mission statement “provide HOPE to students”

alive. Personalized learning is at the core of this school and begins with the personalized plan established the moment students walk through the door. With protocols in place such as goal setting, individualized learning plans, graduation projection plans, post-secondary goal plans, extended day services and exposure to college campuses, Premier High School is committed to assisting students in accomplishing not only their goals but their dreams. Premier High School will strive to employ committed adults that approach their job with passion and work every day to make a difference in their students. Premier is unique and therefore the staff must think outside the box using innovation and best practices to serve our students and community. Premier High School staff works as a professional learning community in order to meet an individual student's needs. Premier High School will routinely reexamine the mission and put protocols in place to ensure each student that graduates from Premier High School leaves with a post-secondary plan.

The distinguishing characteristics of the academic program at Premier High School will include serving grades 9-12 utilizing personalized, self-directed, and accelerated curriculum options. Learning using emergent technology plus highly qualified educators will be emphasized at Premier High School, as evidenced by a 1:1 student to computer ratio. Educators facilitate the learning process, provide learning resources, and ensure students can learn and progress effectively.

Purpose

The purpose of the proposed charter school is to facilitate cooperation between Premier High School and the community of Fort Smith, Arkansas, to:

- A. improve student learning;
- B. increase the choice of learning opportunities;
- C. encourage innovative learning methods;
- D. decrease the drop-out rate and increase the completion rate;
- E. enhance education programming; provide an increase in the portfolio of educational options and choice in program design in Arkansas through the introduction of:
 1. extended and flexible time options;
 2. personalized teaching achieved by diagnostic testing;
 3. small learning communities.

GOALS

Premier High School has the capacity to provide individualized instruction, technology-based instruction as well as direct instruction with highly qualified educators. Self-directed pacing and teacher-led, self-contained environments are available within the system. Project-based, group-oriented, and structured classrooms are developed according to the needs of the community and the student. The population of students served through Premier High School range from at-risk, credit-recovery students to students with the capacity to accelerate their education effectively. Premier will create high levels of expectations for students, no matter the specific proficiency level of the student population. The underlying goal integrating every academic plan, action, and strategy is to personalize education for each student.

OBJECTIVES

- A. Achieve a reduction in the dropout rate.
- B. Provide an annual School Improvement Plan.
- C. Maintain a thorough program of effective staff training.
- D. Maintain a well-defined and effective communications system whereby parents have

access to the Board and Administration.

E. Pre-test and post-test students to document achievement and provide information needed to improve the academic system.

F. Provide a fundamental education enabling students to go into the higher education forum of their choice.

G. Provide specialized programs, such as ESL or Special Education services, based on student needs.

H. Provide the needed remediation in skill areas of reading, math, writing, literacy, and other basic subjects.

I. Motivate students to accept responsibility for their own education and become lifetime learners.

J. Employ highly-qualified teachers.

K. Provide students with opportunities to earn Industry Based Certification programs with community partners.

STUDENT OBJECTIVES

A. Remediate each student, based on individual need, and provide each with a Personalized Education Plan.

B. Bring each student to grade level and/or his/her maximum potential through a system of mastery-based, technology-rich, personalized curriculum, and learning center procedures.

C. Cause each student to accept responsibility for his/her own education and become lifetime learners.

D. Cause each student to achieve the educational foundation needed to pursue desires for higher education.

E. Motivate each student to understand his/her personal value as a human being and have a high level of self-esteem.

F. Cause each student to learn to set learning objectives daily in order to achieve long-term educational goals.

Student Success Center

Premier High School will provide students with a Student Success Center. This space on campus will be equipped with all the resources, equipment, and supplies needed for teachers and students. The SSC will also be used as a tutoring and advising center for students to meet with academic advisors to discuss graduation projection plans, post-secondary goal plans, and other topics of preference. Tutors will be available during school and after school to assist students struggling with coursework. The Student Success Center will be equipped with instructional supplies, instructional technology, equipment, and software that will be purchased to support school-wide intervention and enrichment programs hosted in the Student Success Center.

Innovation Hub

Premier High School will have an innovation classroom that will be equipped with emergent technology to provide students with hands-on career technical education through innovative hardware and software such as 3D printers, Zspace devices, and virtual reality headsets. The Innovation Hub will be used to increase students' engagement and enhance learning opportunities through project based learning and CTE opportunities.

Industry Based Certifications

Purpose of Industry Based Certifications

Our goal at Premier High School is to prepare students for high-wage, high-demand, high-skill careers by providing a coherent sequence of learning experiences which lead to one or more Industry-Based Certifications. Each IB offered at Premier High School must meet the following criteria to be considered:

Industry Recognized: Recognition through a national or international business, industry, professional organization, state agency, government entity, or state-based industry association.

Capstone: Represents a culmination of knowledge and skills achieved through completion of a course or sequence of courses in a high school career and technical education program.

Stackable: Attainable by high school students and transfers seamlessly to post-secondary work through acceptance for credit or hours at an institution of higher education or to additional industry certifications and opportunities through acceptance by industry as a validated credential for workplace entry and advancement.

Valuable for Industry: Demonstrates the skills and abilities necessary to secure entry into high-skill occupations as demonstrated through attributes such as high-wage jobs with growth potential.

Industry Based Certification Programs that will be offered through local partners and Western Arkansas Technical Center/UAFS

Certified Nursing Assistant

Welding

Electrician

Forklift Operator Certification

Security Officer

AR Department of Workforce Career Readiness Certification (CRC) certificate

Automotive Technology

Computer Graphic Technology

Computer Graphic Technology

Computer Graphic Technology

Computer Graphic Technology

Diesel Technology PDF document

Early Childhood Education

Industrial Electronics and Electrical Maintenance

Office Management Technology

Office Management Technology

Unmanned Aerial Systems Data Analysis

Unmanned Aerial Systems Flight Operations

Welding PDF document

Workforce Leadership

Virtual Learning/Hybrid Learning Support

Support: A student who chooses hybrid instructional options will be provided academic support by highly qualified teachers and will have access to support in the morning, afternoon, and evening. Students will also have the ability to come onsite to the campus for academic support and tutoring as well.

Virtual Live & Recorded Sessions/Feedback

All teachers will use emergent instructional technology to record video lessons for students who access throughout the year. This library of lessons will be used by students in all instructional options to provide students with resources. Teachers will use instructional technology to provide students with feedback on their coursework.

Virtual CTE Labs

Students will engage in virtual and onsite CTE labs using software and hardware that include, but not limited to: Zspace, Virtual Reality Oculus, and Augmented Reality equipment.

Learning Management System

Students will have access to a web based learning management system to access coursework. Coursework will be available anywhere the student has internet access. Students will have the ability to work after hours, weekends, and holidays with a robust learning management system.

Student Information System

The school will use a student information system to provide students access to progress reports, grades, and school information. This system will also be used to provide ongoing communication between parent/student and the school. School leaders and staff will utilize reports to analyze data such as academic progress, attendance, and communication.

Dropout Prevention

Premier High School will collaborate with the National Dropout Prevention Center in Clemson University in Clemson, SC. The National Dropout Prevention Center (NDPC) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. NDPC has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK 12 and in rural, suburban, and urban settings. These strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Foundational Strategies

Systemic Approach: A continuing process of evaluating goals and objectives related to

school policies, practices, and organizational structures as they impact a diverse group of learners.

School-Community Collaboration: When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Safe Learning Environments: A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

Early Interventions

Family Engagement: Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Basic Core Strategies

Mentoring/Tutoring: Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Service-Learning: Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Alternate Education: Alternate education provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

After-School/Out-of-School Opportunities: Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

Managing and Improving Instruction

Professional Development: Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

Active Learning: Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Educational Technology: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Individualized Instruction: Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Direct Instruction

The school will provide high-quality instruction delivered by highly qualified teachers direct instruction to students.

Project Based

Students will engage in project based learning through activities assigned by their content teachers. This can include hands-on labs and virtual learning labs.

Connection Instruction

Accelerated Instruction Students will have the booty to recover credits or accelerated earning through personalized learning plans. Students will engage in mystery based content to assist with credit recovery and preparation for postsecondary goals.

7. Establish performance criteria that will be used to measure the school's progress in improving student learning and meeting or exceeding the state educational goals. The mission of the school should be reflected in the performance criteria.

Goal	Measuring Instrument
Ninety-five percent (95%) of Premier graduates will apply and enroll in an institution for post-secondary career training or higher education	Observations, interviews, and/or survey instruments will be used to indicate status of graduates
Eighty-five percent (85%) of Premier students will demonstrate measurable student progress and success in Literacy, Math, & Science	State-Mandated, Nationally normed referenced and NWEA MAP assessments
Demonstrate a high level of community and parental involvement	Monthly meetings of the CAC, Parent/Teacher conferences, meeting agendas, sign in sheets
Ninety-percent (90%) of graduates will earn at least one (1) Industry Based Certification.	IBC certificates, testing data, graduate transcripts
Premier High School will provide one-hundred percent (100%) of students with a Personalized Learning Plan that includes a Graduation Plan and Post-secondary Goal Plan tailored to meet individual needs.	The school will assess performance by reviewing the student academic portfolio and school wide checklist.
One-hundred percent (100%) of instructional staff members will participate in professional learning community weekly (1) PLC meeting to analyze students	The school will assess performance by reviewing sign-in sheets, agendas, and meeting

data, to reflect on current practice and interventions, to share best practices, and focus on three key indicators of school performance—student achievement growth, student achievement status, and achievement gaps, and postsecondary and workforce readiness

minutes.

CURRICULUM

8. Will the school provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Course Offerings? If not, explain what changes will be made. What additional electives will be offered?

High School Course Offerings

English I
English II
English III
English IV
Creative Writing
Oral Communications
Algebra I
Algebra II
Advanced Mathematics & Modeling
Pre-Calculus
Civics
Economics w/Personal Finance
World History
U.S. History
World Geography
Physical Science Chemistry Environmental Science
Health
Art History
Physical Education
College & Career Readiness
Child Development
Entrepreneurship
Personal Finance
Medical Terminology
Human Anatomy & Physiology
Computer Business Applications
Human Relations
Intro to Psychology

Additional Courses with Digital Learning Provider Partnerships

Virtual Arkansas (see course catalog in Appendix)

Additional Courses & Industry Based Certifications with CTE partnership (UAFS & WATC)

UAFS & WATC (see course catalog in Appendix)

Additional Courses offered with Concurrent Credit partnership (UAFS)

English Composition I
English Composition II
American History

9. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards?

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 thirty-eight (38) 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 Common Core 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. It's 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.

INNOVATIVE AND PERSONALIZED

The traditional educational system is regulated by a fixed sequential pacing and strict scope of

content dependent on a teacher. In such a system, teachers have been trained to believe their primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the “learned content” on tests, quizzes or homework. Consequently, such a system is “teacher-centric,” focusing on the teaching process and making the teacher the primary centerpiece in the process. And while there may be some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner capacity skills that may not be present or developed in some students--especially those students currently at risk of dropping out of school.

Instead, educational systems must be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Premier, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Premier with unique learning styles, strengths and weaknesses, and personal skill sets are all specific to each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the Premier High School learning system. The unique quality of Premier will be its distinct focus on the learning process rather than the teaching process. Premier will accomplish this through the Premier High School “3D Learning System”:

- A. Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey)
- B. Delivery (i.e., the process of transferring or replicating information)
- C. Data (i.e., the process of gathering, assessing and charting the journey according to results)

DIAGNOSTICS

To provide effective academic progress, educators must focus on the “learning” process. The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student's specific needs, strengths, and learning styles.

In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic “location” (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student's placement and plan are determined. Consequently, Premier will address the following diagnostic testing concerns using an effective battery of diagnostic tests:

- A. Grade Equivalency
- B. Credit or Grade Achievement
- C. Literacy Usage and Content
- D. Math Competency

- E. Learning Style Inventories
- F. Information Processing Skills
- G. Student Engagement Assessment

In doing so, the Premier diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

The process of transferring or replicating information is known as “delivery.” There are many means by which a student may receive information. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student. Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Premier 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 a classroom of 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); and Connected Instruction (i.e., a style of instruction centered around a project-based environment).

Each of these styles is defined by several characteristics:

- A. Who (or what) directs the instruction?
- B. Who paces the learning process?
- C. Who is central to the process?
- D. How much structure is needed?
- E. What level of content is typical?
- F. How much differentiation (or individualization) is possible?
- G. What are the specific transfer modes?

H. What type of learning occurs?

While the distribution will vary slightly according to the needs of the individual student, Premier will implement the following differentiated styles of instruction:

- A. Direct Instruction 30%
- B. Independent or Accelerated Instruction 50%
- C. Connected Instruction 20%

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- A. Students will be in a cohort environment.
- B. Student will use technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
- C. Student will be involved in content progression in a concentrated 4-hour format.
- D. Learning labs will be utilized for independent and accelerated instruction.
- E. Students will be involved in state testing preparation for ½ hour.
- F. Students will be involved in project-based “learning-style specific” learning experiences for the balance of the school day.
- G. Student's learning styles are diagnosed and integrated by educators.

DATA

Premier will implement data-driven decision making, three primary features of which are:

- A. Data will always focus on results rather than intentions.
- B. Data will always focus on relevance of information.
- C. Data will always focus on redirection as necessary.

The heart of “difference-making” instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data will be a required component of the campus. Data that drives decisions has some distinctive

characteristics that set it apart from diagnostics.

GATHERING DATA

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as the campus.

TYPES OF DATA

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Formative assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines.

Knowing what should be taught and learned is important. Summative assessments, such as state-mandated end-of-course exams, give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educators know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for data.

RELEVANCE OF DATA

Gathering data that drives decisions must be relevant. To focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality in most schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

TIMELY DATA

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

ASSESSMENT OF DATA

Gathering data is only the first step in decision making. Once the data has been gathered, Premier will use the data to formulate learning plans and campus activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

CREATING CHANGE

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used and valued. Campus decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

INTERVENTIONS

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. Campus academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

Professional Learning Community

Professional Learning Communities Teams will be composed of all educators and administration. Collaboration must occur to assess student and campus progress. Meeting agendas will include the following tasks:

- A. Identify and map objectives
- B. Create schedules for learning
- C. Develop formative assessments
- D. Establish criteria for success
- E. Assess student progress
- F. Assign interventions

FORMATIVE ASSESSMENTS

Premier High School will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not demonstrating positive progress. These strategies will be by direction rather than invitation.

INTERVENTION STRATEGIES

These strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing. The list provided is not inclusive and can be modified.

A. Student-Centered.

- a. Two co-curricular activities
- b. Peer mentors
- c. Student council watch
- d. Privilege systems

B. Faculty-Centered

- a. Faculty advisors (cohorts)
- b. Team attendance meetings
- c. Good Friend advisors
- d. Guided study

C. Parent-Centered

- a. Parent Monitoring
- b. Parent communications
- c. Three-week progress reports
- d. Daily progress reports

D. Students are taught to be leaders. Premier utilizes the “Seven Habits” concept first documented by Stephen Covey to train, guide, and teach students to lead. These “Seven Habits for Effective Students” include:

- A. Be proactive
- B. Begin with the end in mind
- C. Put first things first
- D. Think win-win
- E. First understand, then be understood
- F. Synergize
- G. Sharpen the saw

Teachers and administrators integrate the habits into the entire campus culture and community. The habits are the maturing process of a student's growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily life.

INDEPENDENT

The learning experience at Premier will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Premier will utilize strategies focused on a student's unique learning style and ability to develop personalized learning that becomes a natural part of the student's life. Students work on credit courses independently, while receiving focused assistance with their studies and high-stakes testing. Students can progress at their own pace, using leadership habits, character qualities, and independent learning capacities.

ENCOURAGING

Many of the students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation and students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who “get it.” For that reason, Premier will provide students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

LEARNERS

At Premier, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Premier teachers will be continually learning. Premier will utilize the dimensions of “Professional Learning Communities” to develop the whole-school concept of campus culture. These Professional Learning Community dimensions include:

- A. Supportive and shared leadership
- B. Shared values and vision
- C. Collective learning and application of learning
- D. Supportive conditions
- E. Shared personal practice

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Premier will focus on the learning process rather than the teaching process.

Climate

Premier will utilize “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include:

- A. Practicing quality choices
- B. Knowing each student
- C. Shepherding students
- D. Blending professional and personal interactions
- E. Providing honest, valuable and significant feedback
- F. Practicing the art of blessing students (praise + belief)
- G. Training and teaching positive habits and characteristics
- H. Doing the “extra” to encourage students

EFFECTIVE INSTRUCTION

The learning experience at Premier will be created to allow teachers to know the student. Premier will utilize strategies focused on knowing a student, consistently measuring the student's progress, and creating environments for learning based on that knowledge. Teachers use research-based diagnostics, including Learning Style Inventories, content measurements, and equivalence tests. All teachers develop differentiated instruction for all students using directive, independent, accelerated, and advanced models. Students receive differentiated instruction through technology and self-directed learning experiences.

SCHOOL DAY AND YEAR

In an effort to be responsive to the community and sensitive to the needs of our parents, Premier will follow the school year calendar of Fort Smith School District. School days customarily begin at 7:30 a.m. to 4:30 p.m. for staff members with a duty-free lunch period of 30 minutes. Student schedules for the day are flexible. Instructional periods are grouped into one full day schedule.

Digital Learning Partnerships

Premier High School will offer additional courses using state approved digital learning providers. When utilizing curriculum from digital learning providers, the school will 1) That the provider is approved by the Arkansas Division of Elementary & Secondary Education for the specific course to be taught in the district. 2) Be familiar with the process used by the provider to ensure that all courses are aligned to Arkansas Curriculum Frameworks 3) Be familiar with the methods to be used in science classes to ensure that students are engaged in at least 20% hands-on laboratory experiences as required in science frameworks approved by the State Board of Education 4) Ensure teachers are familiar with the methods used to differentiate instruction to meet the needs of each student.

Staff Evaluations

The school will use AR TESS and AR LEADS to provide annual evaluation to teachers and administrators according to DESE TESS and LEADS rules. The school will use the digital platform Edreflect or designated platform to provide job embedded coaching, instructional coaching, and professional development.

STUDENT SERVICES

10. Describe how the school will provide guidance and counseling services for all students.

Premier High School will seek a waiver for the requirement of a guidance program that requires on campus certified counselors. The Campus Director and College and Career Coach will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier staff will be trained to provide college planning and advice to assist students as well. informed that they will be responsible to handle issues generally given to a campus counselor. All students will be assigned an Academic Advisor and College & Career coach to provide academic guidance and social and emotional support for students. The school will ensure that the College & Career Coach will spend 90% of their time engaged in direct student services. The school will develop a Comprehensive School Counseling Plan to ensure that students receive adequate support and services.

Career Inventories

The school will utilize interest assessments such as CareerOneStop to help students identify careers that meet their interests.

Post Secondary Goal Plan

Academic Advisors and College and Career Coach will collaborate with students/parents to develop a postsecondary goal plan.

College Visits

College & Career Coach will facilitate and create a calendar so students have the opportunity to visit the local colleges, universities, and trade schools. Military, college, and career representatives will be invited to the school to discuss postsecondary opportunities for students.

College & Career Fair/Expos

Students will participate in college and careers fairs on campus and off campus.

Technical Assistance Workshops

The school administration and college and career coach will provide technical assistance for students who are applying for college Free Application for Federal Student Financial Aid (FAFSA).

Pizza with a Professional

College & Career Coach and school administration will coordinate Pizza with Professional monthly events. In these sessions, students spend time with a local professional to discuss post secondary goals, preparation, and pathways.

11. Describe how the school will provide library media services for all students.

Premier High School will seek a waiver for the requirement of a Media Center that requires on campus certified Library Media Specialist. In compliance with state standards, Premier High School will have a media center, run by a part-time media specialist, available to students. A minimum of three thousand volumes, or at least eight books per student, whichever figure is larger, will be kept. The school is seeking to be innovative by providing digital libraries and content that is accessible to students at school and home. The school classrooms will be equipped with emergent technology that offer multimedia applications and access to high speed internet. Library media standards will also be embedded in the core content to ensure all students receive.

12. Describe how the school will provide special education services for all students.

The term "Special Education" means specially-designed instruction to meet the unique needs of a child with a disability. The purpose of the Special Education program is to design and deliver quality support to students, educators, and families for the success of students with disabilities. When IEPs must be in Effect Premier High School of Ft. Smith (PHSFS) shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. PHSFS will ensure that the IEP is in effect before special education and related services are provided to an eligible child, and that the IEP is implemented when the student enrolls in the district.

When a referral for special education is made, PHSFS will schedule a referral conference within twenty-one (21) days of the date that the referral was received. Initial Evaluation-Referral of students for a full and individual initial evaluation for possible special education services is a part of the Premier overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation. Though the school will provide research-based tiered intervention, this type of intervention will not delay or deny a referral for special education or 504. PHSFS ensures that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student. In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. The IEP team will also consider special factors such as: whether a child's behavior impedes his/her learning or the learning of others; whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP; whether the child has communication needs; and whether the child needs assistive technology devices/services;

and whether the child needs accommodations. State testing will also be considered. The IEP team will consider if the student can participate in regular statewide and districtwide required assessments or if the child will participate in the Arkansas Alternate Assessment Program. The IEP team will also consider if the child will need accommodations for state testing.

The school will ensure that all IEP decisions will be made by an IEP Team that includes all required IEP Team Members. Following the guidance of IDEA, the school will provide a complete continuum of placements under IDEA.

PHSFS will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. Extended School Year Services are defined as special education and related services that are provided to the child with a disability beyond the regular school year, as necessary to provide Free Appropriate Public Education ("FAPE") as determined by a child's IEP. PHSFS will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, Premier shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, Premier will ensure that all special education teachers will hold valid special education teaching licenses and that all special education class sizes and teaching loads will be adhered to. will ensure that each child with a disability participates with nondisabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities available to all students. For each student beginning at age 16, and younger if appropriate, and updated annually, PHSFS will develop transition plans and activities to address post-secondary needs of students.

13. Describe how the school will provide dyslexia screening and services for all students.

The school identifies students for characteristics of dyslexia through Response to Intervention (RTI) process, screenings, and through the referral process. PHSFS 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 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.

14. Describe how the school will provide screening and instruction for English Language Learners.

PHSFS will offer a 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.

All information that our parents receive from PHSFS or Responsive Ed Arkansas Schools should be in the language that the parents best understand, whether it be orally communicated or in written form. This does not apply to any of the fliers that come in from outside sources (for example: city sports programs, dance and cheer programs, etc.) Only qualified persons, PHSFS staff, or community members who have been approved at the district level should be translating communication to the parents. PHSFS interpreters will have a command of English and the target language for which they are serving as interpreters.

PHSFS ensures that all teachers are certified in the grade level and content they teach.

When possible, ESOLs will be placed in an ESL endorsed teacher's classroom. PHSFS will ensure that all staff members working with ELs are trained in how to provide appropriate instruction for ESOLs. ESOL teachers must be highly qualified and ESL endorsed by the State of Arkansas. Administrative staff assigned to evaluate the performance of ESOL teachers should be trained in ESL methodologies. Other ESOL staff positions within the district are as follows: ESOL Assessors, ESOL Designees, ESOL Record Specialist, ESOL Translators/Interpreters, and a District ESL Program Coordinator.

15. Describe how the school will address the needs of gifted and talented students.

A waiver will be sought for the inclusion of a gifted and talented program at Premier High School. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier will be attending classes solely in order to get back on the path towards receiving their high school education as quickly as possible. Upon program assessment, if the need for such a program is determined then Premier will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma. Premier will partner with institutions such as Arkansas School of Mathematics, Science, and Art to offer Advanced Placement courses for students interested in a more rigorous academic course(s).

16. Describe how the school will address the needs of students who meet the criteria for an alternative learning environment.

Premier High School will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Premier embodies many of the practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming. Key areas of alignment appear in multiple areas described in this document; however, several of these areas stand out as promoting success in serving a targeted student population, school dropouts. These areas are Program Evaluation and Professional Development to improve teaching and learning at an atypical school. ResponsiveEd offers innovative, non-typical approaches to the instruction of this population, leading them to become lifetime learners. For both Economically Disadvantaged and Limited English Proficient students the learning gap is being closed. The Premier staff will actively facilitate instruction in content areas for these students by relying on students' strengths via prior instruction, taking inventory of students' weaknesses/needs, and providing a personalized approach when tutorials are indicated. Not only preventing them from

becoming dropouts, the Premier High School individualized approach assists this population to a successful career and, potentially, a higher education experience.

17. Describe the transportation services that will be provided by the school.

Premier High School will elect not to provide traditional transportation services. Should the need for transportation be deemed necessary to address, funds will then be budgeted to allow students the ability to use public transportation. Fort Smith Transit provides transportation open to the general public within the city limits of Fort Smith. The local transportation provider provides a fixed route which consists of a network of buses that travel the major avenues and some residential areas within the city.

18. Describe how parents and guardians will have opportunities to engage with school staff regarding school operations and the progress of their child.

Premier believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent, Regional Director and Principal, with support from the Board, will develop a Community Advisory Council (“CAC”) for the following purposes:

- A. providing ongoing input and participation in the operation of Premier;
- B. review Premier's policies to ensure consistency with the school's mission;
- C. make recommendations on policy issues to the Board;
- D. assist in developing long-range strategic plans for Premier; and
- E. review and make recommendations for performance standards to measure Premier's success.

The CAC serves as a site-based participant in assisting the Principal to conduct an effective and appropriate learning program for each student in Premier High School. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of Premier but serve as invaluable problem-solving advisors in assisting the Principal and the Board in conducting a high-quality and appropriate learning program for the students. The CAC will seek two student volunteers, two volunteer parents/guardians of Premier students, two staff members, and two community leaders. The CAC will meet quarterly and will provide input to the Board. Every effort will be made to make parents/guardians partners in their children's education.

Such efforts will include:

- A. encouraging parents/guardians to serve as school volunteers;
- B. promoting and strengthening parental responsibility and involvement;
- C. encouraging parents/guardians to serve on school-based committees such as the CAC; and
- D. recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural

resources in generating interest in family involvement.

19. Describe how food services will be provided for students.

Premier High School will apply to participate in the Child Nutrition Program (“CNP”), including both The School Breakfast Program and the National School Lunch Program). It is the intention of Premier High School to contract Preferred Meal Systems, Inc. (“Preferred Meals”), based out of Berkeley, Illinois, through the RFP process as the vendor to provide hot and cold meals to the students of Premier High School. A local food vendor may also be considered if the option is more cost-effective for Premier High School. Preferred Meals is a well-respected national food vendor; supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, Premier High School will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Further, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. Premier High School will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

SCHOOL GOVERNANCE AND OPERATIONS

20. Describe the governing structure of the open-enrollment charter school including board composition, selection process, length of term and responsibilities.

The governing structure of Premier High School is illustrated as follows:

- (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"),
- (2) Arkansas Board of Directors (Arkansas Board)
- (3) Superintendent,
- (4) Directors (Operations, Academic),
- (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of Premier High School and shall, except as specifically described herein, retain final decision-making authority for Premier High School in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Arkansas Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Arkansas Board of Directors

("Arkansas Board") The Arkansas Board shall have final decision-making authority for Premier High School in those areas delegated to it by the ResponsiveEd Board. Areas may include: (1) student discipline, (2) employee grievances, (3) Budget development and approval, (4) parent grievances, and (5) community complaints/concerns. The Arkansas Board shall be composed of not less than five (5) members selected by majority vote of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times. Board members will be nominated to the board by community members, staff members, parents or business members. Before an individual is brought to the board an extensive interview process will be conducted with prospective board members. A small committee of no more than three members, one of which must be the Superintendent will conduct screening interviews and select the two top candidates for an open position. These candidates will then be interviewed by the local Arkansas board. After the interviews the board will nominate and approve the new member. Once the local Arkansas board approves the candidate the local board candidate will be approved by the ResponsiveEd Board. Once the approval process is complete the new board member can begin serving on the Arkansas Board.

Planned Relationship between the ResponsiveEd Board and the Arkansas Board of Directors

As noted above the ResponsiveEd board shall have final decision-making authority for

Premier High School. The ResponsiveEd Board and the Arkansas Board will be composed of different members. The ResponsiveEd board will have the authority to appoint and remove members of the Arkansas board. The ResponsiveEd board may delegate final decision making authority as it deems necessary to the Arkansas Board. The Arkansas board consists of five members representing each of the four Arkansas Charter Schools and one at-large member.

The Arkansas Board of Directors will meet quarterly and will ensure the public has access to meeting minutes, meeting agenda, and virtual (live) meetings. This information will be provided to stakeholders in advance. The Responsive Ed Board or the Superintendent will not serve on the Responsive ED Arkansas Board. The school will use the school website to post pertinent board documents.

Governing Board's Roles and Responsibilities

ResponsiveEd Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Arkansas board will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. Premier will be under the overall management and control of the ResponsiveEd Board, which will work closely with the Arkansas Board, school superintendent and principal in promoting school goals achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The ResponsiveEd Board will focus on policy issues and will entrust the day-to-day management of the school to the superintendent and principal, the principal will be accountable to the superintendent and Board for the overall performance of the school. The Board will be accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the ResponsiveEd Board include the following:

1. the Board as a corporate body has the power and duty to govern and oversee the management of Premier;
2. the Board shall determine the organization and support the mission of Premier;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for Premier's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Premier, while maintaining fiscal responsibility;
6. the Board shall establish Premier's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that Premier's fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. the Board shall ensure that ResponsiveEd of Arkansas remains in good standing as an organization exempt from taxation under Section 501 (c)(3), Internal Revenue Code;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for Premier and shall regularly review financial statements;

12. the Board shall ensure that Premier maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

The Responsive Ed Board will meet quarterly. The school will ensure the public has access to the board meetings. The Responsive Ed Board will meet quarterly. The public will be able to attend the meetings onsite or virtual.

Policies and Procedures for Board Operation

The Board will function according to existing ResponsiveEd by-laws.

Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School.

The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Premier student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Premier, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

Describe the plan for providing school board members with continuous professional development.

All board members will be monitored by the Program Director to insure state required training hours are completed. The program director will also provide a monthly report to each board member and to the board president that highlights all future training opportunities available. At each board meeting an update on training hours needed and completed will be provided by the Director of Programs. This information will be reflected in the minutes of each meeting.

The school will ensure that no members of the Responsive Ed Board will sit on the Arkansas Board and that the Superintendent is on neither Board.

21. Identify the positions that will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

The Superintendent will oversee the hiring of local personnel, operations of the schools, and the administration of school responsibilities and obligations for the state of Arkansas. A Campus Director and Secretary will be hired by the Superintendent for the school as administrative staff. The Campus Director will be responsible for on-site operations and accountability as prescribed by the state of Arkansas. The instructional staff will consist of

teachers, a special education teacher, personalized learning coaches, and child nutrition personnel. One teacher will be identified as the Testing Specialist. Financial, Facility, and IT services will be contracted through ResponsiveEd of Texas. The Superintendent is responsible to ensure that the school and contractor conform to the following practices and procedures currently in place at the ResponsiveEd of Texas home offices.

The governing structure of Premier High School is illustrated as follows:

- (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"),
- (2) Arkansas Board of Directors (Arkansas Board)
- (3) Superintendent,
- (4) Directors (Operations, Academic),
- (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of Premier High School and shall, except as specifically described herein, retain final decision-making authority for Premier High School in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Arkansas Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

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Planned Relationship between the ResponsiveEd Board and the Arkansas Board of Directors

As noted above the ResponsiveEd board shall have final decision-making authority for Premier High School. The ResponsiveEd Board and the Arkansas Board will be composed of different members. The ResponsiveEd board will have the authority to appoint and remove members of the Arkansas board. The ResponsiveEd board may delegate final decision

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The powers and duties of the ResponsiveEd Board include the following:

1. the Board as a corporate body has the power and duty to govern and oversee the management of Premier;
2. the Board shall determine the organization and support the mission of Premier;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for Premier's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Premier, while maintaining fiscal responsibility;
6. the Board shall establish Premier's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that Premier's fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. the Board shall ensure that ResponsiveEd of Arkansas remains in good standing as an organization exempt from taxation under Section 501 (c)(3), Internal Revenue Code;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for Premier and shall regularly review financial statements;
12. the Board shall ensure that Premier maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

Policies and Procedures for Board Operation

The Board will function according to existing ResponsiveEd by-laws.

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The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Premier student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Premier, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

Describe the plan for providing school board members with continuous professional development.

All board members will be monitored by the Program Director to insure state required training hours are completed. The program director will also provide a monthly report to each board member and to the board president that highlights all future training opportunities available. At each board meeting an update on training hours needed and completed will be provided by the Director of Programs. This information will be reflected in the minutes of each meeting.

22. How will the charter ensure that there is a separation of power between the sponsoring entity, charter management organization, school board and superintendent?

There are no common officers or employees between the sponsoring entity, Responsive Education Solutions and the charter management organization, Blue Learning. There is a local Arkansas school board, none of the members of which are officers or employees of the sponsoring entity or the charter management organization. The Arkansas superintendent of schools is an employee of one of the Arkansas schools and reports to the sponsoring entity.

23. Explain the charter’s conflict of interest policy and identification procedures.

There are no known potential conflicts of interest among individuals involved with the proposed charter school. If a conflict is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict. The board of directors adheres to the Employee Conduct and Welfare guidelines. Within the ResponsiveED, the board has adopted the following "Code of Ethics and Standards Practices which states: The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom. The educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty. The educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his

or her potential as an effective citizen. The educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. Conflicts of Interest The board of directors abides by a written policy to prevent potential conflicts of interest. Accordingly, the policy is as follows: If an individual has a substantial interest in a business entity or real property, he shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the Secretary of the board. If a majority of the directors are required to and file affidavits of similar interest, the director is not required thereafter to abstain.

24. Describe the student recruitment process and timeline that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

As per the Arkansas Department of Education Rules for Governing Charter Schools and/or any and all applicable federal and state laws, Premier High School will not deny enrollment to any high school eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will Premier discriminate against students with special education needs or those qualified as English Language Learners. The primary focus of this campus will be to positively impact the lives of those students who have dropped out of their previous school situation and are hoping to reconnect with education and earn a high school diploma. It will be the intention of Premier to enroll students from all walks of life, regardless of socioeconomic status. Consistent with previous ResponsiveEd campuses, information regarding the vision of Premier will be readily available to all parents, students, and stakeholders via the Premier campus website. Parties interested in applying for enrollment or seeking further campus information will be encouraged to either call the campus or visit the campus website. To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will also be necessary to increase visibility for Premier. This will be achieved through the use of campus-specific postcards, banners, signs, and, potentially, billboards spread throughout the areas in the community most likely to draw students of various age groups and ethnicities, such as shopping malls, grocery stores, athletic facilities, or movie theaters. Marketing materials will include information as to how one can contact Premier to learn more about the campus, as well as how to enroll.

25. Describe the procedures for conducting the annual single lottery enrollment process, including how students will be placed on waiting lists and how parents will be notified about each child's selection or order on the waiting list.

Should more individuals apply for admission to Premier High School than can be accommodated under the terms of the charter, a random, anonymous lottery will take place in

order to allow all eligible, interested students a fair and balanced opportunity to enroll at the campus. Lottery proceedings will occur at the Premier campus, and be governed by the District Office Staff and the Campus Director, as well as being overseen by a community leader along with available campus staff. Prior to such an event, proper notification will be posted on the campus website. Similarly, the ADE Public Charter School Director will be notified in advance of the lottery.

26. Will any of the enrollment preferences outlined in Ark. Code Ann. § 6-23-306(14)(C), will be utilized by the charter school. This includes children of founding members of the charter and siblings of enrolled students. If so, please explain the policy.

No, there will be no enrollment preferences.

27. Explain how students leaving the charter during the school year will impact students on the waiting list.

If a student vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or email, or within three business days of a postmarked letter, will forfeit his or her position. This will ensure that the current enrollment stays consistent and that all students on the weight list have the same opportunity to be enrolled in the school.

28. Provide a list of staff positions that will be employed in the school business office. Include the responsibilities of each position.

ADMINISTRATOR Superintendent	
Reports to	School Board
Salary Range	\$95,000 - \$135,000
Education Required	Bachelor's degree from a four-year College or University, Master's degree preferred
Certification Required	Possess or have the ability to possess a Current Arkansas Administration License with four years teaching experience, preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for

	School Leaders for Headmaster, preferred. TESS Credentials
Experience Required	5+ years of experience in supervising a staff of 10 or more preferred 5+ years educational administration experience Preferred 5+ years of experience in managing budgets, preferred 5+ years of vendor management, preferred 5+ years of experience in supervising a staff of 25 or more preferred, 5+ years of experience in managing budgets, 5+ years of vendor management preferred
Job Duties List up to 5 key duties	A. Directly supervises employees in accordance with the organization's policies and applicable laws. B. Interviewing, hiring, and training employees. C. Planning, assigning and directing work. D. Appraises the performance of staff, rewards and disciplines employees according to ResponsiveEd Arkansas policies and procedures, and addresses and resolves complaints and problems E. Work to develop a solid professional development program for the district.

ADMINISTRATOR Campus Director	
Reports to	Superintendent
Salary Range	\$55,000 - \$80,000
Education Required	Bachelor's degree from a four-year accredited College or University, Master's degree preferred
Certification Required	Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred. Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred. TESS Credentials
Experience Required	3+ years of experience in supervising a staff of 5 or more, preferred 3+ years of experience in managing budgets, preferred 3+ years of vendor management, preferred
Job Duties List up to 5 key duties	A. Directly supervises employees in accordance with the organization's policies and applicable laws. B. Interviewing, hiring, and training employees. C. Planning, assigning and directing work. D. Appraises the performance of staff, rewards and disciplines employees according to Premier's policies and procedures, and addresses and resolves complaints and problems. E. Promotes and encourages the success of every student by

	advocating, nurturing, and sustaining a school culture.
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ADMINISTRATOR Regional Director	
Reports to	Superintendent
Salary Range	\$65,000 - \$90,000
Education Required	Master's degree from an accredited educational institution preferred
Certification Required	Master's degree Certification in Educational Leadership, School Principal, or Professional School
Experience Required	5+ years of experience in supervising a staff of 10 or more preferred 5+ years of experience in managing budgets, preferred 5+ years of vendor management, preferred 5+ years of experience in supervising a staff of 25 or more preferred 5+ years of experience in managing budgets preferred 5+ years of vendor management preferred. 5+ years of experience in leadership of curriculum and instruction
Job Duties List up to 5 key duties	A. Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments. B. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.

CLASSROOM TEACHER	
Reports to	Campus Director
Salary Range	\$40,000 - \$50,000
Education Required	A. Bachelor's degree (B.A. or B.S.) from a four-year accredited College or University. B. Must demonstrate content knowledge in the subject area(s)
Certification Required	Arkansas teaching certification preferred but not essential
Experience Required	A. Teaching experience in a Public or Private School is preferred

Job Duties List up to 5 key duties	A. Must have basic knowledge of federal and state education laws. B. Must be computer literate. C. Must have strong organizational, time management, communication, and interpersonal skills. D. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. E. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs).
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SPECIAL EDUCATION TEACHER	
Reports to	Campus Director
Salary Range	\$42,000 - \$50,000
Education Required	Must have four-year degree from accredited College or University
Certification Required	Must have a Current Arkansas Standard Teaching License in Special Education (SPED)
Experience Required	Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	A. Work collaboratively with campus administration to ensure ongoing child find efforts including but not limited to review of general education records and requesting special education records according to specific timelines. B. Schedule and conduct Admission, Review, and Dismissal (ARD) meetings to ensure the appropriate placement and development of individual education plans for students with disabilities within specific timelines. C. Schedule Full and Individual Evaluations/REEDs

ESOL COORDINATOR/TEACHER	
Reports to	Campus Director
Salary Range	\$42,000 - \$50,000
Education Required	Must have four-year degree from accredited College or University
Certification Required	Must have a Current Arkansas Standard Teaching License with ESL Endorsement

Experience Required	Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	A. Work collaboratively with campus administration to ensure ongoing child find efforts including but not limited to review of general education records and requesting ESOL records according to specific timelines. B. Schedule and conduct ELPAC meetings to ensure the appropriate placement and development of individual education plans for ELL students within specific timelines. C. Schedule Full and Individual Evaluations

SUPPORT STAFF (PERSONALIZED LEARNING COACH)	
Reports to	Lead Teacher/Campus Director
Salary Range	\$13/hr. - \$18/hr.
Education Required	Associate's degree or equivalent from an accredited College or University preferred
Certification Required	Teacher's Certificate recommended but not required
Experience Required	Six months to one year related experience or training preferred
Job Duties List up to 5 key duties	A. Assist the teacher in all areas of work. B. Assist students with academics. C. Distribute lesson plans or assign computer lessons to students. D. Grade student tests.

SUPPORT STAFF (ADMINISTRATIVE ASSISTANT/CAMPUS SECRETARY)	
Reports to	Campus Director
Salary Range	\$13/hr. - \$18/hr.
Education Required	Associate's degree or equivalent from an accredited College or University preferred
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience

Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	A. Assist the teacher in all areas of work. B. Assist students with academics. C. Distribute lesson plans or assign computer lessons to students. D. Grade student tests.

SUPPORT STAFF (PART-TIME NURSE)	
Reports to	Campus Director
Salary Range	Contracted Services (Negotiable)
Education Required	Completion of training necessary for licensing as a registered nurse in the State of Arkansas. Must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).
Certification Required	A. Completion of training necessary for licensing as a registered nurse in the State of Arkansas. B. Must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN). Job
Experience Required	Must have 2+ years of experience in pediatrics and/or public health nursing.
Job Duties List up to 5 key duties	A. Develops policies, procedures and work standards for school health programs. B. Monitors compliance of school health programs with federal, state and local laws, regulations and policies. C. Prepares health reports for supervisor, board of education and health department as required. D. Collaborates with other child-support agencies in designing and providing a school health program. E. Provides first aid care and medically prescribed services.

SUPPORT STAFF (College & Career Coach)	
Reports to	Campus Director

Salary Range	\$15/hr. - \$18/hr.
Education Required	A. Bachelor's degree
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience
Experience Required	Must have 2+ years of experience in working within school office or setting
Job Duties List up to 5 key duties	A. Assist students with post-secondary goal plans B. Provide parents/students with post-secondary resources and planning and preparation C. Provide career and academic advisement for students D. Promote Industry Based Certification programs and build relationships with academic partnerships.

29. Describe the plan for managing procurement activities. Specify the types of financial decisions to be made at the school level, board level and charter management organization level.

The Superintendent will oversee the hiring of local personnel, operations of the schools, and the administration of school responsibilities and obligations for the state of Arkansas. A Campus Director and Secretary will be hired by the Superintendent for the school as administrative staff. The Campus Director will be responsible for on-site operations and accountability as prescribed by the state of Arkansas. The instructional staff will consist of teachers, a special education teacher, personalized learning coaches, and child nutrition personnel. One teacher will be identified as the Testing Specialist. Financial, Facility, and IT services will be contracted through ResponsiveEd of Texas. The Superintendent is responsible to ensure that the school and contractor conform to the following practices and procedures currently in place at the ResponsiveEd of Texas home offices.

ACCOUNTING

Premier High School shall comply fully with the following: A. generally accepted accounting principles (GAAP); B. the Financial Accountability System Resource Guide; and C. the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

Premier High School shall operate on a fiscal year beginning July 1 and ending June 30.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the

mission and/or fill a bonafide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$21,284.

The applicant shall adhere to the following objectives:

- A. procurements shall be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.;
- B. make all purchases in the best interests of the school and in accordance with funding source guidelines;
- C. obtain quality supplies/services needed for delivery at the time and place required;
- D. buy from responsible sources of supply;
- E. obtain maximum value for all expenditures;
- F. deal fairly and impartially with all vendors;
- G. maintain dependable sources of supply; and
- H. be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Premier High School supplier relationships.

The applicant shall execute a Purchase Order for all purchases and it shall be approved by the School Director for purchases less than \$500, by Regional Director and the State Financial Officer for purchases less than \$2500, by the Superintendent for purchases greater than \$5,000, the Chief Finance Officer for purchases greater than \$7,500, and the Chief Executive Officer/Chief Operating Officer for purchases greater than \$10,000. All purchases in excess of \$20,000 will be approved by the Chief Executive Officer. Purchases exceeding \$25,000 will be presented to the board of directors for approval with the exception of the purchase of IT equipment already approved in the annual budget. All lease agreements shall be evidenced by a lease or sublease agreement approved by the Board and signed by the Superintendent. The agreement shall identify all the terms and conditions of the lease.

30. Describe the process by which the school governance will adopt an annual budget.

- A. The budget shall be developed prior to August 1, approved by the Board by August 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year.
- B. Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the Board at each board meeting.
- C. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent who shall ensure that funds are expended in accordance with the adopted budget.

31. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the

authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

A. The Board shall arrange annually for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of Premier High School financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

B. The Board shall review the scope and results of the audit. The Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor.

C. The applicant requests the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first-year financial audit. Upon approval of the State Board, the applicant intends to use the following CPA to perform the first-year financial audit:

J. Mason Andres Thomas & Thomas, LLP201
2900 St. Matthew Place Suite 302
Texarkana, TX 75503
(903) 831-3477

J. Mason Andres Thomas & Thomas meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit;

- A. continuous in-house academic program review;
- B. immediate action as issues related to campus programs arise;
- C. annual Campus Improvement Plan to identify areas that may be lacking; and
- D. alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

Facility not yet identified.

32. If the facility to be used by the school has been identified, list the owner(s) of the

facility and describe their relationship with employees or directors of the sponsoring entity or charter management organization

33. If the facility to be used by the school is not currently in compliance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA), provide a list of items that will need to be addressed to bring the facility into compliance.

A current site has not been identified. RES will ensure any facility to be used by the school will be in compliance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA).

34. Are there any alcohol sales within 1,000 feet of the facility?

The facility has not been identified. RES will ensure that there are zero (0) alcohol sales within 1,000 feet of the facility.

35. Describe the potential impact of the proposed public charter school on the efforts of affected public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Premier High School submits that upon the bases of its review, there is no federal desegregation order in place for Sebastian County School Districts. As a result, there are no statutory obligations that would prohibit the State's charter school to be located within the boundaries of the Fort Smith School District in Sebastian County. Due to its unique mission and target population, this charter school will not have any substantial the potential impact of the proposed public charter school on the efforts of affected public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools

36. List the services that the CMO will provide to the charter and the annual cost of the services.

Services provided by CMO shall include but are not limited to :

Curriculum Development
Human Resources
Professional Development
Health and Safety
Accounting
Operations
Marketing
Public Relations
Student Recruitment
Policy Development
Record Keeping
Reporting
Student Management System
Information Technology maintenance and support

In consideration for services provided, fees will be calculated based on 15% of state funding. The CMO recognizes an assumption of risk that the schools share of the described fees paid on an annual basis may not fully cover the costs of providing the required services and obligations.

WAIVERS

Complete the following tables indicating all sections of Title 6 of the Arkansas Code Annotated, the Division of Elementary and Secondary Education rules, and the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted in order to meet the goals of the school.

Waiver #1 Topic	Alternative Learning Environment
Arkansas Code Annotated	A.C.A §§ 6-15-1005(b)(5)(A) A.C.A §§ 6-18-503(a)(1)(C)(i) A.C.A §§ 6-48-102 A.C.A §§ 6-48-103
Standard for Accreditation	Standard 2-I.1
ADE Rules	Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds-Section 4
Rationale for Waiver	Premier will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Premier embodies many of the practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming.

Waiver #2 Topic	Board of Directors
Arkansas Code Annotated	A.C.A §§ 6-13-608 A.C.A §§ 6-13-611 A.C.A §§ 6-13-613 A.C.A §§ 6-13-615 A.C.A §§ 6-13-616 A.C.A §§ 6-13-619 A.C.A §§ 6-13-620 A.C.A §§ 6-13-621 A.C.A §§ 6-13-630 A.C.A §§ 6-13-631 A.C.A §§ 6-13-634 A.C.A §§ 6-13-1303 A.C.A §§ 6-13-1401 et seq. A.C.A §§ 6-14-101 et seq. A.C.A. §§ 6-13-612(c).
Standard for Accreditation	
ADE Rules	School Board Zones and Rezoning School Election Expense Reimbursement

Rationale for Waiver	<p>This waiver exempts the district from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas' by-laws. the school district, in light of the waiver request that is being made concerning certified employees. Instead, Premier High School will require a waiver to include classified employees” as defined in Section 6-13-1302.</p> <p>The Arkansas Board of Directors will meet quarterly and will ensure the public has access to meeting minutes, meeting agenda, and virtual (live) meetings. This information will be provided to stakeholders in advance according to state law. The Responsive Ed Board or the Superintendent will not serve on the Responsive ED Arkansas Board. All board meetings will be published using school websites and district communication systems.</p>
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Waiver #3 Topic	Class Size and Teaching Load
Arkansas Code Annotated	A.C.A §§ 6-17-812
Standard for Accreditation	1-A.6
ADE Rules	Class Size and Teaching Load
Rationale for Waiver	<p>Exemption from this portion of the Education Code because the 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 120 clock hours which lends itself to larger class sizes (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.</p>

Waiver #4 Topic	Curriculum, Grading, and Credit Hours
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Arkansas Code Annotated	A.C.A §§ 6-15-902(a)
Standard for Accreditation	1-A.2
ADE Rules	2-2.01 DESE Rules Governing Grading and Course Credit
Rationale for Waiver	<p>Exemption from this portion of the Education Code because the 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 will have the ability to take any course needed for graduation. 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 120 clock hours.</p> <p>Premier High School will offer the twenty-two (220 Credits required to fulfill graduation requirements.</p> <p>A parent or student can request course(s) that are part of the required 38 courses that are not offered by the school. The school will use an Arkansas approved digital learning provider such as Virtual Arkansas. This will provide students and parents access to additional courses.</p>

Waiver #5 Topic	Facilities and Flag Display
Arkansas Code Annotated	A.C.A §§ 6-16-106 A.C.A §§ 6-21-117
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	<p>Premier High School seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Premier High School to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Premier High School may be leasing its facilities. As such, it</p>

	may not be permitted to erect a flagstaff on the leased property. Otherwise, Premier High School will seek alternative methods for prominently displaying the United States and Arkansas flag.
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Waiver #6 Topic	Flexible Schedule
Arkansas Code Annotated	A.C.A §§ 6-10-106 A.C.A §§ 6-16-102 (a)(1-4)(c)
Standard for Accreditation	1-A.4.2
ADE Rules	
Rationale for Waiver	Exemption from this portion of the Education Code because the 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.

Waiver #7 Topic	Gifted and Talented
Arkansas Code Annotated	A.C.A §§ 6-20-2208(c)(6) Ark. Code Ann. § 6-42-109
Standard for Accreditation	2-G.1
ADE Rules	Gifted and Talented Program Approval Standards
Rationale for Waiver	Premier High School seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier will be attending classes solely in order to get back on the path towards

	<p>receiving their high school education as quickly as possible. Upon program assessment, if the need for such a program is determined then Premier High School will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma. Premier High School will partner with schools like ASMSA and organizations like Virtual Arkansas to provide students with Advanced Placement courses.</p>
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Waiver #8 Topic	Non-Instructional Duties, Planning Periods, and Duty Free Lunch
Arkansas Code Annotated	A.C.A §§ 6-17-111 A.C.A §§ 6-17-114 A.C.A §§ 6-17-117
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	<p>Premier High School requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, Premier High School requests that the time be increased to two-hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school. The individualized curriculum utilized by Premier High School dramatically reduces the time needed by a teacher for instructional planning.</p> <p>The teachers at the school will be provided adequate time for planning and non-instructional duties.</p> <p>Sample Premier Teacher Schedule 7:30-8:00 a.m. Homeroom 8:00-9:50 a.m. 1st Block 9:50-10:00 a.m. Morning Break 10:00-11:50 a.m. 2nd Block 12:00-12:30 p.m. Lunch 12:30-2:00 p.m. 3rd Block 2:00-3:30 p.m. Planning/Prep Block</p> <p>Teachers are provided a minimum (360) minutes a week for</p>

	<p>non instructional duties and planning. The school will also provide an additional one hundred twenty (120) minutes for time to engage in professional learning, data analysis, and planning. In the event, the school has students attending after school tutoring or academic intervention, the teachers will rotate to protect time allocated.</p>
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Waiver #9 Topic	Personnel Policies and Employee Dismissal
Arkansas Code Annotated	<p>A.C.A §§ 6-17-203 A.C.A §§ 6-17-211 A.C.A §§ 6-17-1201 et seq. A.C.A §§ 6-17-1301 et seq. A.C.A §§ 6-17-1501 et seq. A.C.A §§ 6-17-1701 et seq. A.C.A §§ 6-17-2301 (c)</p>
Standard for Accreditation	
ADE Rules	<p>School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites, Sections 4-8</p>
Rationale for Waiver	<p>Premier High School seeks exemption from this portion of the Education Code. Instead, the Board of Directors for Premier High School will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. Premier High School employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies approved by the Board of Directors. Premier High School seeks exemption from this portion of the Education Code. As such, minimum sick leave for Premier High School teachers will be addressed in the Employee Handbook and will be given at a set rate and not accumulated on a monthly basis. Premier High School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, Premier High School will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School ensures that it will hire “highly qualified” teachers on an “at-will” basis.</p>

	<p>The school is seeking the flexibility to have personnel policies that support our school model and practices.</p> <p>The school will post personnel policies, but the salary schedule and policies will look unique to the charter. For example, the school recognizes employees as exempt and on exempt instead of classified and certified.</p>
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Waiver #10 Topic	Salaries/Compensation
Arkansas Code Annotated	<p>A.C.A §§ 6-17-2201 et seq. A.C.A §§ 6-17-2401 et seq. A.C.A §§ 6-17-802 A.C.A §§ 6-17-908 C.C.A §§ 6-17-919</p>
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	<p>Premier High School seeks exemption from this portion of the Education Code. Instead, the Board of Directors for Premier High School will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. Premier High School will provide compensation that is competitive with local public school districts. Premier High School reserves the right to determine a specific salary by taking into account the teacher's years of applicable work experience, current salary, skill, education, and other qualifications. Premier High School seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors. All teacher classroom materials must be submitted and approved through the Purchase Order process prior to purchase in order to qualify for reimbursement.</p>

Waiver #11 Topic	Principal
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Arkansas Code Annotated	A.C.A §§ 6-17-302 (a)
Standard for Accreditation	4-C.2
ADE Rules	
Rationale for Waiver	Premier High School seeks exemption from this portion of the Education Code. Instead, the Premier High School Principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a Principal with the requisite skills and experience in education and management, Premier High School will ensure that its principal is appropriately qualified to lead the school through extensive training in the school’s educational methodology.

Waiver #12 Topic	Student Services
Arkansas Code Annotated	A.C.A §§ 6-18-706 A.C.A. §6-18-2003(a)(2)(A) A.C.A §§ 6-25-103-104
Standard for Accreditation	2-D.1 2-E.1 3-D.1 4-E.2 4-F.2 6-A.1
ADE Rules	
Rationale for Waiver	College & Career Coach Premier High School seeks exemption from this portion of the Education Code to the extent that it requires a guidance program to employ on-campus certified counselors. The principal and Career and College Coach will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier High School staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Contracted Counseling Services will be ready should such situations arise. Due to the unique population served by the school, the school is seeking to employ an individual who is providing comprehensive

support for students through innovative learning models. The school will meet all other required parts of the Arkansas Comprehensive Counseling Act. The school is seeking the ability to employ someone who is not certified. The school will meet all the requirements of the Arkansas School Counseling Improvement Act other than licensure.

Duties/Responsibilities

→ Guide students to understand the relationship between learning and success in school and beyond.

→ Information to parents and students by holding workshops on preparing for college, post-secondary training, and financial aid.

→ Providing resources to identify career interests and aptitudes as part of the development of the Student Success Plan.

→ Develop graduation projection plans and student success plan

Develop postsecondary go plans for students

→ Academic support and guidance to students

→ Fciitte internships, concurrent credit, and industry based certifications

→ Provide sessions on suicide prevention and buying precention

→ Provide guest professions to speak with students.

→ Provide character reduction and social emotional learning activities for students

→ Provide parents with information on postsecondary institutions

→ Provide workshops for parents and students to provide technical assistance with postsecondary planning

→ Host career days, college fairs, and college tours to educate students on postsecondary options

The school will develop a Comprehensive School Counseling Plan and engage in assessment annually.

Student Engagement/Media Specialist

Premier High School will have a computer lab equipped with emergent technology. This center will be operated by center, run by an instructional ide or highly qualified teacher and available to students. A minimum of three thousand volumes, or at least eight books per student, whichever figure is larger, will be kept. The school is seeking to provide thousands of volumes to students using web-based digital books to increase accessibility.

School Nurse

-The school will provide a part-time contracted nurse with a

	<p>minimum qualifications of Registered Nurse to provide student health support, school safety support, and conduct student health screenings. The school nurse will meet state certification guidelines. In the event, the school nurse is not available, the school designated "Student Health Officer " will provide intervention and protocol outlined in the school health & safety manual. The school health officer will facilitate in the event any medical emergencies and incidents that need medical profession attention. The school will ensure that the campus safety team will be equipped with CPR training, First Aid training, and Stop the Bleed Training.</p> <p>School Facility The school is seeking the flexibility to maintain school facilities outside of the rules from the Arkansas Division of Public School Academic Facilities Manual as they apply to traditional school districts. This would provide the school with the flexibility to construct spaces that would comply with all state and federal requirements but also constructed in a way that are most useful to the school meeting the needs of the student population.</p>
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Waiver #13 Topic	Superintendent
Arkansas Code Annotated	A.C.A §§ 6-13-109 A.C.A §§ 6-17-427
Standard for Accreditation	4-B.1 4-B.2
ADE Rules	Superintendent Mentoring
Rationale for Waiver	Premier High School seeks exemption from this portion of the Education Code. Instead, the Premier High School Superintendent will be employed on an "at-will" basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a Superintendent with the requisite skills and experience in education and management, Premier High School will ensure that its Superintendent is appropriately qualified to lead the school through extensive training in the school's educational methodology.

Waiver #14 Topic	Educator Licensure
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Arkansas Code Annotated	A.C.A §§ 6-15-1004 A.C.A §§ 6-17-201 (c) A.C.A §§ 6-17-202 A.C.A §§ 6-17-203 A.C.A §§ 6-17-204 A.C.A §§ 6-17-205 A.C.A §§ 6-17-209 A.C.A §§ 6-17-211 A.C.A §§ 6-17-301 A.C.A §§ 6-17-309 A.C.A §§ 6-17-401 A.C.A §§ 6-17-902 A.C.A §§ 6-17-919
Standard for Accreditation	4-D.1 4-E.1 4-F.2
ADE Rules	Educator Licensure
Rationale for Waiver	Premier High School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and on a contract for the school year. As such, Premier High School will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School ensures that it will hire Arkansas Highly Qualified” teachers. Premier High School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School ensures that it will hire Arkansas Highly Qualified” teachers. Premier High School seeks exemption from this portion of the Education Code. Instead, the Premier High School principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, Premier High School will ensure that its principal is appropriately qualified to lead the school through extensive training in the school’s educational methodology. Premier High School seeks exemption from this portion of the Education Code. Instead, Premier High School will employ all employees on an “at-will” basis. This means that employment with Premier High School is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, Premier High School may

	terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law. The school is seeking to hire an individual who will meet the needs of students that may not meet the library media specialist licensure requirements. The school is not seeking a waiver from teaching the library media standards. The school will ensure the library media standards are taught and embedded in core courses such as literacy, social studies, and science.
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Waiver #15 Topic	Transportation
Arkansas Code Annotated	A.C.A §§ 6-19-101 et seq.
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Premier High School seeks exemption from this portion of the Education Code to the extent that it requires Premier High School implement a traditional school bus transportation program. Premier will implement a transportation program utilizing public transportation at no cost to the students.

REQUIRED ATTACHMENTS

1. IRS letter reflecting tax exempt status or a copy of the entity’s application for 501(c)(3) status.
2. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
 - a. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - b. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - c. The last publication date of the notice was no less than seven days prior to the public meeting.
 - d. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw

students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

3. Budget template

4. Statement of Assurance



Premier High School of Fort Smith

APPENDIX



Premier High School of Fort Smith

501(c)(3) STATUS

EVIDENCE OF STATUS AS ELIGIBLE ENTITY



**Arkansas Secretary of State
Mark Martin**

State Capitol Building • Little Rock, Arkansas 72201-1094 • 501.682.3409

CERTIFICATE OF GOOD STANDING

I, Mark Martin, Arkansas Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

authorized to transact business in the State of Arkansas as a Non-Profit Corporation, filed Articles of Incorporation in this office August 30, 2011.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 30th day of August, 2011.

Mark Martin

Mark Martin

Arkansas Secretary of State

By: *Martha Nichols*

Martha Nichols



IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0046

In reply refer to: 0423335246
May 29, 2008 LTR 252C 0
75-2748762 000000 00 000
00004239
BODC: TE

**RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029**



007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number () _____ Hours _____

Sincerely yours,

Karen E. Peat

**Karen E. Peat
Dept. Manager, Code & Edit/Entity 3**

**Enclosure(s):
Copy of this letter**

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2588
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIAN ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75228

Employer Identification Number:
75-2748762
DLN:
318338082
Contact Person:
RONALD BENJAMIN ID# 75883
Contact Telephone Number:
(214) 767-0157
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DC '66)

ATTACHMENT 7. – Evidence of Status



Arkansas Secretary of State
Mark Martin

State Capitol Building • Little Rock, Arkansas 72201-1094 • 501.682.3409

CERTIFICATE OF GOOD STANDING

I, Mark Martin, Arkansas Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

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Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 30th day of August, 2011.

Mark Martin

Mark Martin
Arkansas Secretary of State

By: *Martha Nicholas*

Martha Nicholas



Premier High School of Fort Smith

NOTICE OF PUBLIC HEARING



Dennis Felton Jr. <dfelton@responsived.com>

Notice of Public Hearing: Premier High School of Fort Smith

Curtis Shack <cshack@responsived.com>

Wed, May 26, 2021 at 11:33 AM

To: tmorawsk@fortsmithschools.org

Cc: harold.jeffcoat@vbsd.us, Steven Rose <steve.rose@lavacaschools.com>, john.ciesla@greenwoodk12.com, Steven Gast <SGast@responsived.com>, "Dennis Felton Jr." <dfelton@responsived.com>

May 25, 2021

Terrence Morawski
PO BOX 1948
Fort Smith, AR 72902

Superintendent Terrence Morawski,,

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application for an open-enrollment charter school in the Fort Smith Metropolitan area to be referred to as Premier High School of Fort Smith. A public meeting will be held virtually via Google Meets on Monday, June 14, 2021 at 6:00 PM.

Should you have any questions, please feel free to contact Superintendent Steven Gast by phone: (956) 703-9053 or email: SGast@responsived.com.

Sincerely,

Curtis Shack
Executive Director of School Operations - ArkansasCc: Harold Jeffcoat, Superintendent – Van Buren School District
Steven Rose, Superintendent – Lavaca School District
John Ciesla, Superintendent – Greenwood School District

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Curtis Shack
Executive Director of School Operations - Arkansas

 Premier High School of Fort Smith Public Hearing Letter.pdf
349K

May 25, 2021

Terrence Morawski
PO BOX 1948
Fort Smith, AR 72902

Superintendent Terrence Morawski,

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Sincerely,

Curtis D. Shack

Curtis Shack
Executive Director of School Operations - Arkansas

Cc: Harold Jeffcoat, Superintendent – Van Buren School District
Steven Rose, Superintendent – Lavaca School District
John Ciesla, Superintendent – Greenwood School District



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506



Premier High School of Fort Smith

STATEMENT OF ASSURANCES

2021 Open-Enrollment Charter Applicant State of Assurances

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them.

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we expect to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. If enrollment exceeds the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.
7. Open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Ark. Code Ann.

§ 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the State of Arkansas.

8. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
9. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
10. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
14. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 *et seq.*, as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24- 101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and state and local governmental entities.

15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.
17. To be eligible for a charter school license, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.
18. Any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.
19. The curriculum used in the school will be aligned to the Division of Elementary and Secondary Education curriculum standards.
20. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.
21. Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.
22. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Department of Education for all financial transaction

records and reporting (including, but not limited to, payroll processing and wage and tax reporting to IRS, ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

23. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).
24. The facility to be used will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.
25. **A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application.** Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any **applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.**



Applicant Signature

5-29-21

Date

Steven H. GAST

Printed Name



Premier High School of Fort Smith

BUDGET

**Premier High School of Fort Smith
Estimated Revenues - Year 1**

Source of Funds	# Students	Amount Per Student	Total Yr 1
Foundation Funding	120	\$7,349.00	\$881,880.00
Facility Funding	120	\$462.77	\$55,532.40
Grants/Other Funding:			
Total Budgeted Revenues			\$937,412.40

**Premier High School of Fort Smith
Estimated Expenditures - Year 1**

Administration:	Explanation	Amount
Purchased Services	Shared Services Local Administration/ Regional Director	\$43,000.00
Supplies and Materials	Office of the Principal supplies	\$1,000.00
Equipment		\$1,000.00
Classroom Instruction:	Explanation	Amount
Purchased Services	Consulting, Student Assessment,	\$5,000.00
Supplies and Materials	Instructional supplies, resources, and materials	\$10,000.00
Equipment	Instructional Manipulatives, Models, Science Lab Supplies, Furniture & Fixtures	\$5,000.00
Special Education:	Explanation	Amount
Purchased Services	Purchased services for ST, PT, and OT, etc	\$6,000.00
Supplies and Materials	Instructional supplies, resources, and materials	\$2,000.00
Equipment		
Gifted & Talented Program	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		

ALE Program:	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		
ELL Program:	Explanation	Amount
Purchased Services	Shared Service / Resources	\$5,000.00
Supplies and Materials	Software, Textbooks, Workbooks, Supply	\$5,000.00
Equipment		
Guidance Services:	Explanation	Amount
Purchased Services	Shared Service / Resources	\$10,000.00
Supplies and Materials		
Equipment		
Health Services:	Explanation	Amount
Purchased Services	Contracted Services for Health Screenings	\$2,500.00
Supplies and Materials	Health Supplies & Materials	\$3,000.00
Equipment	Health Screening Equipment	\$1,000.00
Library Media Services:	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		

Fiscal Services:	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		
Pupil Transportation:	Explanation	Amount
Purchased Services	Purchased bus passes for students through local transit system	\$8,000.00
Supplies and Materials		
Equipment		
Maintenance & Operations:	Explanation	Amount
Purchased Services		\$10,000.00
Supplies and Materials		\$5,000.00
Equipment		
Phone		\$12,000.00
Gas		
Electric		\$15,000.00
Water		\$1,000.00
Sewer		\$800.00
Food Services:	Explanation	Amount
Purchased Services		
Supplies and Materials	Food services (meals, utensils, supplies)	\$20,000.00
Equipment	Food services equipment	\$1,000.00
Data Processing:	Explanation	Amount
Purchased Services		

Supplies and Materials		
Equipment		
Substitute Personnel:	Explanation	Amount
Supplies and Materials		
CMO Fee (if applicable):	Explanation	Amount
Annual Fee		
Advertising/Marketing		
Legal Services		
Facilities:	Explanation	Amount
Lease/Purchase Contract Per Yr	Lease for school facility	\$130,000.00
Facility Upgrades		
Property Insurance Per Yr		
Content Insurance Per Yr	Insurance for the school facility	\$2,000.00
Debt Expenditures:	Explanation	Amount
Other Expenditures:	Explanation	Amount
Furniture	Classroom Furniture, Office Furniture	\$40,000.00
Technology	Student Technology, Classroom Technology (Hardware)	\$80,000.00
Curriculum	Textbooks, workbooks, digital courses, instructional resources	\$15,000.00
Marketing	Advertising, Communications, Printing	\$15,000.00

TOTAL BUDGETED EXPENDITURES \$454,300.00

**Premier High School of Fort Smith
Year 1 Ending Balance**

REVENUE		\$937,412.40
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EXPENDITURES

Salaries & Benefits	\$418,320.00	
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Other Expenses	<u>\$454,300.00</u>	
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		<u><u>\$872,620.00</u></u>
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ENDING BALANCE		\$64,792.40
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**Premier High School of Fort Smith
Estimated Revenues - Year 2**

Source of Funds	# Students	Amount Per Student	Total Yr 1
Foundation Funding	130	\$7,475.40	\$971,802.36
Facility Funding	120	\$462.77	\$55,532.40
Grants/Other Funding:			
Total Budgeted Revenues			\$1,027,334.76

**Premier High School of Fort Smith
Estimated Expenditures - Year 2**

Administration:	Explanation	Amount
Purchased Services	Shared Services Local Administration/ Regional Director	\$43,000.00
Supplies and Materials		\$1,000.00
Equipment		\$1,000.00
Classroom Instruction:	Explanation	Amount
Purchased Services	Consulting, Student Assessment,	\$10,000.00
Supplies and Materials	Instructional supplies, resources, and materials	\$20,000.00
Equipment	Instructional Manipulatives, Models, Science Lab Supplies, Furniture & Fixtures, Replacement Devices	\$30,000.00
Special Education:	Explanation	Amount
Purchased Services	Shared Service / Resources	\$6,000.00
Supplies and Materials	Software, Textbooks, Workbooks, Supply	\$2,000.00
Equipment		
Gifted & Talented Program	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		
ALE Program:	Explanation	Amount
Purchased Services		

Supplies and Materials		
Equipment		
ELL Program:	Explanation	Amount
Purchased Services		\$5,000.00
Supplies and Materials		\$2,500.00
Equipment		
Guidance Services:	Explanation	Amount
Purchased Services	Shared Service / Resources	\$10,000.00
Supplies and Materials		
Equipment		
Health Services:	Explanation	Amount
Purchased Services	Contracted Services for Health Screenings	\$2,500.00
Supplies and Materials	Health Supplies & Materials	\$1,000.00
Equipment	Health Screening Equipment	
Library Media Services:	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		
Fiscal Services:	Explanation	Amount
Purchased Services		

Supplies and Materials		
Equipment		
Pupil Transportation:	Explanation	Amount
Purchased Services	Purchased bus passes for students through local transit system	\$8,000.00
Supplies and Materials		
Equipment		
Maintenance & Operations:	Explanation	Amount
Purchased Services		\$10,000.00
Supplies and Materials		\$5,000.00
Equipment		
Phone		\$12,000.00
Gas		
Electric		\$15,000.00
Water		\$1,000.00
Sewer		\$800.00
Food Services:	Explanation	Amount
Purchased Services		
Supplies and Materials	Food services (meals, utensils, supplies)	\$20,000.00
Equipment	Food services equipment	\$500.00
Data Processing:	Explanation	Amount
Purchased Services		
Supplies and Materials		
Equipment		

Substitute Personnel:	Explanation	Amount
Supplies and Materials		
CMO Fee (if applicable):	Explanation	Amount
Annual Fee		\$145,770.35
Advertising/Marketing		
Legal Services		
Facilities:	Explanation	Amount
Lease/Purchase Contract Per Yr	Lease for school facility	\$130,000.00
Facility Upgrades		
Property Insurance Per Yr		
Content Insurance Per Yr	Insurance for the school facility	\$2,000.00
Debt Expenditures:	Explanation	Amount
Other Expenditures:	Explanation	Amount
Marketing		\$15,000.00
Curriculum		\$15,000.00

TOTAL BUDGETED EXPENDITURES \$514,070.35

**Premier High School of Fort Smith
Year 2 Ending Balance**

REVENUE \$1,027,334.76

EXPENDITURES

Salaries & Benefits \$423,990.00

Other Expenses \$514,070.35

\$938,060.35

ENDING BALANCE \$89,274.41

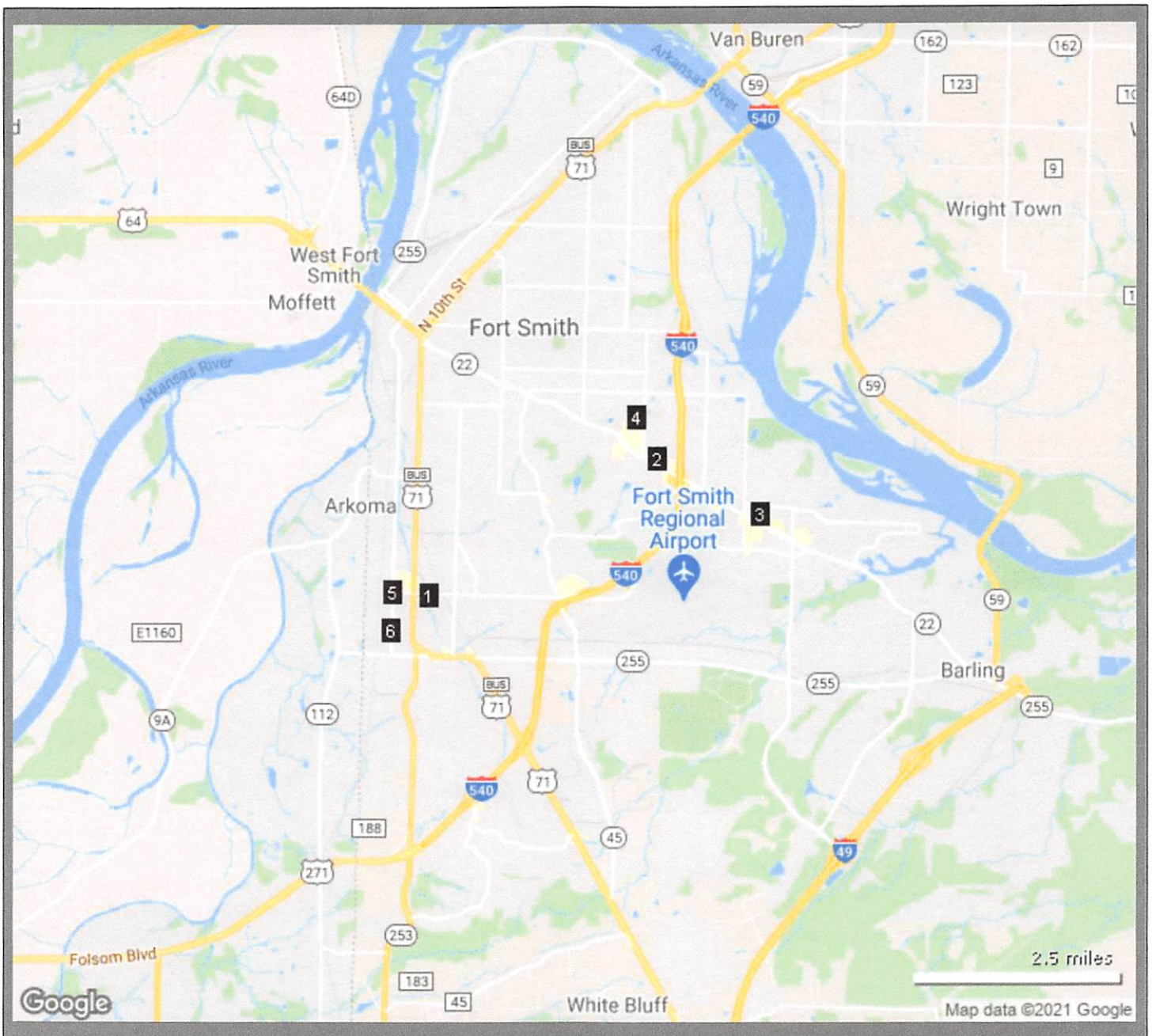


Premier High School of Fort Smith

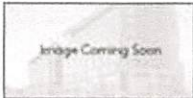
FACILITIES RESEARCH

**Ft Smith Premier High
School**

Ft Smith-Premier



1



1417 Phoenix Ave
Fort Smith, AR 72901
Sebastian County
Greater Ft Smith Submarket

Building Type: **Industrial**
 Status: **Built 1994**
 Building Size: **14,500 SF**
 Land Area: -
 Stories: 1
 For Sale: **For Sale at \$450,000 (\$31.03/SF) - Active**

Space Avail: **14,500 SF**
 Max Contig: **14,500 SF**
 Smallest Space: **14,500 SF**
 Rent/SF/Yr: **\$3.73**
 % Leased: **0%**

Sales Company: John Hartnack: John Hartnack (214) 914-3377
 Landlord Rep: John Hartnack / John Hartnack (214) 914-3377 – 14,500 SF (14,500 SF)

Ft Smith-Premier

2		<p>5609 Rogers Ave Fort Smith, AR 72903 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail/Storefront Retail/Office (Neighborhood Ctr) Status: Built 1972 Building Size: 75,521 SF Land Area: 6.20 AC Stories: 1 Expenses: 2020 Tax @ \$1.08/sf; 2006 Combined Est Tax/Ops @ \$1.34/sf For Sale: Not For Sale</p>	<p>Space Avail: 38,300 SF Max Contig: 24,000 SF Smallest Space: 1,500 SF Rent/SF/Yr: \$7.50-\$10.00 % Leased: 49.3%</p>
<p>Landlord Rep: Ghan & Cooper Commercial Properties / W.Stuart W. Ghan (479) 478-6161 / Aubrey Stewart (479) 478-6161 – 38,300 SF (1,500-24,000 SF)</p>				
3		<p>7601-7609 Rogers Ave Fort Smith Marketplace Fort Smith, AR 72903 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail/Restaurant (Neighborhood Ctr) Status: Built 1997 Building Size: 102,750 SF Land Area: 7 AC Stories: 1 Expenses: 2018 Tax @ \$0.31/sf For Sale: Not For Sale</p>	<p>Space Avail: 25,000 SF Max Contig: 25,000 SF Smallest Space: 12,500 SF Rent/SF/Yr: \$6.50 % Leased: 75.7%</p>
<p>Landlord Rep: Nunnelee & Wright Commercial Properties / Damon Wright (479) 785-4343 – 25,000 SF (12,500-25,000 SF)</p>				
<p>The subject property is an 80,570 square foot community center situated on 6.97 acres and located on Rogers Avenue in Fort Smith, Arkansas. The property was built in 1999 and is anchored by four national tenants. These tenants account for 93.7 percent of the GLA thereby providing a stable tenant mix for an out of state investor. The major tenants include Old Navy, Petco, Dollar Tree and Shoe Carnival. The seller will defease the existing loan at closing, therefore offering the property free and clear of any debt. The subject is priced, in today's market, at a very competitive cap rate of 7.7 percent. Based on the proposed new financing, the investor would receive an attractive cash on cash return of 8.5 percent at the asking price.</p>				
4		<p>1200 S Waldron Rd Central Shopping Center Fort Smith, AR 72903 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail/(Community Ctr) Status: Built 1969 Building Size: 201,662 SF Land Area: 16.25 AC Stories: 1 Expenses: 2020 Tax @ \$0.44/sf, 2006 Est Tax @ \$0.34/sf; 2008 Ops @ \$1.00/sf, 2011 Est Ops @ \$0.50/sf For Sale: Not For Sale</p>	<p>Space Avail: 9,001 SF Max Contig: 9,001 SF Smallest Space: 9,001 SF Rent/SF/Yr: Withheld % Leased: 95.5%</p>
<p>Landlord Rep: Albanese Cormier Holdings, LLC / L.Michael L. Albanese (409) 892-0200 / Jeff Warwick (713) 819-8082 – 9,001 SF (9,001 SF)</p>				
<p>Central Shopping Center consists of a regional retail shopping center containing a net rentable area of approximately 197,686 square feet. The property is anchored by Harp's Price Cutter grocery store, Malco XII Theatres and Chuck E. Cheese's. The property includes fourteen suites in three separate buildings and a fast food pad site for future development.</p>				
<p>The Property is located in a commercial development area of the city of Fort Smith, Arkansas. Interstate Highway 540 is accessible approximately a-half-mile east of the subject and State Highway 22 (Rogers Avenue) is accessible just to the south. The subject is located in the central portion of the city in an area with a high concentration of office, retail, and restaurant developments. Fort Smith is the county seat of Sebastian County. The downtown area, located approximately five miles northwest, features city/county/federal governmental offices. Although the Property is located in a large commercial area, the primary retail growth area is now located several miles to the southeast on Rogers Avenue. The property is located in an older commercial development area with strip retail, office, and restaurant developments.</p>				
<p>The Center is comprised of three buildings which includes an "L" shaped retail strip center and an adjacent fast food pad site. The retail center buildings are concrete block with partial steel frame, glass storefront and brick veneer exterior and flat built-up roofing. Interior finish is typical of similar retail facilities with gypsum board interior partitions, suspended ceiling tile, recessed fluorescent lighting and commercial grade carpet or vinyl tile floor covering. HVAC is provided by roof mounted package type units. The pad site, formerly a Hardee's fast food restaurant, can be improved with a building of approximately 2,000 square feet.</p>				

Ft Smith-Premier

5



4618 Wheeler Ave
Fort Smith, AR 72901
Sebastian County
Greater Ft Smith Submarket

Building Type: **Class B Flex**
 Status: **Built 1989**
 Building Size: **20,000 SF**
 Land Area: **1.02 AC**
 Stories: **1**
 Expenses: **2020 Tax @ \$0.25/sf**
 For Sale: **Not For Sale**

Space Avail: **20,000 SF**
 Max Contig: **20,000 SF**
 Smallest Space: **4,000 SF**
 Rent/SF/Yr: **Withheld**
 % Leased: **0%**

Landlord Rep: Ghan & Cooper Commercial Properties / David Tyler (479) 478-6161 / Aubrey Stewart (479) 478-6161
 – 20,000 SF /4,200 ofc (4,000-20,000 SF)

6



5408 Wheeler Ave
Fort Smith, AR 72901
Sebastian County
Greater Ft Smith Submarket

Building Type: **Class C Showroom**
 Status: **Built 1982**
 Building Size: **10,444 SF**
 Land Area: **2.16 AC**
 Stories: **1**
 Expenses: **2020 Tax @ \$0.53/sf**
 For Sale: **For Sale at \$400,000 (\$38.30/SF) - Active**

Space Avail: **10,444 SF**
 Max Contig: **10,444 SF**
 Smallest Space: **10,444 SF**
 Rent/SF/Yr: **\$3.45**
 % Leased: **0%**

Sales Company: Nunnelee & Wright Commercial Properties: Damon Wright (479) 785-4343
 Landlord Rep: Nunnelee & Wright Commercial Properties / Damon Wright (479) 785-4343 – 10,444 SF /6,193 ofc (10,444 SF)

Property Description:

This 10,444 square foot metal building offers high visibility on Wheeler Avenue (13,000 cars per day) and was initially designed as a lighting showroom and warehouse. 4,753 square feet of the building is devoted to showroom (carpeted, air-conditioned, etc.); 1,440 square feet is devoted to office area with the remaining being warehouse space (4,251 square feet). In addition to the showroom the building also offers private executive offices, a kitchen, and 4 restrooms. The warehouse features 2 overhead doors (8' x 8') with docks, grade level dock, suspended gas heaters, metal storage racks, 400 amp service, and overhead storage over most of the warehouse and showroom area. A large fenced in lot for outside storage is also included. Terms are a 3 to 5 year lease @ \$3,000 per month, triple net, plus utilities.

Location Description:

Located on Wheeler Avenue with traffic counts at 13,000 cars per day, convenient to downtown, I-540, and truck routes. The area is heavily industrialized and features many commercial and retail businesses as well.

Report Criteria

location

City **Fort Smith, AR**

space

Available Space **9,000 - 15,000 SF - Contiguous in Building**

Exclusions / Inclusions **Exclude If Not For Lease**

property

Type of Property **Industrial, Retail, Flex, Specialty, Sports & Entertainment**

Secondary Type **Religious Facility, Schools**

Building Status **Existing, Under Renovation**

office

Include Demolished Buildings **No**

add/rmv properties

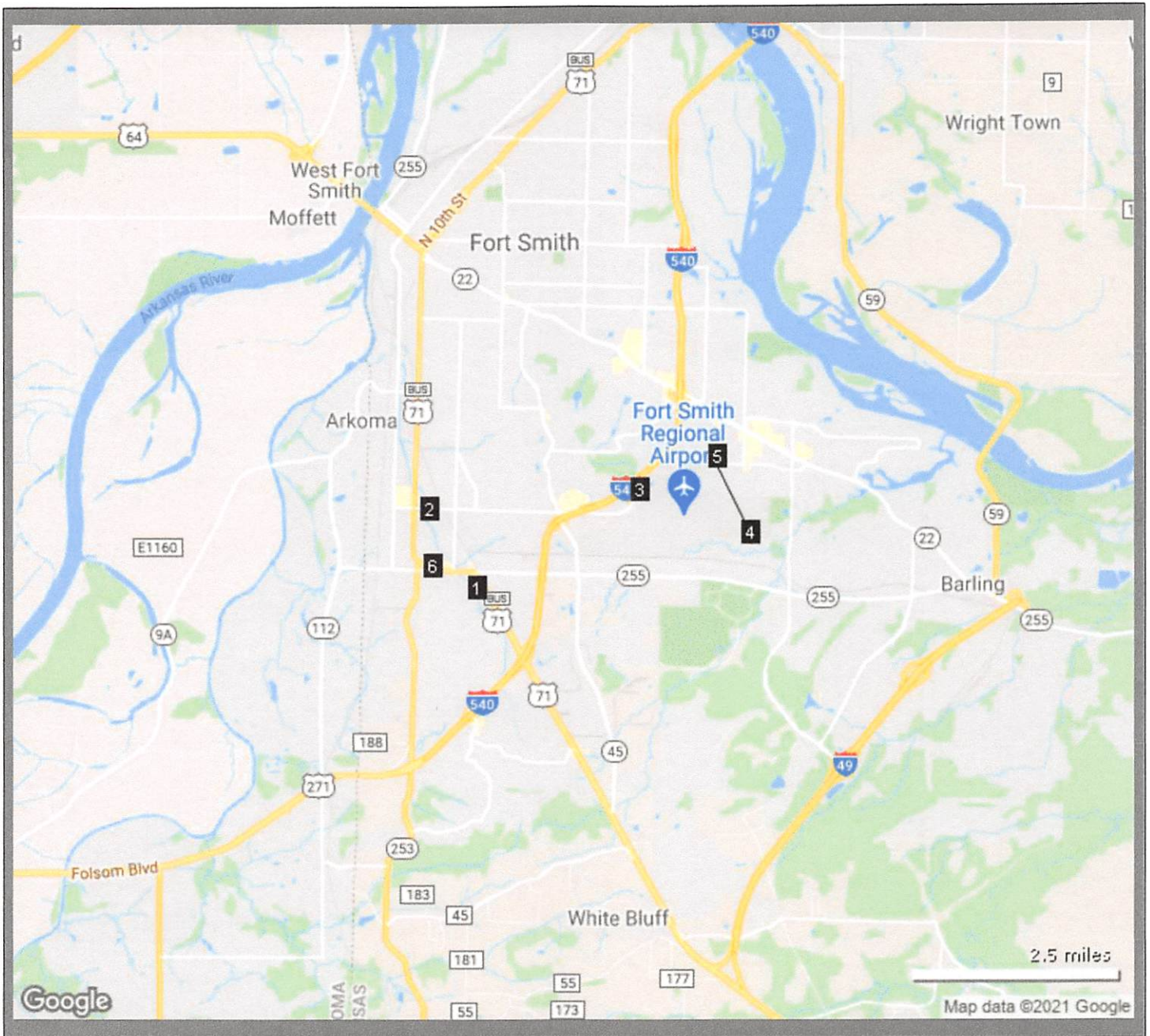
*** This result set has been amended with criteria to add and/or remove records.**

PREPARED FOR:

Dennis Felton, Jr.

Ft Smith, AR-Premier, AR

Ft Smith-Premier



1



2319 Ingersoll Cir
Fort Smith, AR 72908
Sebastian County
Greater Ft Smith Submarket

Building Type: **Class C Warehouse**
 Status: **Existing**
 Building Size: **15,000 SF**
 Land Area: -
 Stories: 1
 Expenses: **2020 Tax @ \$0.22/sf**
 For Sale: **Not For Sale**

Space Avail: **3,000 SF**
 Max Contig: **3,000 SF**
 Smallest Space: **3,000 SF**
 Rent/SF/Yr: **\$5.80**
 % Leased: **80.0%**

Landlord Rep: Nunnelee & Wright Commercial Properties / Damon Wright (479) 785-4343 – 3,000 SF (3,000 SF)

Building with 4,200 square feet, approximately 820 square feet of office and 3,380 square feet of warehouse space. Suite contains one dock high roll up door and grade level roll up door. Landlord is seeking a 2 year lease at \$1,575.00 per month plus utilities.

Excellent location in cul-de-sac off Highway 71 South, just south of Zero Street and 1.1 mile from Interstate 540.

Ft Smith-Premier

2		<p>1417 Phoenix Ave Fort Smith, AR 72901 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Industrial Status: Built 1994 Building Size: 14,500 SF Land Area: - Stories: 1 For Sale: For Sale at \$450,000 (\$31.03/SF) - Active</p>	<p>Space Avail: 14,500 SF Max Contig: 14,500 SF Smallest Space: 14,500 SF Rent/SF/Yr: \$3.73 % Leased: 0%</p>
<p>Sales Company: John Hartnack: John Hartnack (214) 914-3377 Landlord Rep: John Hartnack / John Hartnack (214) 914-3377 -- 14,500 SF (14,500 SF)</p>				
3		<p>5400 Phoenix Ave Fort Smith, AR 72903 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail/Department Store Status: Built Dec 2015 Building Size: 13,500 SF Land Area: 2.54 AC Stories: 1 Expenses: 2020 Tax @ \$1.37/sf For Sale: Not For Sale</p>	<p>Space Avail: 3,750 SF Max Contig: 2,500 SF Smallest Space: 1,250 SF Rent/SF/Yr: \$16.00 % Leased: 72.2%</p>
<p>Landlord Rep: Mathias Properties, Inc. / Sean Casey (479) 750-9100 -- 3,750 SF (1,250-2,500 SF)</p>				
4		<p>6707 Phoenix Ave Fort Smith, AR 72903 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail Status: Built 2019 Building Size: 12,000 SF Land Area: 1.71 AC Stories: 1 Expenses: 2020 Tax @ \$1.35/sf For Sale: Not For Sale</p>	<p>Space Avail: 8,450 SF Max Contig: 1,750 SF Smallest Space: 1,650 SF Rent/SF/Yr: Withheld % Leased: 29.6%</p>
<p>Landlord Rep: JR Young Construction / JR Young (479) 474-2381 -- 8,450 SF (1,650-1,750 SF)</p>				
5		<p>6801 Phoenix Ave Fort Smith, AR 72903 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail/Storefront Retail/Office Status: Built 1980 Building Size: 15,000 SF Land Area: 1.54 AC Stories: 1 Expenses: 2020 Tax @ \$0.67/sf For Sale: Not For Sale</p>	<p>Space Avail: 7,500 SF Max Contig: 2,500 SF Smallest Space: 2,500 SF Rent/SF/Yr: \$18.00 % Leased: 50.0%</p>
<p>Landlord Rep: Mockingbird Real Estate Group / Kezie Odunukwe (479) 200-7569 -- 7,500 SF (2,500 SF)</p>				
6		<p>1415 S Zero St Fort Smith, AR 72901 Sebastian County Greater Ft Smith Submarket</p>	<p>Building Type: Retail/Freestanding Status: Built 1990 Building Size: 13,740 SF Land Area: 0.94 AC Stories: 1 Expenses: 2020 Tax @ \$0.65/sf For Sale: Not For Sale</p>	<p>Space Avail: 13,740 SF Max Contig: 8,000 SF Smallest Space: 5,740 SF Rent/SF/Yr: \$8.00 % Leased: 0%</p>
<p>Landlord Rep: Nunnelee & Wright Commercial Properties / Damon Wright (479) 785-4343 -- 13,740 SF (5,740-8,000 SF)</p>				

Report Criteria

location

City **Fort Smith, AR**

property

Type of Property **Industrial, Retail, Flex, Specialty, Sports & Entertainment**

Building Status **Existing, Under Renovation**

Property Size **12,000 - 15,000 SF**

office

Include Demolished Buildings **No**



Premier High School of Fort Smith

DIGITAL LEARNING PROVIDER

COURSE OFFERING

VIRTUAL ARKANSAS

UAFS

WESTERN ARKANSAS TECHNICAL CENTER



WESTERN ARKANSAS TECHNICAL CENTER

UNIVERSITY OF ARKANSAS – FORT SMITH

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PEAK
INNOVATION CENTER

UNCONVENTIONAL EXCELLENCE

The Western Arkansas Technical Center isn't your typical educational center. And that's exactly why WATC graduates are so sought after by employers.

Since 1998 WATC has delivered cutting-edge technical and career programming to high school students in 22 districts throughout the River Valley. In that time nearly 10,000 juniors and seniors have earned more than 100,000 college credit hours and gained the skills necessary to advance their careers.

WATC's career-focused programming is designed in conjunction with some of the nation's largest manufacturers and taught by experienced faculty from the University of Arkansas – Fort Smith. Students take a hands-on approach to learning using industry-leading technology at the UAFS campus and now, thanks to a partnership with Fort Smith Public Schools, at the new multi-million dollar Peak Innovation Center.

Through programming and industry exposure, students receive a direct connection to career opportunities in the region. Students who complete these courses can earn a competitive salary upon high school graduation and are better prepared to thrive in college.

The coursework students complete through WATC seamlessly transfer to UAFS, reducing the time and expense of earning a college degree.

Advanced Instruction. Cutting-edge Technology. Unconventional Excellence.

This is the Western Arkansas Technical Center at UAFS.



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At a Glance

Campuses: University of Arkansas – Fort Smith & Peak Innovation Center

Size of Learning Spaces: UAFA Baldor Center (100,000 square feet) –
Peak Innovation Center (80,000 square feet with plans for future expansion)

Facility/Equipment Investment: Approximately \$40,000,000

Facility Partners: University of Arkansas – Fort Smith & Fort Smith Public Schools

Academic Partner: University of Arkansas – Fort Smith

Programs

Applied Technology (UAFA Campus)

- Automotive Technology
- Computer Aided Design (CAD)
- Welding Technology

Health Sciences (UAFA Campus)

- Certified Nursing Assistant (CNA)
- Medical Office Assistant

Advanced Manufacturing (Peak Campus)

- Computer Integrated Manufacturing
- Electronics Technology
- Automation/Robotics

Information Technology (Peak Campus)

- Network Engineering Technology
- Unmanned Aerial Systems

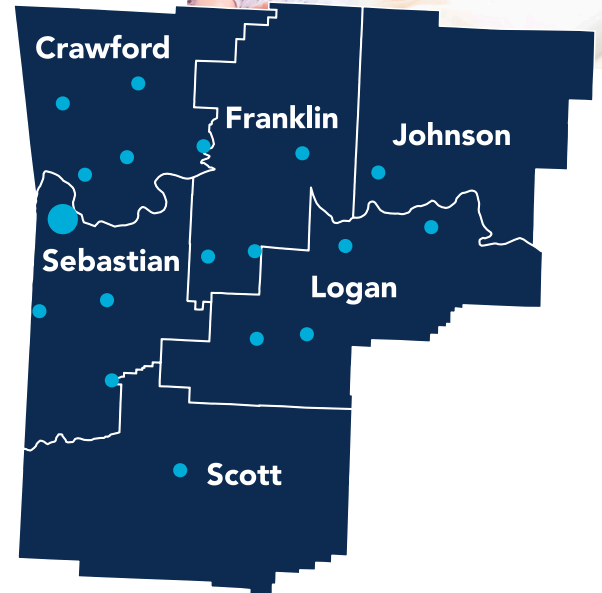
Health Sciences (Peak Campus)

- Practical Nursing
- Emergency Medical Services (EMR, EMT)

School Districts Served

Alma
Arkansas Connections Academy
Arkansas Virtual Academy
Booneville
Cedarville
Charleston
County Line
Fort Smith Public Schools
Future School of Fort Smith
Greenwood
Hackett
Johnson County

Westside
Lavaca
Magazine
Mansfield
Mountainburg
Mulberry/
Pleasant View
Ozark
Paris
Scranton
Van Buren





PATHWAYS

APPLIED TECHNOLOGY

The need for skilled technicians and specialists continues to grow, especially in the automotive, construction, and digital graphics industries. The complexity of the modern manufacturing sector requires employees with advanced, experience-based knowledge and the ability to work in a team setting.

WATC's Applied Technology pathway offers three programs:

- Automotive Technology
- Computer Aided Design (CAD)
- Welding Technology

These programs lay the foundation students will need to stand for industry certification and advance their academic careers.

AUTOMOTIVE TECHNOLOGY

With nearly 300 million registered vehicles on the road, the United States is one of the world's largest automobile markets. If you're an analytical thinker, love technology, and working with your hands then WATC's automotive technology program is for you.

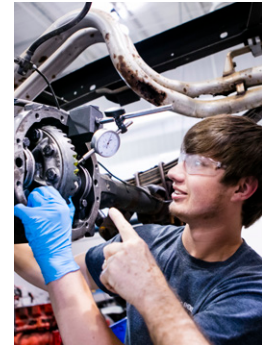
Certified by the National Automotive Technicians Education Foundation, Inc. (NATEF), this program provides students with the skills needed to inspect, maintain, and repair automotive engines and complex vehicle computer systems in order to begin a career as an entry-level automotive technician. Successful completion of the courses can lead to certification by the National Institute for Automotive Services Excellence (ASE).

Career Titles: Automotive Technician, Service Technician, Field Service Technician

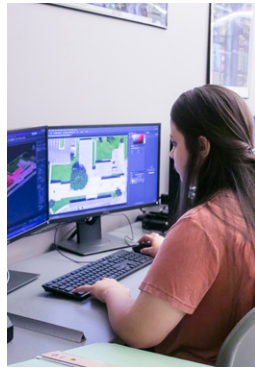
Industry: Automotive Dealerships, Independent Repair Shops, Manufacturing, Agriculture

Outlook: 4 percent growth

Arkansas Median Wage: \$38,970



COMPUTER AIDED DESIGN (CAD)



Combine your love for technology with your passion for creativity and enjoy a fun and lucrative career by becoming a computer graphic technician. You'll learn how to use the latest technology to create drawings, illustrations, graphics, and more.

In our program you will actively use computers to understand, analyze, and create models while gaining competency in basic drafting and design skills. Beginning with traditional 2-D board drafting and progressing to advanced 3-D animation, you'll learn skills in solid and parametric modeling using advanced computer aided drafting and design techniques.

Career Titles: Digital Designer, Graphic Artist, Graphic Designer

Industry: Communication, Multi-media, Corporate, Manufacturing

Outlook: 4 percent growth

Arkansas Median Wage: \$44,750

WELDING TECHNOLOGY

Welding is essential to the United States economy, but as the current workforce ages, we find ourselves facing a welding shortage. You can help fill this gap, start a great career, and keep our economy moving by gaining the skills necessary to become a welder.

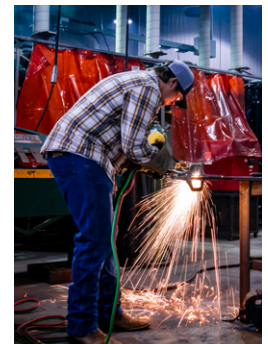
In this program you will learn basic and advanced welding in three areas (arc, tungsten inert gas, metal inert gas) along with basic welding layout and fabrication. Students must reach the American Welding Society (AWS) certification test standards for both structural and high-pressure vessel welding. Upon successful completion of both years of the program, you can earn certificates of proficiency in ARC, TIG, and MIG.

Career Titles: Welder, Cutter, Solderer, Brazer

Industry: Construction, Manufacturing, Aerospace, Oil & Gas

Outlook: 3 percent growth

Arkansas Median Wage: \$40,000 – \$89,000 (varies by specialty)





HEALTH SCIENCES

As our population ages, so too does the demand for skilled healthcare provider, making the Health Services sector one of the nation's fastest growing fields. If you're driven by a desire to make a real difference in the lives of others and enjoy a fast-paced environment, then this may be the field for you. Beyond the security and flexibility of an in-demand career, healthcare providers traditionally enjoy one of the highest levels of job satisfaction.

Two pathways are available with distinct programs to introduce students to a variety of healthcare career options and provide the foundational knowledge needed to enter this fast-paced, rewarding field.

The Health Science pathway programs combine practical instruction with clinical experience to provide you with the foundational knowledge needed to begin a career in health care or obtain advanced credentials through continued higher education.

Programs:

- Certified Nursing Assistant (CNA)
- Medical Office Assistant
- Practical Nursing*
- Emergency Medical Responder*

**Students will complete these courses at the Peak Innovation Center*

CERTIFIED NURSING ASSISTANT (CNA)

The certified nursing assistant program introduces students to a variety of health careers and the related medical terminology. Students are actively engaged clinical settings, working directly with residents of local long-term care facilities. Upon successful completion of this one-year program, students may fulfill requirements to take the CNA certification exam.

Career Title: *Certified Nursing Assistant (CNA)*

Industry: *Home Health Care – Personal Care Aides – Nursing Assistants*

Outlook: *8 percent growth*

Arkansas Median Wage: *\$26,000*



MEDICAL OFFICE ASSISTANT

Students learn to assemble patient health information, ensure proper completion of all forms, and record information using various computer applications in addition to proper management of patient records and medical coding and billing. The curriculum emphasizes high standards of proficiency in communication, technology, and information management.

Career Titles: *Medical Office Assistant – Administrative Specialist*

Industry: *Hospitals, Healthcare Offices*

Outlook: *19 percent growth*

Arkansas Median Pay: *\$31,000*

PRACTICAL NURSING

This program, approved by the Arkansas State Board of Nursing (ASBN) offers the opportunity to earn a technical certificate in practical nursing. Admission into this program is competitive, but accepted students will receive a combination of classroom instruction in a state-of-the-art facility with clinical experience in the care of clients at local healthcare facilities. Practical nursing graduates are able to apply for the National Council Licensure Examination (NCLEX-PN) upon reaching the age of 18.

Career Titles: *Licensed Practical and Vocational Nurse (LPN, LVN)*

Industry: *Hospitals, Residential Care Facilities, Physician Offices, Government*

Outlook: *9 percent growth*

Arkansas Median Wage: *\$40,760*

EMERGENCY MEDICAL RESPONDER

Peak offers certifications in emergency medical technician (EMT) and emergency medical responder (EMR), careers that combine a love of helping others with the desire to work in a fast-paced environment. An EMT has the practical medical knowledge and skills necessary to quickly evaluate and stabilize patients. The knowledge gained at this level provides the foundation for all future certification. EMR's are typically first to respond to emergency situations, delivering life-saving care to patients and providing assistance to higher-level personnel both at the scene and during transport to a hospital.

Career Titles: *Emergency Medical Technician (EMT) – Paramedics*

Industry: *Ambulance Services, Hospitals, Government*

Outlook: *6 percent growth*

Arkansas Median Wage: *\$34,660*



ADVANCED INSTRUCTION

Students accepted into the Western Arkansas Technical Center will be taught by some of the region's most accomplished instructors. WATC faculty are the same professors leading advanced coursework at UAFS. These seasoned professionals bring decades of industry experience into the classroom, ensuring WATC graduates have the skills necessary to excel in their collegiate and career pursuits.

INNOVATIVE TECHNOLOGY

In addition to expert faculty, WATC students have access to multimillion-dollar facilities and laboratories in which they receive hands-on experience utilizing industry-leading equipment. The Baldor Technology Center at UAFS offers students access to 28 laboratories, advanced technology, and a suite of student support services. Thanks to a partnership with Fort Smith Public Schools, WATC students now have access to the remarkable Peak Innovation Center, a \$20 million facility delivering new programs and opportunities for WATC students to learn and succeed.

LOCATION MATTERS

Western Arkansas Technology Center students benefit from the services offered at two locations, with access to ultra-modern technical training at both UAFS and the new satellite campus at Peak Innovation Center.

WATC graduates receive more than workforce-ready skills; they also receive a head start on their college dreams. Completed course credits can be transferred to UAFS at no cost, saving students thousands of dollars in tuition.

All WATC students receive a UAFS ID which provides many additional benefits including:

- \$10 per semester for printing on campus
- Access to the Recreation and Wellness Center (RAWC)
- Free entry into all UAFS athletic events

Also provided at no cost are transportation, books, fees, supplies, and fees to earn industry certification.



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PEAK INNOVATION CENTER

WATC Programs at Peak Innovation Center

Students accepted into the WATC program have the option of selecting programs and coursework delivered at the Peak Innovation Center. These courses are also delivered by UAFS faculty, designed to industry standards, and focused on the student's career success.

The Peak Innovation Center offers three program pathways:

Advanced Manufacturing

- Computer Integrated Manufacturing Machining
- Electronics Technology
- Automation/Robotics

Information Technology

- Network Engineering Technology
- Unmanned Aerial Systems

Health Sciences (program descriptions found on page 7)

- Practical Nursing
- Emergency Medical Responder

The Peak Innovation Center is a partnership between Fort Smith Public Schools and UAFS that delivers cutting-edge technical and career programming to high school students in 22 school districts throughout the River Valley.



PATHWAYS

ADVANCED MANUFACTURING

Manufacturing in the 21st century is highly automated and designed to continuously operate in efficient, clean, climate-controlled environments. In order to maintain this level of productivity, employers need a skilled workforce that's adept in modern technology, computerized production processes, and strategic workflow methods. If you love to work with your hands, as well as your mind, our Advanced Manufacturing pathway is for you.

Peak's Advanced Manufacturing pathway offers three distinct programs:

- Computer Integrated Machining
- Electronics Technology
- Automation/Robotics

Each pathway builds on a common set of classes to provide you with fundamental knowledge that will benefit your long-term goals. This foundation gives you the opportunity to more easily delve into specialized manufacturing fields in future academic courses. Through Peak you'll become a specialist rather than generalist, and better prepared for a successful career.

Median wage figures from U.S. Bureau of Labor Statistics. www.bls.gov

COMPUTER INTEGRATED MACHINING

Today's manufacturing world is complex, fast-paced, and reliant upon sharp minds as well as advanced processes, technology, tools and equipment. In the Gene Haas Computer Integrated Machining Lab, students will be trained on state of the art equipment and technology and will receive theoretical and practical education on machine shop operations, manufacturing and machining processes, use and care of tools and machines, technical drafting (CAD/CAM) and interpretation of blueprints, computer numeric control programming, and requirements for quality work.

Career Titles: CNC Machine Operator, Machinist, Machine Tool Operator, Tool and Die Maker, Advanced Manufacturing Technician

Industry: Manufacturing, Public Institutions, Government, Specialty Machining Shops

Outlook: 3 percent growth

Arkansas Median Wage: \$37,340



ELECTRONICS TECHNOLOGY



Students who enter the electronics technology program will gain the skills needed to solve complex problems through the use of technology. In the ABB Electronics Technology Lab, students will learn how to install, maintain, and repair machinery, equipment, and processes used by manufacturing and industrial companies. The courses in this pathway cover a range of integrated fields such as advanced manufacturing, engineering, sciences, and technology.

Career Titles: Industrial Maintenance Technician, Advanced Manufacturing Technician, Engineering Technician

Industry: Electromedical, Manufacturing, Governmental, Engineering Services

Outlook: 2 percent growth

Arkansas Median Wage: \$62,080

AUTOMATION/ROBOTICS

Advancements in industrial innovation, productivity, and global competition have led to an increasing demand for automation and robotic technicians and programmers in advanced manufacturing operations. In the ABB Automation and Robotics Lab, students will develop the skills necessary to design, develop, and maintain automation and robotic systems as well as build automation solutions and program robots to perform intricate assignments.

Career Titles: Automation Technicians, Robotic Technicians, Advanced Manufacturing Technicians, Engineering Technicians

Industry: Advanced Manufacturing, Transportation, Engineering Services

Outlook: 3 percent growth

National Median Wage: \$39,810 - \$58,350 (varies by specialty)





INFORMATION TECHNOLOGY

As technology advances so does the industry's need for skilled professionals to deliver effective, efficient, and secure information technology services. This pathway prepares you to go directly into a specialized career in computer networking. With the number of cyber attacks on the rise and confidential information becoming increasingly vulnerable, the need for networking specialists and information security analysts is expected to grow.

Peak's network engineering technology (NET) program will teach you to design, administer, maintain, and support local and wide area networks (LANs and WANs). Those who graduate from the unmanned aerial systems (UAS) program will be introduced to both the operational and analytical aspects of UAS systems.

The Peak Information Technology pathway offers two programs:

- Network Engineering Technology
- Unmanned Aerial Systems

NET graduates will be qualified for exciting technological roles in network design and installation, infrastructure security and maintenance, incident response, inter-network communications, network monitoring, and administration and cyber security. UAS graduates will have the foundational skills necessary to succeed in this burgeoning career field.

NETWORK ENGINEERING TECHNOLOGY

Turn your love of computers and virtual networks into a lucrative career by becoming a network engineering technician. Network engineering technicians, also known as network architects, combine programming skills with imagination to construct robust computer networks for businesses and their employees.

This program equips students with the skills they will need to enter the workforce as a computer network support specialist progressing to the level of a network and system administrator. Courses of study that will allow high school students to qualify for a technical certificate include:

- Introduction to Program and Networking
- Wiring and Cabling
- Electrical Circuits and Components
- Fiber Optics
- Cloud-Based Computing
- Network Security

Certificates of proficiency will be awarded in networking technology and supporting technology customers.

Career Titles: Network Engineer, Network Architect, Computer System Administrator

Industry: Educational Services, Computer systems Design, Government, Finance & Insurance

Outlook: 4-8 percent growth

Arkansas Median Wage: \$39,450 - \$63,380 (varies by specialty)



UNMANNED AERIAL SYSTEMS

Much more than toys or hobbies, unmanned aerial systems (popularly known as drones) have become a vital tool for industry and a lucrative career option. A 2019 study by Research and Markets predicts the global drone service market will grow 51.1 percent by 2027. Licensed operators are sought after by employers in a variety of industries including real estate, agriculture, manufacturing, oil and gas, and much more.

Our program has been selected by the Federal Aviation Administration for inclusion in its Unmanned Aircraft Systems-Collegiate Training Initiative. This UAS-CTI designation ensures graduates stand out from competitors in the workforce. The relatively recent availability of this career field limits historical salary ranges but according to PayScale, drone operators make a median salary of \$48,000.

Career Titles: UAV Pilot - Drone Pilot, Drone Operator

Industry: Oil & Gas, Construction, Agriculture, City/State Government, Law Enforcement, Self-Employed Contractor

Outlook: 100,000+ jobs by 2025

National Average Pay: \$51,000 - \$70,000 (varies by certification/experience)





BELIEVE. BELONG. BECOME.

Student,

The information on the previous pages represents the culmination of more than four years of brainstorming, strategic planning, collaboration, development, and investment by countless individuals and organizations. The Peak Innovation Center leverages investments topping \$20 million, and throughout the work it has taken to bring Peak to life, you should know that you have been the focus of our efforts.

As business, industry, and community leaders, we take our responsibility seriously when it comes to driving the economy of our region forward. With the help and commitment from many, we work hard to be good corporate citizens as well as the financial engine for thousands of employees, who are our families, friends, and neighbors. Ultimately, the efforts we make at providing career opportunity and community support, are only possible if the workforce in our region continues to be skilled and experienced. As a young adult, we understand that your ability to experience career opportunity is incredibly important, and that is why the Peak Innovation Center is something we hope you will consider.

At Peak career and college bound students will have the chance to learn hands-on in a cutting-edge environment directed by University of Arkansas – Fort Smith instructors who bring industry experience to the classroom. Through programming and industry exposure, you'll receive direct connection to career opportunities in our region. Preparing for one of those careers not only provides you the ability to earn a competitive salary right out of high school, but better prepares you for any college ambitions you might have. The coursework you complete as a Peak student will seamlessly transfer into enrollment with UAFS, and in some cases you can graduate high school very close to the completion of an associate degree.

We hope you'll choose to believe in yourself, decide to belong at Peak, and become a highly skilled professional in our community. Share this information with a parent or guardian and talk with your counselor to find out how to enroll.

Best wishes,

Industries of Western Arkansas



APPRENTICESHIPS

To supplement classroom exposure, students gain practical experience during later-term apprenticeships which are modeled to provide real-world learning throughout the student's senior year, allowing them to capitalize on the technical concurrent college credit offerings at Peak and WATC. The ongoing, aligned support of our K-12 partners is critical to a student's successful transition into the workplace or their pursuit of a college degree.

Changing perceptions about the value an apprenticeship has for both students and industry requires an adjustment of delivery methods and expectations. Students are expected to hone the professional and technical skills that will allow them to become competitive candidates in the workplace.

Our apprenticeships hold high expectations for industry partners. In order to participate in the program and engage with the diverse and proficient talent being produced through the technical centers, companies will be required to demonstrate their commitment to our modern apprenticeship model.



UNCONVENTIONAL EXCELLENCE

The Western Arkansas Technical Center at the University of Arkansas – Fort Smith is the River Valley’s preeminent choice for advanced technical and collegiate preparatory programming. Why wonder about the future when you have the power to create it? Follow the simple steps below to start your professional and educational journey with WATC and UAFS.

Next Steps

- **Sophomores:** You have the opportunity to tour—either virtually or in-person—the WATC programs during the early spring semester. Tours can help you choose the career path that is right for you. You will begin the application process during the December/January time period.
- **Parents:** You have the opportunity to participate in a virtual preview night. Preview nights are the perfect opportunity to learn more about a specific career path and ask questions of program leaders and administrators.
- **High School Juniors and Seniors:** Follow the process below to be considered for admission to WATC.
 - o **Complete a WATC Registration Packet:** Return the completed application to your counselor before the last school day in March to receive priority consideration for the following school year.
 - o **Complete a UAFS Online Application:** This application is open and available on the front page of the UAFS website (uafs.edu).
 - o **Attend the New Student Orientation Night:** Orientation night takes place in late April. Attendees will learn about specific career paths and have the opportunity to ask questions of program leaders and administrators.

The pathway to a successful future awaits at the Western Arkansas Technical Center at the University of Arkansas – Fort Smith. Learn more by visiting us online at academics.uafs.edu/watc or by calling 479-788-7720.



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Western Arkansas Technical Center
Baldor Technology Center
5100 Kinkead Ave., Fort Smith, AR 72913
479-788-7720 • academics.uafs.edu/watc



PEAK
INNOVATION CENTER

5900 Painter Lane, Fort Smith, AR 72903
479-785-2501 • peakinnovationcenter.org



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2021 – 2022 VIRTUAL ARKANSAS CONTENT + TEACHER COURSE CATALOG

Symbol Key:

NCAA Approved course		NOT NCAA Approved		Act 1280 approved		NOT Act 1280 Approved	
Virtual Arkansas Certified		Quality Matters Certified					

CREDIT RECOVERY - All Teacher + Content courses taken as CREDIT RECOVERY are priced at \$75 per 0.5 unit

SUMMER SCHOOL - All Summer School courses are priced at \$100 per 0.5 unit

ALL CORE COURSES ARE ALSO AVAILABLE AS CONTENT ONLY OPTIONS FOR SCHOOLS

Cost per course reflects the cost per student, per .5 unit of credit. The cost per student, per .5 unit for Content Only courses is \$20. The exceptions are the ACT Prep and AP Prep courses, which are \$35 per student for the full year or \$50 per student enrolled in both courses. The cost per student, per .5 unit for Credit Recovery enrollments will be \$75.

**GRADE 7 COURSE OFFERINGS**

<u>399050</u> KEYBOARDING GRADE 7	\$250 PER .5 UNIT	TERM: FALL	COURSE LENGTH: .5 UNIT
------------------------------------------	--------------------------	-------------------	-------------------------------

Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers.

<u>378650</u> CODING BLOCK GRADE 7	\$250 PER .5 UNIT	TERM: SPRING	COURSE LENGTH: .5 UNIT
-------------------------------------------	--------------------------	---------------------	-------------------------------

<u>377110</u> LANGUAGE ARTS GRADE 7	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT
--------------------------------------------	--------------------------	------------------------------	------------------------------

<u>377210</u> SCIENCE GRADE 7	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT
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<u>377310</u> MATHEMATICS GRADE 7	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT
------------------------------------------	--------------------------	------------------------------	------------------------------

<u>377510</u> VISUAL ART GRADE 7	\$125 PER NINE-WEEKS	TERM: FALL	COURSE LENGTH: 9 WEEKS
-----------------------------------------	-----------------------------	-------------------	-------------------------------

<u>378700</u> DRAMA/LIFE SKILLS GRADE 7	\$125 PER NINE-WEEKS	TERM: FALL	COURSE LENGTH: 9 WEEKS
------------------------------------------------	-----------------------------	-------------------	-------------------------------

<u>377710</u> SOCIAL STUDIES GRADE 7 - GEOGRAPHY	\$250 PER .5 UNIT	TERM: FALL	COURSE LENGTH: .5 UNIT
---------------------------------------------------------	--------------------------	-------------------	-------------------------------

Grade 7 Social Studies provides a study of both physical and human geography of the world through a geographic lens. As students study the continents and regions across the globe, they will learn about the historic, cultural, economic, and political development as well as interconnections that occur in both human and physical systems of each area. During this study, students will develop the perspective of a global citizen, understanding that global-scale issues and problems are resolved through extensive collaboration among the world's peoples, nations, and economic organizations. Geographic inquiry helps students understand and appreciate their own place in the world and fosters curiosity about Earth's wide diversity of environments and cultures. Geography requires using spatial and environmental perspectives, asking and answering questions about global interconnections and spatial patterns, and applying geographic skills and tools. Creating maps and other geographic representations promotes the inquiry process and can be useful in making decisions and solving problems. This course helps students understand that thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes influencing our daily lives.

<u>378720</u> SOCIAL STUDIES GRADE 7 – AR HISTORY	\$250 PER .5 UNIT	TERM: SPRING	COURSE LENGTH: .5 UNIT
----------------------------------------------------------	--------------------------	---------------------	-------------------------------

Arkansas History Grades 7-8 is an in-depth and rigorous study of civics/government, economics, geography, and history of the state. The format of this course encourages teachers to incorporate the social, cultural, and geographic information particular to their locality.

<u>377810</u> PHYSICAL EDUCATION GRADE 7	\$125 PER NINE-WEEKS	TERM: SPRING	COURSE LENGTH: 9 WEEKS
-------------------------------------------------	-----------------------------	---------------------	-------------------------------

<u>377850</u> HEALTH AND SAFETY GRADE 7	\$125 PER NINE-WEEKS	TERM: SPRING	COURSE LENGTH: 9 WEEKS
------------------------------------------------	-----------------------------	---------------------	-------------------------------

GRADE 8 COURSE OFFERINGS

<u>378650</u> CODING BLOCK GRADE 8	\$250 PER .5 UNIT	TERM: FALL	COURSE LENGTH: .5 UNIT
-------------------------------------------	--------------------------	-------------------	-------------------------------

<u>399280</u> CAREER DEVELOPMENT	\$250 PER .5 UNIT	TERM: SPRING	COURSE LENGTH: .5 UNIT
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This CTE foundation course is a one or two semester class for grades 7-8 designed to teach career development through research and understanding of self and the world of work for college and career readiness. Career research and decision-making with education and training plans for exploration and development will be core standards.



Students will be knowledgeable of career options, and the personal skills, aptitudes, and employer expectations of future careers of choice. Students will identify personal traits and characteristics for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career. Through better recognition and understanding of personal interests, values, aptitudes and abilities students can assess how they relate to the world of work in order to acquire the skills necessary for appropriate placement in the workforce. In addition, students will demonstrate the use of technology to gather information about careers and demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated. Students shall develop a career focus with viable expectations for success based upon careful research, consistent planning and employment preparation.

388110 LANGUAGE ARTS GRADE 8	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT
388210 SCIENCE GRADE 8	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT
388310 MATHEMATICS GRADE 8	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT
388710 SOCIAL STUDIES GRADE 8	\$250 PER .5 UNIT	TERM: FALL AND SPRING	COURSE LENGTH: 1 UNIT





Grade 8 Social Studies has an emphasis on United States history from 1801 expansion and reform to 1900 industrial America. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. The history of the United States during the nineteenth century includes the integration of social, political, economic, and geographic components. The history strand in Grade 8 is organized chronologically using the eras and time periods from The National Center for History in the Schools. Civics/government, economics, and geography should be embedded into instructional units that correlate with the historic eras under study.

388810 PHYSICAL EDUCATION GRADE 8	\$125 PER NINE-WEEKS	TERM: FALL	COURSE LENGTH: 9 WEEKS
388850 HEALTH AND SAFETY GRADE 8	\$125 PER NINE-WEEKS	TERM: FALL	COURSE LENGTH: 9 WEEKS
388510 VISUAL ART GRADE 8	\$125 PER NINE-WEEKS	TERM: SPRING	COURSE LENGTH: 9 WEEKS
378700 DRAMA/LIFE SKILLS GRADE 8	\$125 PER NINE-WEEKS	TERM: SPRING	COURSE LENGTH: 9 WEEKS

SPECIALTY CONTENT ONLY

If you will be using any of the Specialty Content courses below, please send an email to Amanda.rauls@virtualarkansas.org that includes the teacher’s first name, last name, email address, school affiliation, and daytime telephone number.

Virtual Arkansas and Shmoop have once again partnered to offer various ACT test preparation and Advanced Placement test preparation resources. Below are the various student enrollment options.

ACT PREP RESOURCES	\$35	 	TERM: YEAR	CREDIT: NA
The ACT Prep Resources include diagnostics tests, drills, videos, and content aligned to the reading, writing, math, science, and English portions of the ACT Test.				
ADVANCED PLACEMENT PREP RESOURCES	\$35	 	TERM: YEAR	CREDIT: NA
The Advanced Placement Prep Resources contain lessons, practice tests, videos, and much more to help students prepare for their Advanced Placement end-of-year exam.				
ACT PREP COURSE	\$35	 	TERM: YEAR	CREDIT: NA

NORTHWEST ARKANSAS Democrat Gazette

P.O. BOX 1607, FAYETTEVILLE, AR. 72702 • 479-442-1700 • FAX: 479-695-1118 • WWW.NWAOG.COM

AFFIDAVIT OF PUBLICATION

I, Brittany Smith, do solemnly swear that I am the Accounting Legal Clerk of the Northwest Arkansas Democrat-Gazette, a daily newspaper printed and published in said County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement the matter of: Notice pending in the Court, in said County, and at the dates of the several publications of said advertisement stated below, and that during said periods and at said dates, said newspaper was printed and had a bona fide circulation in said County; that said newspaper had been regularly printed and published in said County, and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular daily issues of said newspaper as stated below.

Responsive Education Solutions
Public Hearing

Was inserted in the Regular Edition on:
May 23, 30 & June 6, 2021

ATTACHED COPY

Publication Charges: \$1,436.40

Brittany Smith
Brittany Smith

Subscribed and sworn to before me

This 7 day of June, 2021.

Cathy Wiles
Benton COUNTY
NOTARY PUBLIC - ARKANSAS
My Commission Expires 02-20-2024
Commission No. 12397118

Cathy Wiles
Notary Public
My Commission Expires: 2/20/24

****NOTE****

Please do not pay from Affidavit.
Invoice will be sent.

ResponsivelyEd

Responsive Education Solutions plans to submit an application to the State Board of Education to open a charter school in Fort Smith, Arkansas to be named in honor of the late President Dwight D. Eisenhower.

NOTICE OF PUBLIC HEARING

Virtually via Google Meets

Monday, June 14, 2021, 6:00 PM

Join with Google Meet: <https://meet.google.com/whw-eyw-eyw>

For tickets go to [responsivelyed.org](https://www.responsivelyed.org) (877-92-ROBOD) (877-927-6316)

All our students and staff are excited to meet about Responsive Education Solutions and the opportunities we will bring to your community.

76TH ANNUAL RODEO ZARKS

AT THE STATE COLLEGE STADIUM

June 28th - 30th 2021

For tickets go to [rodeo-zarks.org](https://www.rodeo-zarks.org) (877-92-ROBOD) (877-927-6316)

Arkansas State University

Missile hits Yemen city, kills 14 people

A missile struck a residential area in the city of Aden, Yemen, on June 13, 2021, killing 14 people and injuring dozens more, according to a report from the United Nations. The attack was carried out by a coalition of forces led by Saudi Arabia and the United Arab Emirates. The UN report, released on June 14, said that the missile struck a densely populated neighborhood, causing significant damage to buildings and infrastructure. The UN High Commissioner for Human Rights, Michelle Keeson, expressed her "profound concern" over the attack, stating that it appears to be a deliberate targeting of civilians. She called for an immediate investigation into the incident and for the coalition forces to adhere to international humanitarian law. The UN also urged the coalition to allow for the safe passage of humanitarian aid into the region.

Taiwan expects visit from 3 U.S. senators

Taiwan is expected to host a visit from three U.S. senators in the coming weeks, according to a report from the Associated Press. The senators, who are part of a bipartisan group, are expected to meet with Taiwanese officials to discuss the bilateral relationship and the role of the United States in the region. The visit is seen as a sign of continued U.S. support for Taiwan's democracy and economic growth. The senators are expected to arrive in Taipei in late June or early July. The visit is also expected to be a high-profile event, with the senators likely to meet with President Tsai Ing-wen and other top officials. The visit is expected to be a key moment in the U.S.-Taiwan relationship, as the two sides continue to navigate the challenges posed by China's growing influence in the region.

Tot lot in attack on Burkina Faso village

A total of 10 people were killed in an attack on a village in Burkina Faso, according to a report from the Associated Press. The attack was carried out by a group of armed men, who are believed to be members of a militant group. The attack took place on June 12, 2021, and resulted in the deaths of 10 people, including several children. The attack is part of a series of violent incidents in Burkina Faso, which has been plagued by conflict since 2014. The UN has expressed its "deep concern" over the attack and has called for an immediate investigation into the incident. The UN also urged the government to take steps to protect civilians and to address the root causes of the conflict.



D-Day event limited by virus rules

Only 1 U.S. veteran, living in France, attended memorial

Arkansas Democrat-Gazette | Sunday, June 06, 2021 | Front Section | 4A

Mexican coal pit collapses, 1 miner killed

A coal pit in Mexico collapsed on June 13, 2021, killing one miner and injuring several others, according to a report from the Associated Press. The collapse occurred in a small, underground mine in the state of Coahuila. The mine was known to be unsafe, with poor ventilation and a lack of proper safety equipment. The collapse resulted in the deaths of one miner and the injuries of several others. The incident has raised concerns about the safety of coal mining in Mexico, particularly in small, underground mines. The UN has expressed its "profound concern" over the collapse and has called for an immediate investigation into the incident. The UN also urged the government to take steps to improve the safety of coal mining and to protect the rights of miners.

The world in brief

Arkansas Democrat-Gazette | Sunday, June 06, 2021 | Front Section | 4A



The world in brief

Arkansas Democrat-Gazette | Sunday, June 06, 2021 | Front Section | 4A

Responsive Education Solutions plans to submit an application to the State Board of Education to open a charter school in Fort Smith, Arkansas to be referred to as Premier High School of Fort Smith.

NOTICE OF PUBLIC HEARING
Thursday, July 29, 2021, 6:00 PM
Creekmore Community Center
3301 South M Street
Fort Smith, AR 72901
Magnolia Room

Join with Google Meet
meet.google.com/wje-qwvk-hes
Or join by phone:
(US) +1 318-652-8671 - PIN: 877 300 507#

All are welcome to join us to learn about Responsive Education Solutions and the opportunities we will bring to your community.

NORTHWEST ARKANSAS Democrat Gazette

Invoice

Bill To:

Name: RESPONSIVE ED SOLUTIONS

C/O: _____

Address: 400 HARDEN RD #120

City, St, Zip: LITTLE ROCK AR 72211

Date of Invoice: 06/30/2021

Payment Due Date: 07/30/2021

Account # 6007427

Remit To:

Company: Northwest Arkansas Newspapers, LLC

Dept: _____

Attn: _____

Address: PO Box 1607
Fayetteville, AR 72702

Phone: 479-571-6464

Fax: 479-442-1772

	Amount:
Line Item #1 Description: <u>Public Meeting Premier HS Fort Smith 7/4, 11, 18, 25</u>	<u>1361.92</u>
Line Item #2 Description: _____	_____
Line Item #3 Description: _____	_____
Line Item #4 Description: _____	_____
Line Item #5 Description: _____	_____

Total to Bill:	<u>1361.92</u>
Discounts Applied:	_____
Amount Paid:	_____
Total Balance Due:	<u>1361.92</u>

Special Directions please
put account # on your
check.

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