



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2020 Open-Enrollment Public Charter School Application

Submission Deadline: Monday, August 3, 2020 at 5:00 p.m.
Applications will not be accepted after this time.



Premier High School of Springdale

Name of the Proposed Charter

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
501.683.5313

Name of Primary Contact for the Application	Steven Gast
Address	400 Hardin Road Suite 120
City, Zip	Little Rock, AR 72211
Phone	956-703-9053
Email	sgast@responsiveed.com

General Information

Premier High School of Springdale

Name of Proposed Charter School:

9-12

Grade Level(s) for the School:

300

Student Enrollment Cap:

	20 21-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grades to be Offered at the Charter	9-12	9-12	9-12	9-12	9-12
Enrollment Cap at the Charter	300	300	300	300	300

Responsive Education Solutions

Name of Sponsoring Entity:

Other Charter Schools Sponsored by this Entity

School Name
Northwest AR Classical Bentonville, AR 2013 <i>Accredited</i>
Quest Academy WLR Little Rock, AR 2014 <i>Accredited</i>
Premier Abilene Abilene, TX 1999 <i>Accredited</i>
Premier Amarillo Amarillo, TX 2013 <i>Accredited</i>
Premier Arlington Arlington, TX 2009 <i>Accredited</i>
Premier Austin Austin, TX 2001 <i>Accredited</i>
Premier AYW Austin, TX 2014 <i>Accredited</i>
Premier Brownsville Brownsville, TX 1999 <i>Accredited</i>

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 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

The applicant is an “eligible entity” under the following category (check one):

A public institution of higher education

A private nonsectarian institution of higher education;

Governmental entity; or

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. (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.

Charter Site Address	Site not identified yet
City	Springdale, AR
Zip	
Date of Proposed Opening	08/2021
Chief Operating Officer	Dennis Felton, Jr.
Title	Director, Premier High Schools of Arkansas
Phone	479-366-9410

School district where charter will be located	Springdale School District
Population of District	22,164
List the district from which the charter school expects to draw students	Rogers School District Springdale Public Schools Fayetteville School District Farmington School District

1. Describe the geographical area to be served by the charter.

Premier High School of Springdale will be located within the city limits of Springdale, Arkansas, in Benton & Washington counties. The focus of the campus will be to reach 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. 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 Springdale and surrounding School Districts. The school may also draw students residing within the boundaries of the following contiguous school districts: Rogers School District, Fayetteville School District, and Farmington School District. In the first year, approximately 100 students are anticipated to come from the Springdale School District and approximately 20 students from the other contiguous school districts.

2. Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that 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.

Identify any family or financial relationship which may exist between the individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

Note: For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she (1) receives compensation or benefits directly or indirectly from the entity or individual; (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or (3) has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Individuals Involved in the Organization or Design of the Charter and/or the Application Process

Name	Position	State of Residence	Family or Financial Relationships
Richard Cromwell	Board President	AR	None
Jennifer Stephens	Board VP	AR	None
Dr. Charity Smith	Board Member	AR	None
Brian Miller	Board Member	AR	None
Ben Klingenstein	Board President	TX	None
Marvin Reynolds	Board Member	TX	None
Kent Sparks	Board Member	TX	None
Dan Maddalena	Board Member	TX	None
Lance Losey	Board Member	TX	None
Charles Cook	CEO	TX	None
Steven Gast	Superintendent	TX	None
Curtis Shack	Director Operations	AR	None
Dr. Mary Ann Duncan	VP Operations	TX	None
Dennis Felton	Director Expansion	AR	None
Katie Stephens	Director Finance	AR	None
Rhonda Bradford	Director Federal Programs	AR	None
Chris Baumann	Chief Legal Counsel	TX	None

James Tayler	Director of Finance	TX	None
Anthony Edwards	VP School Activations	TX	None
Robert Davison	COO	TX	None
Christian Cutter	VP Academics	TX	None

- 3. For every individual identified above, identify any family or financial relationship which may exist between that individual or entity if he or she:**
- a. Receives compensation or benefits directly or indirectly from the entity or individual;**
 - b. Is an officer, director, partner, employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC; and/or**
 - c. Has a family member (spouse, sibling, parent, child or the spouse employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC.**

The following individuals specifically identified by name in Section A above receive compensation or benefits from Responsive Education Solutions, a Texas nonprofit corporation with whom Premier High School Springdale intends to contract for turn-key administrative services:

Steven Gast - Superintendent
Richard Cromwell - Board Member
Jennifer Stephens - Board Member
Dr. Charity Smith - Board Member
Brian Miller - Board Member
Charles Cook - Chief Executive Officer
Robert Davison - Chief Operating Officer
James Taylor- Chief Financial Officer
Dr. Mary Ann Duncan - Vice President Operations
Ben Klingstein - Board Member
Lance Losey - Board Member
Daniel Maddalena - Board Member
Marvin Reynolds - Board Member
Glenda Simon - Vice President Academic Systems
Chris Baumann - Chief Legal Counsel

Any potential conflict will be addressed through a management agreement between the two organizations which will clearly define the duties and responsibilities of the listed individuals

4. Provide the mission statement of the proposed school.

The mission of Premier High School is to provide hope for students through a caring, mastery-based, blended learning option, that promotes a free society and cultivate moral and academic excellence

5. Explain how the mission statement was developed.

The development of the mission statement was achieved through the collaborative efforts of various stakeholders including Founding Members, ResponsiveEd Board Members, parents, staff and community members. The focus of the ResponsiveEd mission statement and more specifically the Premier Model is to educate students in an environment of independent learning that provides hope through educational options for today's youth. Over the past twenty years the mission statement has been molded and refined to continually reflect the vision and goals of ResponsiveEd. The mission statement is reviewed at least once a year by the board and educational leaders to keep it accurate and relevant. This continual process has allowed us to mold a mission statement that is reflective of both ResponsiveEd, and Premier High School of Springdale.

6. Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

The Premier model brings the portion of our mission statement "Provides 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.

7. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

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.

8. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school.

ResponsiveEd Arkansas / Premier High School of Springdale held one (1) virtual public informational hearing for the community of Springdale, AR. The public hearing took place on May 28, 2020. The meeting was scheduled to begin at 6:00 p.m. A presentation was prepared by ResponsiveEd Arkansas representatives Superintendent (Steven Gast), Executive Director of School Operations (Curtis Shack), and State Director Premier High Schools (Dennis Felton, Jr.) to give the community more insight into ResponsiveEd Arkansas and the Premier High School model. Informational brochures were distributed to attendees regarding the Premier High School Model. The meeting had representatives from the Springdale community and Springdale School District. Additional public meetings will be held in the summer prior to the 2020-2021 school year.

Community Outreach & Support

City of Springdale

Attendees: Doug Rouse (Mayor of Springdale)

Meeting Summary:

We met with Mayor Doug Sprouse to discuss the community of Springdale and current city programs and initiatives. We discussed RES AR, PHS of Springdale, and the academic program features. He expressed interest in learning more about the program and provided resources and insights to reach community members. He had questions pertaining to 1) student-teacher ratio 2) ESL program support and resources 3) school location and 4) school size. Mayor Rouse indicated that he can see where PHS of Springdale can be beneficial to the Springdale community. Mayor Rouse will provide a letter of support for PHS of Springdale. The mayor indicated he could see the school as an asset to the community.

Chamber of Commerce

Attendees: Patsy Christie (Planning & Community Development Director) Ginny (President of Member Relations), Scott Edmondson (VP of Economic Development), Lance Eads (VP of Governmental Affairs)

Meeting Summary:

The Chamber of Commerce provided me with information on membership services, programs, and packages. We discuss PHS of Springdale, school location, academic model, and potential community partnerships. Scott Edmondson (Springdale Economic Development Commission) has offered resources to help with identifying potential facilities for the school.

Springdale Publics School Administration

Attendees: Dr. Jared Cleveland (Superintendent), (District Counsel) (Asst. Superintendent)

Meeting Summary:

Dr. Cleveland met with us to discuss PHS of Springdale and potential partnership with Springdale Public Schools. The two District Asst. Supt were present due to a previously scheduled meeting, but did not comment during our dialogue. Dr. Cleveland had questions about the 1) school size 2) school location and 3) academic program. He indicated that the program sounded like it was a good idea and could see ways we could potentially collaborate. He stated" he has no opposition to PHS of Springdale and does not plan to contest at hearing or send any correspondence to the DESE Charter Authorizing Panel. Dr. Cleveland recommended that I start meeting with Dr. Coby Davis, Director of Archer Learning Center, to discuss ways we would work together.

Archer Learning Center Administration

Attendees: Dr. Coby Davis (9-12 Principal)

Summary of Meeting:

Dr. Davis and I discussed the academic program and similarities and differences between Archer Learning Center (ALC) and Premier High School of Springdale. ALC

serves grades K-12. Dr. Davis is the principal of the 9-12 campus. Dr. Davis and I discussed ways we can partner to address Springdale District high school dropouts. We also discussed ways to collaborate through high quality professional development for topics such as dropout prevention, at-risk, and trauma informed between Archer Learning Center and Premier High School of Springdale.

**Springdale Juvenile Justice
Judge Zimmerman (Juvenile Judge)
(Director of Juvenile Probation)**

Meeting to discuss how PHS of Springdale can partner with juvenile justice system to address truancy issues.

Northwest Arkansas Technical Institute: We discussed partnership with Premier High School of Springdale to offer students Industry Based Certifications free of charge. The college representatives were excited about the potential partnership. The college representatives indicated that they will provide a letter of support for Premier High School of Springdale.

**State Senator & Chamber of Commerce VP of Governmental Affairs
(Lance Eads)**

We met with State Senator Lance Eads to discuss educational opportunities in Springdale, AR. Mr. Eads serves on State Education Committee. Mr. Eads will provide letter of support for PHS of Springdale.

**Consul General of the Republic of Marshall Islands
(Eldon Alik)**

We met with the Consul General - Arkansas Republic of Marshall Island. He provided us with insights on the Marshallese population and ways to provide communication about educational opportunity. Mr. Alik was very resourceful and provided several organizations and individuals with contact information. When COVID-19 clears up, he plans to give us a tour of the community and introduce us to key community leaders. He also mentioned that he has several translators that would be willing to work with the marketing and communications department to assist with translating documents. Mr. Alik indicated that he would write a letter of support for Premier High School of Springdale.

Key Takeaways & Insights

Overall, the community of Springdale is interested in learning more about PHS of Springdale. City officials, public school officials, and community leaders feel that the school will be an asset to the community. Everyone in the community wants what is best for the youth of Springdale. The diverse community brings diverse needs that warrant additional programs in the community to be responsive to the needs of the community.

9. Describe the governing structure of the open-enrollment charter school,

including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

- a. Identify what individual, job position(s), or entity(s) 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.
- b. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
- c. Explain how and to what extent the school's leadership will be accountable to parents.
- d. Describe the plan for providing school board members with continuous professional development.

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.

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.

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.

- 10. Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.**

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 Springdale will be located within the attendance boundaries of Springdale School District. According to the Arkansas Department of Elementary & Secondary Education (2019), (83.5%) of seniors in the four-year cohort graduated from Springdale High School in 2019 and (84.7%) of seniors in the four-year cohort graduated from Springdale Harber High School, representing an overall district four-year graduation rate of 84.7%. Breaking down data by school and race shows significant trends. At Springdale High School, the graduation rate for African American students is (94.7%), Hispanic (87.9%) and Caucasian students (74.9%). At Springdale Harber High School, the graduation rate for African American students is (66.7%), Hispanic students (83.3%) and Caucasian students (90%). The data show significant differences in graduation rate among race groups by schools. The graduation rate for African Americans students is significantly higher at Springdale High School in comparison to Springdale Harber High School. The graduation rate for Caucasian students at Springdale Harber is significantly higher than the graduation rate for Caucasian students at Springdale High School. 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 Springdale School District area, particularly for students who have traditionally struggled academically. During the 2018-2019 school year, the Springdale School District had over forty students who were dropped or withdrawn due to pursuit of GED, expulsion, and/or lack of interest. PHS Springdale will serve to bridge this gap within the district to increase the number of students with high school diplomas in the Benton County & Washington County community. 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.

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.

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>

11. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

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 Springdale, 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.

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

- Certified Nursing Assistant
- Welding

- Electrician
- Osha 10
- Osha 30
- Forklift Operator Certification
- Security Officer
- AR Department of Workforce Career Readiness Certification (CRC) certificate

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.

12. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.

	GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
#1	Ninety-five percent (95%) of Premier graduates will apply and enroll in an institution for post-secondary career training or higher education	Student Acceptance Letters	Attainment will be assessed in the finale semester of high school preceding graduation and in the fall semester after student graduates. This will occur on an annual basis.
#2	Eighty-five percent (85%) of Premier students will demonstrate measurable student progress and success in Literacy	ACT Aspire, NWEA MAP	ResponsiveEd Arkansas will assess this goal annually; the attainment will be assessed at the end of the charter cycle. Student progress towards attainment will be monitored on a continual basis throughout the school year. Attainment goals will be established for each student when their individualized learning plan is developed at

			the start of each school year. The baseline data for this goal will be Fall NWEA MAP scores and ACT Aspire Data from previous school year.
#3	Eighty-five percent (85%) of Premier students will demonstrate measurable student progress and success in Math.	ACT Aspire, NWEA MAP	ResponsiveEd Arkansas will assess this goal annually; the attainment will be assessed at the end of the charter cycle. Student progress towards attainment will be monitored on a continual basis throughout the school year. Attainment goals will be established for each student when their individualized learning plan is developed at the start of each school year. The baseline data for this goal will be Fall NWEA MAP scores and ACT

			Aspire Data from previous school year.
#4	Demonstrate a high level of community and parental involvement	Parent Organization and Community Advisory Council Attendance Logs	Ongoing monthly monitoring and annual report to superintendent
#5	Ninety-percent (90%) of graduates will earn at least one (1) Industry Based Certification.	Student IBC Certificates Log	ResponsiveEd Arkansas will assess this goal annually; the attainment will be assessed at the end of the charter cycle. Attainment goals will be established for each student when their individualized learning plan is developed at the start of each school year.
#6	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.	This goal will be assessed quarterly by the building level leadership team.
#7	One-hundred percent (100%) of instructional staff members (principal, teachers, and instructional aides) will participate in professional learning community weekly (1) PLC meeting to analyze students data, to reflect on current practice and	The school will assess performance by reviewing sign-in sheets,	This goal will be assessed quarterly by building level leadership

	<p>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.</p>	<p>agendas, and meeting minutes.</p>	<p>team. If an instructional staff member is not in attendance, they will be allowed to complete make-up task and/or alternate activity.</p>
--	---	--------------------------------------	--

13. Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Goal #1: Premier High School students will apply and enroll in an institution of higher learning and Premier High School will track the number of students applying for college using Naviance system and acceptance letters. As this goal has been successfully met, the collaborative teams will reflect and ask the question: “What else should we focus on to assure students attend post-secondary education programs? The academic teams have determined the need to not only work to ensure that students are applying to college, but that they meet the requirements to be accepted and actually follow through and enroll. Baseline data will be established during the 2020-21 school years as systems are put in place to monitor student progress in this area.

Goal #2 & #3

Premier High School students will demonstrate measurable student success in literacy and math. The student population at Premier High School will be diverse and made up of many types of students. There are four main types of students:

Type 1: Students that enter on grade level looking for a more personalized learning environment. These students enter with life goals like the traditional high school students.

Type 2: Students that enter on or slightly below grade level due to life circumstances outside the school and are looking to complete high school and begin the next phase of life. This would include our students who at a young age became parents, non-traditional students (over 18 years old) and students under 18 that work to help support their family.

Type 3: Students that enter severely behind in credits. These students often support the theory they are too far behind to catch up.

Type 4: Students that enter Premier High School and “catch up” and return to the local school district “BACK ON TRACK” to graduation.

The Premier model brings the portion of our mission statement “Provides 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, 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 High School is unique and therefore the staff must think outside the box to ensure all students succeed.

Premier High School offers learning environments that meet the individual needs of our students regardless of their background or current situation. In understanding this aspect of the model, it is understandable that we must look at various data sets before determining what makes a student successful.

In setting goals #2-3, Premier High School strives to keep the diverse types of students in mind and therefore want to collect multiple measures of assessment to determine success. In addition to monitoring our graduation rate, expectations on state assessment, and college enrollment numbers (found in other goals).

Premier High School wants to look at three key pieces of data:

1. ACT Aspire --Do our students make progress Spring to Spring on the mandated state assessment. (Currently ACT Aspire)
2. NWEA MAP: Are our students growing at the national norm?
3. How many units of study (credits earned) do students demonstrate mastery over the course of time they spend at Premier?

Over the past six (6) years, many lessons have been learned at our Premier location in Little Rock & North Little Rock location. The number one finding is every student is unique and therefore there is no one piece of data that can tell the whole story behind our student's success as each success story is different and comes with a different set of circumstances. Premier High School of Springdale accepts the challenge of meeting each individual student's needs and in return would like to measure success in multiple ways.

Goal #3

There is no argument that parents are the child's first teacher. Premier High School believes in order for students to be highly successful, parents should play an active role. Premier High School will put parent groups in place with the goal of increased parent and community involvement and to increase the participation and diversify the type of programs and opportunities offered. Records kept during the 2021-22 school year will

be utilized as the baseline. Attendance will be taken at parental involvement events, parent-teacher conference, and community advisory council meetings.

Goal #4

Premier High School will partner with local and state agencies to provide students with opportunities to earn credit and earn Industry Based Certifications upon completion of graduation. 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. This goal will be measured tracking certificated earned by students. Examples of IBCs include, but are not limited to: Certified Nursing Assistant, Welding, Security, Osha 10, Osha 30.

Goal #5: Premier High School will provide students with a Personalized Learning Plan to guide students towards fulfilling graduation requirements. Personalized Learning plan will be tailored to individual students' needs. The Personalized Learning Plan will drive the Gradation Projection Plan. The Graduation Projection Plan will outline the credits students have earned and the additional credits needed to fulfill requirements. The Post-Secondary Plan will be developed with students and parents in conjunction with College & Career Coach.

Goal #6: Premier High School anticipates a full implementation and sustainable PLC process application school wide. The school will be able to develop “actionable” plans that focus on increasing student achievement through aligned curriculum, formative assessment practices, and “evidence based” proven instructional strategies. Premier High School will be able to implement effective academic and behavioral intervention systems so every child receives the time and support necessary for high levels of learning. Premier High School will be able to increase student achievement through teacher collaboration, focus on mastery, and intended results. With this prestigious opportunity, the Premier High School will strengthen practice through strategies such as collaboration, assessment, RTI, instruction, and student engagement to provide students with necessary support and resources to become lifelong learners. The school principal participates in a district wide leadership professional learning community. This leadership team consists of building level and district level administrators. Premier High School teachers participate in professional learning communities at the district level. These PLC meetings are weekly and consist of grade-level content specific teachers and instructional facilitators. Teachers who miss a PLC meeting, will get with department lead to get information missed and conduct makeup meeting with administration.

14. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one-week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include

expansion grade levels by year with courses to be offered.

Course Catalog

Math	Science	Social Studies	English
Algebra I	Physical Science	Civics	English 9
Geometry	Biology	World History	English 10
Algebra II	Chemistry	U.S. History	English 11
Math Models	Environmental Science	Economics w/Personal Finance	English 12
	Anatomy & Physiology		Oral Communications
Electives	Career Technical Electives	Career Technical Electives	Career Technical Electives
Physical Education	Child Development	Personal Finance	Astronomy
	Principles of Human Services	Psychology	World Geography
Art History	Medical Terminology	Human Relations	Computer Science with Programming/ Coding Emphasis Level 1 (
Health	College & Career Readiness	Creative Writing	Computer Science with Programming/ Coding Emphasis Level 2
	Entrepreneurship	Earth Science	

PHS of Springdale will offer additional courses through Arkansas approved digital learning providers (i.e. Virtual Arkansas and APSRC).

15. Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.

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 opportunity 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 10%
- B. Independent or Accelerated Instruction 60%
- C. Connected Instruction 30%

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

- A. Student 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 3-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 the 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 Springdale 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. Ninth and Tenth graders are required to attend a full day session. While eleventh and twelfth grade students can attend one or both morning and extended day sessions.

Teacher Evaluation (TESS)

Premier High School of Springdale will utilize Teacher Evaluation Support System to evaluate teachers. While the school will utilize TESS for teacher evaluation, support, and feedback, the school will not use TESS to ultimately determine employment status of teachers.

Administrator Evaluation (LEADS)

Premier High School of Springdale will utilize LEADS to evaluate campus administrator(s). While the school will utilize LEADS for principal evaluation, support, and feedback, the school will not use LEADS to ultimately determine employment status of teachers.

16. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.

Over the past twenty years, ResponsiveEd's team of 50+ writers, editors, proofreaders, and graphic artists has developed an innovative, individualized curriculum for use in the 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. The curriculum will offer the required 38 units of study. Further, a yearly curriculum review will occur in order to determine its continued alignment with Arkansas State standards.

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.

17. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

a) Guidance program

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 informed that they will be responsible to handle issues generally given to a campus counselor.

College & Career Coach Duties & Responsibilities

- Host Parent/Student Workshops
- Postsecondary goal planning
- Career Day planning
- Host College & Career Fair
- Oversee and monitor Naviance system

- College and Career advisement

b) Health services

Premier High School will offer a health services program that will serve all students. This program will be anchored by contracting with a part-time nurse. Premier will comply with all state regulations when hiring this position. This program will include medical recordkeeping (in compliance with privacy statutes), immediate attention involving minor illnesses or injuries, and aid in creation of campus health and safety regulations.

Nurse Duties & Responsibilities

- Developing individualized healthcare plans for students with special health care needs, including the chronically ill, medically fragile, and technology-dependent and students with other health impairments shall have individualized healthcare plans
- Direct care and to perform the tasks and duties which require assessment, diagnosis and health care planning
- The observation, care, and counsel of the ill, injured, or infirm;
- The maintenance of health or prevention of illness of others;
- The supervision and teaching of other personnel;
- Body Mass Index Screening
- Vision & Hearing Screening
- The delegation of certain nursing practices to other personnel as set forth in regulations established by the board; or
- The administration of medications and treatments as prescribed by practitioners authorized to prescribe and treat in accordance with state law where such acts require substantial specialized judgment and skill based on knowledge and application of the principles of biological, physical, and social sciences.

Campus Health Officer Duties & Responsibilities

- Medical recordkeeping
- Health Self-Assessment
- Coordinate the student health screenings
- Medicine Administration (with parent consent)
- Body Temperature Check
- Insulin (unscheduled dose) and Glucagon administration (if trained)

c) Media center

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 the ability to identify a campus employee to serve as the Media Specialist.

d) Special education, including appropriate state assessments for special education 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 Springdale shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. PHS 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, PHS 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. PHS 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.

PHS 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. PHS 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 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, PHS will develop transition plans and activities to address post-secondary needs of students.

Section 504

Section 504 of the Rehabilitation Act is a civil rights act prohibiting discrimination based on disability. When a referral for Section 504 services is made, PHS will schedule a referral conference within 21 days of the date that the referral was received. PHS will conduct Section 504 evaluations for students suspected of having a disability. The Section 504 evaluation must take place prior to a Section 504 eligibility decision. The evaluation goal is to provide sufficient information to the Section 504 Team from a variety of sources so that the possibility of error in classification is minimized. At the same time, the goal of the evaluation activities is to provide information describing the needs of the student (e.g. Does the suspected disability impact the student's successful access to the school education program and its activities compared to an average student?). This information will allow the Section 504 Team to determine appropriate eligibility and may form the basis for an appropriate accommodation plan. A student with a Section 504 Plan will receive appropriate accommodations that level the playing field and ensure equal access to the general education curriculum. Accommodations provided will have a direct relationship to evaluation data demonstrating disability-related. A student with a disability, who is covered solely under Section 504, and not IDEA, is entitled to appropriate accommodations, aids, benefits and services to ensure FAPE.

e) Dyslexia Services

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

f) Transportation

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.

g) Alternative education

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.

h) English Language Learner (ELL) instruction including appropriate state assessments for ELL students

PHS 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 PHS 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, PHSs' staff, or community members who have been approved at the district level should be translating communication to the parents. PHSs' interpreters will have a command of English and the target language for which they are serving as interpreters.

PHS 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. PHS 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.

i) Gifted and Talented Program

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.

18. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

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.

19. Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14) (C), would be allowed at the charter school. If box 1 and/or 2 are checked, explain the policy.

Children of founding members of the charter

Siblings of enrolled students

X

No enrollment preferences

20. If the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

21. It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Ark Code Annotated §6-23-306(14) (C).

X

Yes

No

22. Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

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.

23. Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

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.

24. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement template for each individual listed.

See attachment #3

25. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the 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.

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

A. The budget shall be developed prior to July 1, approved by the Board by July 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.

27. Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Division of Elementary and Secondary Education that the school will not open as anticipated.

The minimum number of students who must attend this charter in order for the school to be financially viable using only state and federal funds is 120 ADM.

The school expects it will be able to sustain its core operations solely with state per pupil revenues in its first school year. In the event of funding fluctuations, lower than anticipated enrollment, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization (ResponsiveEd) will fund the shortfall.

28. Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Who made the calculations and describe the financial expertise of the individuals who assisted in this assessment?

The minimum number of students who must attend this charter in order for the school to be financially viable using only state and federal funds is 120 ADM.

Per pupil amounts were multiplied by expected ADM by fund type to project revenue. Both fixed and variable expenses were used to project expenditures based on actual and expected costs. The calculations were made by Ken Harp, Financial Analyst, Responsive Education Solutions, and Katie Stephens, Arkansas Director of Finance, Blue Learning.

Federal funds included in the budget were calculated using ADM multiplied by the projected number of enrolled students. Historical data from other Premier High Schools and local poverty levels was used to calculate free and reduced lunch rates.

29. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

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.

	<p>B. Interviewing, hiring, and training employees.</p> <p>C. Planning, assigning and directing work.</p> <p>D. Appraises the performance of staff, rewards and disciplines employees according to ResponsiveEd Arkansas policies and procedures, and addresses and resolves complaints and problems</p> <p>E. Work to develop a solid professional development program for the district.</p>
--	---

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	<p>3+ years of experience in supervising a staff of 5 or more, preferred</p> <p>3+ years of experience in managing budgets, preferred</p> <p>3+ years of vendor management, preferred</p>
Job Duties List up to 5 key duties	<p>A. Directly supervises employees in accordance with the organization's policies and applicable laws.</p> <p>B. Interviewing, hiring, and training employees.</p> <p>C. Planning, assigning and directing work.</p> <p>D. Appraises the performance of staff, rewards and disciplines employees according to Premier's policies and procedures, and addresses and resolves complaints and problems.</p> <p>E. Promotes and encourages the success of every student by advocating, nurturing, and sustaining a school culture.</p>

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	\$35,000 - \$50,000
Education Required	A. Bachelor's degree (B.A. or B.S.) from 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).
--	--

SPECIAL EDUCATION TEACHER	
Reports to	Campus Director
Salary Range	\$35,000 - \$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	\$35,000 - \$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

	<p>and requesting ESOL records according to specific timelines.</p> <p>B. Schedule and conduct ELPAC meetings to ensure the appropriate placement and development of individual education plans for ELL students within specific timelines.</p> <p>C. Schedule Full and Individual Evaluations</p>
--	--

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	<p>A. Assist the teacher in all areas of work.</p> <p>B. Assist students with academics.</p> <p>C. Distribute lesson plans or assign computer lessons to students.</p> <p>D. Grade student tests.</p>

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	<p>A. Assist the teacher in all areas of work.</p> <p>B. Assist students with academics.</p> <p>C. Distribute lesson plans or assign computer lessons to students.</p>

	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 (MEDIA SPECIALIST)	
Reports to	Campus Director
Salary Range	\$13/hr. - \$18/hr.
Education Required	A. Bachelor's degree and valid State of Arkansas teaching certificate. B. State certification as a school LMS
Certification Required	A. State certification as a school LMS. B. Master's Degree in Educational Technology, Master of Library Science, or comparable degree, preferred.

Experience Required	Previous experience working in a Public or Charter School is desirable
Job Duties List up to 5 key duties	A. Assists staff and students with LMC technology. B. Maintains a working knowledge of software and CD-ROMs in the LMC. C. Provides basic instruction to staff or students for equipment use. D. Assists staff with computer and/or Audio Visual (AV) equipment problems. E. Establishes and maintains behavioral standards for students in the LMC

SUPPORT STAFF (College & Career Coach)	
Reports to	Campus Director
Salary Range	\$13/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.

30. 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
East Markham,
Suite 500 Little Rock, AR 72201
(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.

31. It is affirmed that 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).

32. APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

X

Yes

No

33. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary 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 Division of Elementary and Secondary 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).

Yes

No

34. 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.

While no facility has been identified at the time of this application, Premier High School will be located within the geographical area of Springdale, Arkansas. The leadership team is currently surveying the Springdale area to identify a facility that will meet the needs of the school. The focus of the campus will be to reach students in the community who have made the decision to drop out of high school. Location preference will be given to areas with high concentrations of public housing, and economically disadvantaged families. Additionally, the program is offered as an option for those considered at risk of dropping out. 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.

35. If the facility to be used for the school has been identified and is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public

charter school, and the chief operating officer of the proposed charter. If the facility has been identified and is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

A facility has not been secured at the time of the application.

36. If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with: Members of the local board of the public school district where the proposed open- enrollment public charter school will be located, employees of the public school district where the proposed open-enrollment public charter school will be located, The eligible entity sponsoring the open-enrollment public charter school, or Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

A facility has not been identified at the time of the application.

37. 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.

X
Yes

No

38. If the facility to be used has been identified and does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

A facility has not been identified at the time of the application.

39. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program

or other federal nutrition programs. Does the school intend to offer a self-operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

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.

40. If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure (1) families have access to the application for free and reduced price school meal benefits; (2) school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt, (3) student’s meal eligibility status is maintained as confidential information each time a meal is served (4) a meal count is taken at the point of service by eligibility category without identifying a student’s eligibility status (cannot be a tray count) (5) menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards (6) menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

(1) Families have access to the application for free and reduced price school meal benefits;

Response: All families will be provided a Meal Application upon enrollment/re-enrollment.

(2) School meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt,

Response: Applications will be processed within 10 operating days from the date the application is received by the CNP Manager/Office Manager.

(3) Student's meal eligibility status is maintained as confidential information each time a meal is served

Response: Students will state their first and last name at the end of the point of sale. Point of sale does not show the student's eligibility. If using a paper roster, the student's eligibility is listed as a code of numbers so that it cannot be overtly identified.

(4) A meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count)

Response: Each student that takes a reimbursable meal is entered into the point of sale where a meal count report is compiled based on eligibility category.

(5) Menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards

Response: All menus used met the National School Lunch Program and School Breakfast Program requirements and guidelines along with maintaining all food safety standards.

(6) Menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

Response: All menus will be submitted for 6 Cent Certification within the first year of operation and other federal requirements.

41. Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

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.

42. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

One of the benefits of a strong charter organization is the ability to provide quality leadership and leadership support to our schools. ResponsiveEd Arkansas has several campuses in Arkansas and a District level support staff available to all campuses when needed. ResponsiveEd has its own leadership preparation program that trains campus directors in specific brands. In the case of Premier High Schools, we have competent individuals available should a sudden vacancy occur on one of our campuses. We also have experienced administrators at our Arkansas campuses and at the District office that can step in when needed to ensure continuity of instruction and continued success of the school. ResponsiveEd Arkansas will be very selective in its hiring of a campus director to minimize the potential of a mid-year departure. As a best practice, we also look for leadership on each campus and identify potential leaders for other campuses. Once we identify a staff member at Premier Hot Springs we will enroll them in our leadership program and provide opportunities on the local campus to develop as an administrator. The philosophy of promoting from within also helps us ensure that the effects of a change in campus leadership is minimal.

ResponsiveEd Arkansas has hired an experienced school superintendent to run Arkansas schools. The current superintendent has fifteen years of teaching/coaching experience, seventeen years' experience as a campus principal and seven years' experience as a school superintendent. The superintendent is employed under a two-year contract which also mitigates the chances of a leadership change at this level. The placing of an experienced individual in the role of superintendent and contracting his services for an extended period helps not only Premier High School Having a superintendent in place for an extended period to work with the board is critical to the smooth running of the district. A superintendent that understands how a school board functions and the role a board plays in the running of a district is critical not only in educational issues but also when dealing with compliance and fiscal matters

and responsibilities. The current board has been in place for several years and has a very stable presence in the district. If a board member resigns a procedure is in place to replace that board member in a timely fashion. The continual training of board members also minimizes the effects of a member leaving before their term is up. With appropriate board training the board can effectively keep serving when a vacancy occurs.

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

Premier proposes to locate its open-enrollment public charter school within the boundaries of the Springdale Geographical Region, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain majority of its students from within the boundaries of SPD, Bentonville School District (BSD), Rogers School District (RSD), Fayetteville School District (FSD), Farmington School District (FSSD).

In reviewing the potential impact of Premier would have upon the efforts of surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither SPD nor any of its contiguous or neighboring school are currently subject to, or have been subject to, and court orders or judicial decrees concerning the desegregation of schools.

Premier will be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state of Arkansas.

44. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including 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. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.

Waiver Topic #1	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	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	<p>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 such as:</p> <ol style="list-style-type: none"> 1) Student success is central to all management of learning across academic, behavior, vocational, social, and life skill domains 2) The school leadership is highly visible, making frequent informal contact with students and teachers 3) High quality professional development and coaching that address program and individual staff development needs across positive behavior support, assessment, crisis intervention, service coordination/wraparound services, effective learning/instructional strategies, and evidence-based practices or curriculums, 4) Student academic, behavior, and social improvement or achievement is the basis of program accountability. 5) Students have an individualized plan for achievement. 6) All students have access to the academic core curriculum <p>PHS of Springdale will provide the guidance and academic support necessary to enable students who are experiencing emotional, social, or academic problems to continue to make progress toward educational goals</p>

	<p>appropriate to each individual student's specific situation, characteristics, abilities, and aspirations.</p> <p>The school intervention services will include, without limitation, access to the services of a school college and career coach and academic advisor, and support services. The district has contracted with mental health providers in the event a student need support from a mental health professional.</p> <p>No later than one (1) week after a student start date, the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop a Student Personalized Learning Plan (SPLP) outlining the intervention services to be provided to the student. The Student Personalized Learning Plan Action Plan will contain at a minimum: 1) A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs; 2) Goals and objectives necessary to achieve positive reintegration into the regular educational environment; 3) Number of credits earned and number of credit needed to graduate</p> <p>The school will assess each student either before or upon entry into the school with effective, research-based assessment tool (NWEA) to determine the student's current academic capability.</p> <p>The Student Personalized Learning Plan Action Plan may be revised from time to time by the Student Success Team as needed to make necessary changes.</p> <p>All PHS of Springdale staff members will be provided high quality professional development and in-service training that includes training in classroom management, and training in additional areas related to the specific needs and characteristics of at-risk youth.</p>
--	---

Waiver Topic #2	Board of Directors
------------------------	--------------------

Arkansas Code Annotated	A.C.A §§ 6-13-608 A.C.A §§ 6-13-611 A.C.A §§ 6-13-612 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)(1) and (c)-(d) 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 §§ 6-14-101 et seq
Standard for Accreditation	
ADE Rules	
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 to include classified employees" as defined in Section 6-13-1302.</p> <p>The composition of the RES Board is made up of individuals who are located in various places throughout the state. This makes it very difficult to conduct regularly face to face meetings. The waivers will provide the school the ability to allow how many board meetings to attend remotely. This will also give the school the ability to vote and participate and be counted as a part of a quorum, and participate in executive sessions remotely if necessary.</p> <p>The school is seeking the ability to have our board meet on a quarterly rather than monthly basis in keeping with our board practice for other RES AR schools.</p>

Waiver Topic #3	Business Manager
------------------------	------------------

Arkansas Code Annotated	A.C.A §§ 6-15-2302
Standard for Accreditation	
ADE Rules	Minimum Qualifications for General Business Managers
Rationale for Waiver	The duties of the Business Manager position will be performed by Mrs. Katie Stephens, RES AR Director of Finance. The waiver is being requested due to the fact that Mrs. Stephens provides Business Manager services for all of the RES AR schools, and not just Premier High School of Springdale.

Waiver Topic #4	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	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 on 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 (20-35) 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 not having to create lesson plans and students working at their own place.

Waiver Topic #5	Curriculum, Grading, and Credit Hours
Arkansas Code Annotated	A.C.A §§ 6-15-902(a)
Standard for Accreditation	1-A.2 1-A.1.3.5

	1-A.3 1-A.1.3.1 1-A.1.3.2 1-A.1.3.3 1-A.1.3.5 1-A.1.3.6 1-A.1.3.7 1-A.1.3.8 1-A.1.3.9
ADE Rules	
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 must pass with a grade of 70 or higher on assessment to demonstrate mastery. The mastery based program enables students to gain credit faster than 120 clock hours.</p> <p>Students are required to demonstrate mastery in ten (10) units of study in order to earn one (1) credit. Students are required to demonstrate mastery in five (5) units of study in order to earn half (0.5) credit.</p> <p>PHS will offer the twenty-two (22) units required for graduation. PHS is not seeking to waive (22) credits to graduate, we are seeking the ability to only provide any or all of the additional (16) units upon request.</p> <p>Should a student request any of the additional (16) units, we will make such courses available to the student.</p> <p>1-A.1.3 to the extent that we would have to regularly offer and teach the following:</p> <ul style="list-style-type: none"> • English Language Arts 4.5 units instead of 6 units • Math 4 units instead of 6 units instead of 6 units • Social Studies 3 units instead of 4 units instead of 6 units • Science 3 units instead of 5 units instead of 6 units • Health 0.5 units • PE 0.5 Units • Fine Arts 0.5 units instead of 3.5 units instead of

	<p>6 units</p> <ul style="list-style-type: none"> • Career and Technical Education - 6 units instead of (9) units sequenced career and technical education courses representing three (3) occupational areas.
--	--

Waiver Topic #6	Facilities and Flag Display
Arkansas Code Annotated	A.C.A §§ 6-16-105 A.C.A §§ 6-16-106 A.C.A §§ 6-21-117(2-5)
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 and to be inspected by the Arkansas Division of Academic Facilities and Transportation.</p> <p>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 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.</p>

Waiver Topic #7	Flexible Schedule
Arkansas Code Annotated	A.C.A §§ 6-10-106

	A.C.A §§ 6-16-102 all but subsection (a) 5
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 Topic #8	Gifted and Talented
Arkansas Code Annotated	A.C.A §§ 6-20-2208(c)(6) A.C.A §§ 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 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.

Waiver Topic #9	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	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.

Waiver Topic #10	Personnel Policies and Employee Dismissal
Arkansas Code Annotated	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 et seq. A.C.A §§ 6-17-204
Standard for Accreditation	
ADE Rules	School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites, Sections 5.01.4 and 6.01
Rationale for Waiver	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

	<p>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 ability to develop personnel policies which will fit the school's educational model and at-will employment practices, which might not include all of the requirements of 6-17-2301.</p> <p>In support of the waiver request for 6-17-2302, the school is seeking the ability to not define or identify employees using classified or certified.</p> <p>The school rescinds the waiver request for 6-17-2306</p>
Waiver Topic #11	Salaries/Compensation
Arkansas Code Annotated	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 A.C.A §§ 6-17-919 A.C.A §§ 6-21-303 (b)
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	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,

	<p>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.</p> <p>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.</p> <p>Premier High School is requesting a waiver of subsection (b) of 6-21-303 as that subsection only applies to grade levels PreK-6th.</p>
--	---

Waiver Topic #12	Principal
Arkansas Code Annotated	A.C.A §§ 6-17-302
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 Topic #13	Student Services
-------------------------	------------------

Arkansas Code Annotated	A.C.A §§ 6-18-706 A.C.A. §6-18-2003(a)(2)(A) A.C.A §§ 6-25-101 et seq.
Standard for Accreditation	2-C.1 2-C.2 2-D.1 2-E.1 2-E.2 3-D.1 4-E.2 4-F.2 6-A.2
ADE Rules	Public School Student Services
Rationale for Waiver	<p>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. 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. At least one computer room will also be made available, as well.</p> <p>Counseling Services</p> <p>The school will employ a College & Career Coach who will act as Develop and implement an acting as a school counselor under a waiver granted under acting as a school counselor under § 6-15-103(c).</p> <p>The College & Career Coach will monitor comprehensive school counseling program that ensures student services are coordinated in a manner that provides comprehensive support to all students.</p> <p>Comprehensive school counseling program and plan framework.</p>

The school principal and College and Career Coach:
(1) Develop and implement a comprehensive school counseling program that ensures student services are coordinated in a manner that provides comprehensive support to all students; and

(2) Have a written plan for a comprehensive school counseling program.

Premier High School of Springdale is seeking waiver from School Guidance Counselor licensure in order to identify an individual who best fit the position for the College & Career Coach and Media Specialist licensure in order to allow an employee to perform the duties in order to allow our College & Career Coach them to serve as a school counselor under a waiver granted under acting as a school counselor under § 6-15-103(c).

Direct Services and Indirect Services: The school is seeking the ability to allow the College & Career coach to spend time carrying out the following duties and responsibilities:

College & Career Coach Duties & Responsibilities

- Host Parent/Student Workshops
- Postsecondary goal planning
- Career Day planning
- Host College & Career Fair
- Oversee and monitor the Naviance system
- College and Career advisement
- Identify barriers that would impeded College & Coach

Health Services

The school is seeking the ability to contract out nurse services to fulfill all nurse duties and responsibilities. The school will designate a staff member as a Student Health Officer who will serve as liaison for School nurse.

Nurse Duties & Responsibilities

- Developing individualized healthcare plans for students with special health care needs, including the chronically ill, medically fragile, and technology-dependent and students with other health impairments shall have individualized healthcare plans

	<ul style="list-style-type: none"> • Direct care and to perform the tasks and duties which require assessment, diagnosis and health care planning • The observation, care, and counsel of the ill, injured, or infirm; • The maintenance of health or prevention of illness of others; • The supervision and teaching of other personnel; • Body Mass Index Screening • Vision & Hearing Screening • The delegation of certain nursing practices to other personnel as set forth in regulations established by the board; or • The administration of medications and treatments as prescribed by practitioners authorized to prescribe and treat in accordance with state law where such acts require substantial specialized judgment and skill based on knowledge and application of the principles of biological, physical, and social sciences. <p>Campus Health Officer Duties & Responsibilities</p> <ul style="list-style-type: none"> • Medical recordkeeping • Health Self-Assessment • Coordinate the student health screenings • Medicine Administration (with parent consent) • Body Temperature Check • Insulin (unscheduled dose) and Glucagon administration (if trained)
--	---

Waiver Topic #14	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

	<p>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.</p> <p>The duties of the Superintendent position will be performed by Mr. Steve Gast, RES AR Superintendent. The current Superintendent has previous experience in other states so we are asking for a waiver of the Superintendent mentoring program. The waiver is being requested due to the fact that the current Superintendent provides services for all of the RES AR schools, and not just Premier High School of Springdale.</p>
Waiver Topic #15	Educator Licensure
Arkansas Code Annotated	A.C.A §§ 6-15-1004 A.C.A §§ 6-17-201 A.C.A §§ 6-17-203 A.C.A §§ 6-17-204 A.C.A §§ 6-17-205 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.1
ADE Rules	Educator Licensure Section 7
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.

	<p>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.</p> <p>Premier High School will confirm that all special education teachers will be fully licensed.</p> <p>Premier High School does not have personnel policy committee.</p>
--	--

Waiver Topic #16	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.

EVIDENCE OF STATUS AS ELIGIBLE ENTITY



Arkansas Secretary of State
Mark Martin

State Capitol Building • Little Rock, Arkansas 72201-1094 • 501.682.3479

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 10th day of August, 2011.

Mark Martin

Mark Martin

Arkansas Secretary of State

By: *Martin Nichols*

Martin Nichols



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 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 08 1999**

**EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIANT ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75220**

Employer Identification Number:
75-2748782

DLN:
318338882

Contact Person:
RONALD BENJAMIN ID# **75083**

Contact Telephone Number:
(214) 787-0157

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 917 (DC '86)

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

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: *Marta Nicholas*
Marta Nicholas

ResponsiveEd

Curtis Shack <cshack@responsiveed.com>

Notice of Public Hearing: Premier High School of Springdale

1 message

Curtis Shack <cshack@responsiveed.com>

Tue, May 12, 2020 at 11:01 AM

To: Jimmy Rollins <jrollins@sdale.org>

Cc: Debbie Jones <djones@bentonvillek12.org>, MARLIN.BERRY@rpsar.net, reba.holmes@pgtigers.org, tmetz@gentrypioneers.com, wigginsj@gosiloam.com, johnl.colbert@fayar.net, BLAW@farmcards.org, akimball@1hsd.org, ADE Charter Schools <ade.charterschools@arkansas.gov>, Steven Gast <SGast@responsiveed.com>, "Dennis Felton Jr." <dfelton@responsiveed.com>

May 11, 2020

Dr. Jim Rollins
 Springdale School District
 804 W Johnson Ave
 Springdale, AR 72744

Dr. Jim Rollins,

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 Springdale Metropolitan area to be referred to as Premier High School of Springdale. A public meeting will be held virtually via Google Meets on Thursday, May 28, 2020 at 6:00 PM.

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

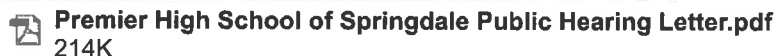
Sincerely,



Curtis Shack
 Executive Director of School Operations - Arkansas

RESPONSIVEED
RESPONSIVE TO THE COMMUNITY ... DESIGNED FOR THE STUDENT

Cc: Deborah Bruik-Jones, Superintendent – Bentonville School District
 Marlin Berry, Superintendent – Rogers School District
 Reba Holmes, Superintendent - Prairie Grove School District
 Terrie Metz, Superintendent – Gentry School District
 Jody Wiggins, Superintendent – Siloam Springs School District
 John Colbert, Superintendent – Fayetteville School District
 Bryan Law, Superintendent – Farmington School District
 Audra Kimball, Superintendent – Huntsville School District


 214K

Connecting through cards



Tamara Sipes (from right) drops of decorated and inscribed cards Wednesday to Kim Crowell, with Crystal Bridges Museum of American Art, and Miranda Walkins, a bartender at the Momentary, in front of the Rogers Public Library. The cards, decorated by nine artists, are part of the Social Connecting Campaign organized by Crystal Bridges and the Momentary to help those who are being hit hardest by the effects of isolation. The public is invited to color the drawings and write inspirational messages to be delivered to people in hospitals and senior living facilities. The new artists will also paint large-scale versions of the same artwork to be displayed outside the health care facilities. For more information on where to pick up or drop off the cards, visit crystalbridges.org. Go to momentary.com/2020/05/21/day-of-cards-and-visit.com/photos-for-a-photo-gallery. (NWA Democrat-Gazette/David Gotschall)

Judge rules campaign money timeframe gone

LINDA SATTER ARKANSAS DEMOCRAT-GAZETTE
LITTLE ROCK — Candidates for state offices are no longer barred from accepting campaign contributions more than two years before elections. U.S. District Judge James Monday Jr. made the declaration Tuesday in issuing a permanent injunction to replace his earlier temporary order declaring the two-year waiting period unconstitutional. Monday's order was welcomed Wednesday by both sides of a relatively short-lived debate about the constitutionality of Arkansas Code 7-6-203(e), which was adopted by voters in 1996 as part of a package of amendments to

Panel

Continued from Page 1B
700 tests for covid-19 at a time and we will greatly enhance our capacity," he said. "We basically budgeted enough to cover 700,000 tests on that platform over the next six months," Nate Smith said.

"We have a second platform — that is not a high volume, but it gives results much more quickly and we have the instrument already in place," he said.

"This is just for the reagents for it. There are some situations where we need rapid results and that's where that would fit in," he said. "We'll continue at some level the current platform that we are using that is very labor intensive and relatively low volume."

Nate Smith said the other large part of the request for laboratory testing equipment would be used for certain machines at other facilities to conduct 330,000 more tests over the next six months.

He said the department's request for \$2.4 million for contact tracing is "to scale up what we are doing now, get the right people in with the right training, the right equipment."

"This is really critical for us to get back more economy, to restore our towns, rapidly identifying those who have been exposed to covid-19, get them quarantined, get them tested," Smith said.

About 350 individuals will be needed to perform contact tracing for up to 18 months, Nate Smith wrote in his memo, and this greater staff and workload are beyond the department's current capacity. A contract with a management company is necessary, he said.

Smith said the department now has about 200 contact tracers, many of them pulled from other programs.

UAMS Chancellor Cam Patterson told the steering committee the university seeks \$3.3 million to help officials understand the presence of previous covid-19 infections through antibody testing.

A team that included the Health Department, Arkansas Children's hospital and UAMS has a plan to develop high-quality antibody testing, use it to determine the presence of previous covid-19 infections in the state and dramatically expand "our capacity to do covid-19 antibody testing within the state," he said.

"The testing done so far in the state has primarily looked at the prevalence of active infections, Patterson said.

"Antibody tests will tell us the prevalence of previous exposure. We now know that over 90% of patients who are infected with covid-19 develop antibodies. We are beginning to understand that the presence of these antibodies may confer protection against reinfection. We don't yet know how long antibodies remain positive or how long protection against reinfection is conferred," he said.

"However, as we begin to think about going back to having our students in schools and in communities (and) having mass gatherings, it's going to become critical for you as policymakers to understand how many people have been previously infected by covid-19 in communities," Patterson said. "And, also we need to work to expand the capacity of our antibody testing within the state."

Later, Rep. Lane Jean, R-Magnolia, a committee member, asked how much of the federal money "do we need to hold back to be safe for the public good when November gets here and there is a big wave of infection."

"I don't want a number now, but I think we need to be looking at it and see how

much money we need to be holding with the best guess of the experts," including Nate Smith and Department of Finance and Administration Secretary Larry Walther, Jean said.

Jean, who is a co-chairman of the Legislature's Joint Budget Committee, said, "I have just gotten word from some of the county people that they have been told to start looking at this CARES Act for the county and city funding (and), if that starts to happen, we are going to have requests coming out of the walls."

Elizabeth Smith said state

officials "are working on trying to get at those figures because that is very important." Walther said the state was buying professional protective equipment right now and "hopefully we'll have enough on hand that it will last for some time and that may not be something we will need to be doing toward the end of the year."

"But there are other things that would come up if we did have another outbreak from the medical side that we need to address," he said. "I agree 100% that we need to keep some amount in reserve."

EARTHLINK INTERNET advertisement with phone number 844-452-6769

Government Loan Program advertisement with phone number 800.364.1510

Loan

Continued from Page 1B

Natural Resources Division, said based on discussions with Springdale, the largest city would begin accepting the wastewater into its system and not complete the pipeline to the Northwest Arkansas Conservation Authority.

If that annexation happens in the near-term, such as this summer, no state dollars would have been spent, Benefield said. If the annexation were to happen two-and-a-half years from now with construction already underway, the state would become the obligation of the combined cities, he said.

Benefield also seemed to echo Holland on the annexation question. "We're not able to predict when or if an annexation were to occur, and it's been our practice in the past not to engage in discussions on annexations, even though we've had a lot in our past come before us as a potential issue," Benefield said.

When asked by Commissioner Fred Fowlkes about the best solution in terms of engineering and economics, Benefield acknowledged "the cheapest option for this project is a connection to the city of Springdale."

"However," he added, "the city of Springdale has said unequivocally that they will not allow connection from an outside city into their treatment plant in this circumstance."

Because their agency doesn't require utilities to annex into another city as part of their loan and grant process, that option is "not on the table," Benefield said.

Springdale Water Utilities continues to operate under a moratorium on new water connections for sewer customers linked to the Bethel Heights' system, said Heath Ward, executive director of the utility. "And we will until somebody from the DEQ tells us that they are in compliance."

The state Department of Environmental Quality asked the utility June 4 to stop connections based on the Bethel Heights' wastewater treatment plants not following the condi-

tions in its operating permit. "The problems with waiting to see what happens with annexation, Benefield said, is Bethel Heights is under a consent order from the Arkansas Division of Environmental Quality to move forward with the current proposal.

Delay comes at great cost to Bethel Heights as the city hauls wastewater to the Northwest Arkansas Conservation Authority by trucks, Benefield said.

A city report to Environmental Quality said it pumped 605,000 gallons of excess wastewater from its plant between April 7 and May 5. The water was taken to the Conservation Authority in Bentonville and a wastewater treatment plant in Huntsville. The city was billed \$54,547 for this service.

The city and department signed an agreement in October ordered officials to develop a plan to close its current wastewater system and develop an alternate plan to remove and treat its wastewater until the plant is closed.

Environmental Quality in August fined the city \$100,000 on nine counts of operating its wastewater treatment plants outside of compliance, failing

to report test results and falsifying reports.

The department forgave 80% of those fines in November after city officials signed an agreement to continue repairs and reconstruction of its treatment system until they are operating in compliance with state law.

City officials also agreed to eventually close its current system. The city hired engineers to develop plans for closing the plant, but also upgrade the curbside system and operate it while the new infrastructure was built.

The state filed a complaint in March in Benton County Circuit Court asking the city to pay the suspended \$81,200 in fines, plus attorney fees, for not following the conditions set in the October agreement. The state's complaint also requested a court order for Bethel Heights to take all necessary steps to stop wastewater from pooling on the surface of the city's treatment site.

Commissioner Roy Reeves recommended putting the proposal on hold until the next meeting. He suggested when a city is put on notice for not following guidelines, the commission "would be delinquent in our duties and [irresponsible]

Triple Savings Sale advertisement with phone number 1-800-560-1782

ResponsiveEd advertisement for charter school with phone number 1-484-424-4719

TapOut! advertisement for a contest with phone number 82928

Purple hull peas pending



Bob Hendrix, a resident of Butterfield Trail Village in Fayetteville, uses a hoe Tuesday to plant purple hull peas in the facility's garden. Hendrix has pepper, tomato, okra and strawberry plants in the garden plot. Go to nwonline.com/cdn/users/hendrix for today's photo gallery. (NWA Democrat-Gazette/Andy Slipe)

Rock Region cuts workers, routes

NOEL OLMAN
ARKANSAS DEMOCRAT-GAZETTE
LITTLE ROCK — Rock Region Metro is temporarily laying off 23 employees, suspending five of its 23 bus routes and modifying a sixth, the Pulaski County transit agency announced Tuesday.
The layoffs and service cuts, which begin Monday, came in response to an unprecedented level of absenteeism among the agency's drivers because of fears over the coronavirus pandemic, the agency said.
The high absenteeism has left drivers stranded at reduced levels because Rock Region had no drivers to operate its buses, a phenomenon known in the industry as "emergency redlining," said spokeswoman Becca Green.
"We were experiencing a singular level of operator absence so that resulted in an unprecedented amount of emergency redlining service cuts for riders over the last few weeks," she said. "We can't send out a bus because we have no one to drive it."
The agency knows of no employees who have tested positive for the virus, she said.
The dropped and modified routes will ensure a minimal level of bus service for its riders, Green said.
Rock Region "remains committed to working with the community to maintain vital public transit service during the coronavirus pandemic while taking additional measures to reduce exposure risk to riders and staff members," the agency said in announcing the route reductions on its website.
The layoffs include 11 full-time bus drivers and five drivers for the agency's paratransit service, which is federally mandated transportation provided for people who have disabilities to access the regular, fixed-route buses.
Including the laid-off bus drivers, Rock Region has 600 regular bus drivers and 24 paratransit drivers, Green said. Total employment at the agency is 800.
Driver, as well as passenger, safety on the buses has been an ongoing concern for Rock Region during the coronavirus pandemic. Late last month, the transit agency began requiring all passengers to wear masks in order to board a bus.
Earlier in April, Rock Region began requiring bus drivers to board and leave from

Loan

covid-19 crisis... The loan amounts will be forgiven as long as the loan proceeds are used to cover payroll costs, and most mortgage interest, rent and utility costs over the eight-week period after the loan is made; and employee and compensation levels are maintained. Payroll costs are capped at \$100,000 on an annualized basis for each employee.
Husman said Simmons Bank of Pine Bluff submitted the loan application for WFAA-OK Husman said WHELO's newspapers qualify for loan independently and "in the aggregate." Newspaper companies must have fewer than 1,000 employees to qualify, he said. Also, "wired telecommunication" companies qualify if they have fewer than 1,500

employees, said Husman, so WHELO's cable business is considerably smaller than that.
"There is still a lot of uncertainty, so we will have to see how much progress can be made by early July," Husman said. "We wrote in the email to employees. Another uncertainty is in borrowing with a federal program, something we have never done. In the event that we have to repay the loan and it is not forgiven, we will incur a significant loss for those two months. But with our statement of core values placing the interests of employees, we are willing to take that risk in order to maintain the wages, hours, and salaries of employees."

Speaker

are about 4,830 students earning a degree of some kind, according to the university.
The AIU-University commencement, when graduate students have their time in the spotlight, had been set to love as its speaker businesswoman Cordia Harrington, Thurman said.
Harrington, a 1976 UA graduate, is the founder and chief executive officer of The Bakery Cos., which is based in Nashville. She has won various awards, including the 2016 Lifetime Achievement award for Most Admired CEO by the Nashville Business Journal. Thomas said Harrington will now speak at UA's December commencement.

COMMERCIAL GENERATORS
The weather is increasingly unpredictable. Do yourself a favor - purchase a generator. FREE 1-year warranty. Schedule your FREE estimate statement today. Call 1-877-319-0009. Special financing for qualified customers.
PORTABLE CONCRETE
CONCRETE CONCRETE May be located by Medicare. Medicare Independence and mobility with the complete range of leading-edge technology of Roger One. Free information kit Call 855-388-8573.
STAY IN YOUR HOME LONGER
with an American Standard Walk-in Bathtub. Freeview up to \$1,500 of reducing a free bid, and a lifetime warranty on the tub and installation. Call us at 844-846-2964 or visit www.ambatub.com/arkansas
WEEK OF 05/04/2020

Rogers panel approves projects including hotel near music venue

ALEX GOLDEN
NWA DEMOCRAT-GAZETTE
ROGERS — Several projects, including a hotel and a mixed-use building, got the green light Tuesday from the city's Planning Commission.
The commission unanimously approved plans for Hilton, a nearly 4,500-square-foot mixed-use building at 2902 and IOM W. Pleasant Grove Road east of Interstate 49.
Hilton Residences Hotel was also approved to construct a five-story hotel on about 1.3 acres on South Pinnacle Hills Parkway southwest of the Walnut Arkham Music Pavilion. The hotel will be about 56,800 square feet, according to planning documents.
The commission also approved plans for an about 8,900-square-foot office building, Gilbert Building, at 400 W. Walnut St.
The commission also approved running tracks at three middle schools. The tracks are to be constructed at Great League Middle School on North 13th Street, Okdale Middle School on North District Road and

Improve

Continued from Page 1B
all the concrete around the concession stands to make the bathrooms compliant with the Americans for Disability Act," Wolf said. "That's one of the No. 1 things they wanted to do in the park."
In addition, the park will gain two new bathroom facilities during the trial to seven around throughout the park.
The park also will gain 200 parking places, Jason Appel of Engineering Services said via video during the Planning Commission meeting.
The lots surrounding the Miracle League Park along South 48th Street especially turned more spaces, Wolf said. Visitors often park across the street in the lot of St. Thomas Episcopal Church, he said.
This park, on the west side of Tyson park, provides a field with water signed on disabled children and adults can play baseball. The project was sponsored by the Springdale Rotary Club.
Each of Tyson park's 10 baseball and soccer fields and tennis courts will get new lighting, Appel continued.
The park — and its lighting — are 30 years old and not of a quality to attract top-level tournaments or national championship games to the city, Wolf said.
The city and its parks host more than 30 tournaments each year, with 15 being youth baseball and the rest adult and youth softball. Each tournament brings about 150 teams, Wolf continued.
The baseball tournaments alone bring in \$10 million to \$15 million into the city in the form of meals at the city's restaurants and lodging in the city's hotels.
The park will lose one soccer field to make room for parking near the new splash pad, along Walnut Street on the north side of the park. The splash pad's drainage system will handle water from a drainage, clean and bring it to a splash pad at the C.T.

Baseball

Continued from Page 1B
"This isn't meant to be a criticism of the proposed naming," Matthews said. "Kessler Mountain Regional Park is 620 acres, making it the city's second-largest park behind Lake Sequoyah. About 80 acres are used for sports fields, parking and trails including the four-field baseball complex that opened in 2006.
The council also has a rezoning request for a church north of the Boys & Girls Club on the northeast corner of Apple Road and Perimeter Street.
The original request was to rezone about 80 acres as an institutional district specifically allowing a church. Such a zoning district has very few regulations in city code.
The Planning Commission last month recommended the council deny the request. That decision was appealed to the City Council, who took it up Tuesday.
Council members voted 5-3 to change the request to a community services district, which would require putting a building closer to the street.
Dennis Blind with Oklahoma Engineers presented the request to the council and said the church has a floor plan it uses, and shifting the building's orientation would hinder its functionality. The church, which is not named in city documents, plans a

Council action

Fayetteville City Council met Tuesday and approved:
■ Rezoning about 80 acres coming from white-oak-dominant forest to allow for public buildings, and bicycling trails. An appeal would not be filed until June 30.
■ Changing city code to allow additional electric-vehicle-only parking and charging stations at the council meeting and allow the city to bid on the land sale didn't go through, he said.
The council will consider the matter again May 19.
On that date, the council also will take up a rezoning request for a single lot between Hendrix Street and Mount Comfort Road. The rezoning would allow a higher number and wider variety of housing units.
The item was left on its second reading, with some council members asking for more consideration for the neighborhood.

"This isn't meant to be a criticism of the proposed naming."
— Matthew Petty, Fayetteville City Council

Need a PHOTO REPRINT?
Go to NWAONLINE.COM
Click on "Today's Photos" in the top menu bar
NORTHWEST ARKANSAS Democrat-Gazette

ResponsiveEd
Responsive Education Solutions plans to submit an application to the State Board of Education to open a charter school in Springdale, Arkansas to be referred to as Premier High School of Springdale.
NOTICE OF PUBLIC HEARING
Virtually via Google Meets
Thursday, May 28, 2020, 6:00 PM
Join with Google Meet: meet.google.com/wv-fpk-uvy
or
Join by phone: 1-484-424-4719, PIN: 700 723 035#
All are welcome to join us to learn about Responsive Education Solutions and the opportunities we will bring to your community.

ResponsiveEd[®]

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

NOTICE OF PUBLIC HEARING

Virtually via Google Meets

Thursday, May 28, 2020, 6:00 PM

Join with Google Meet: meet.google.com/wxv-fpku-nwy
or

Join by phone: 1-484-424-4719, PIN: 700 723 035#

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

**PHS of Springdale
Public Meeting Hearing**

Thursday, May 28th at 6:00 p.m.

Location: Virtual

Join with Google Meet

meet.google.com/vrs-yzao-vrv

Join by phone

+1 347-696-0799 PIN: 634 285 577#

Agenda

I.	Welcome-Opening Remarks
II.	Introduction to Responsive Education Solutions & Responsive Ed Arkansas
III.	The Premier High School Model
IV.	Timeline for application and approval process
V.	Questions & Comments
VI.	Adjournment

DON'T WAIT. GRADUATE.

Listening to teachers give lecture after lecture isn't for everyone. Premier High School offers a unique program that gives students control of their education.

- Self-paced
- Small campus, fewer distractions
- Intimate, relaxed setting
- Flexible schedule
- Free tuition
- State accredited



PREMIER HIGH SCHOOL®
SPRINGDALE

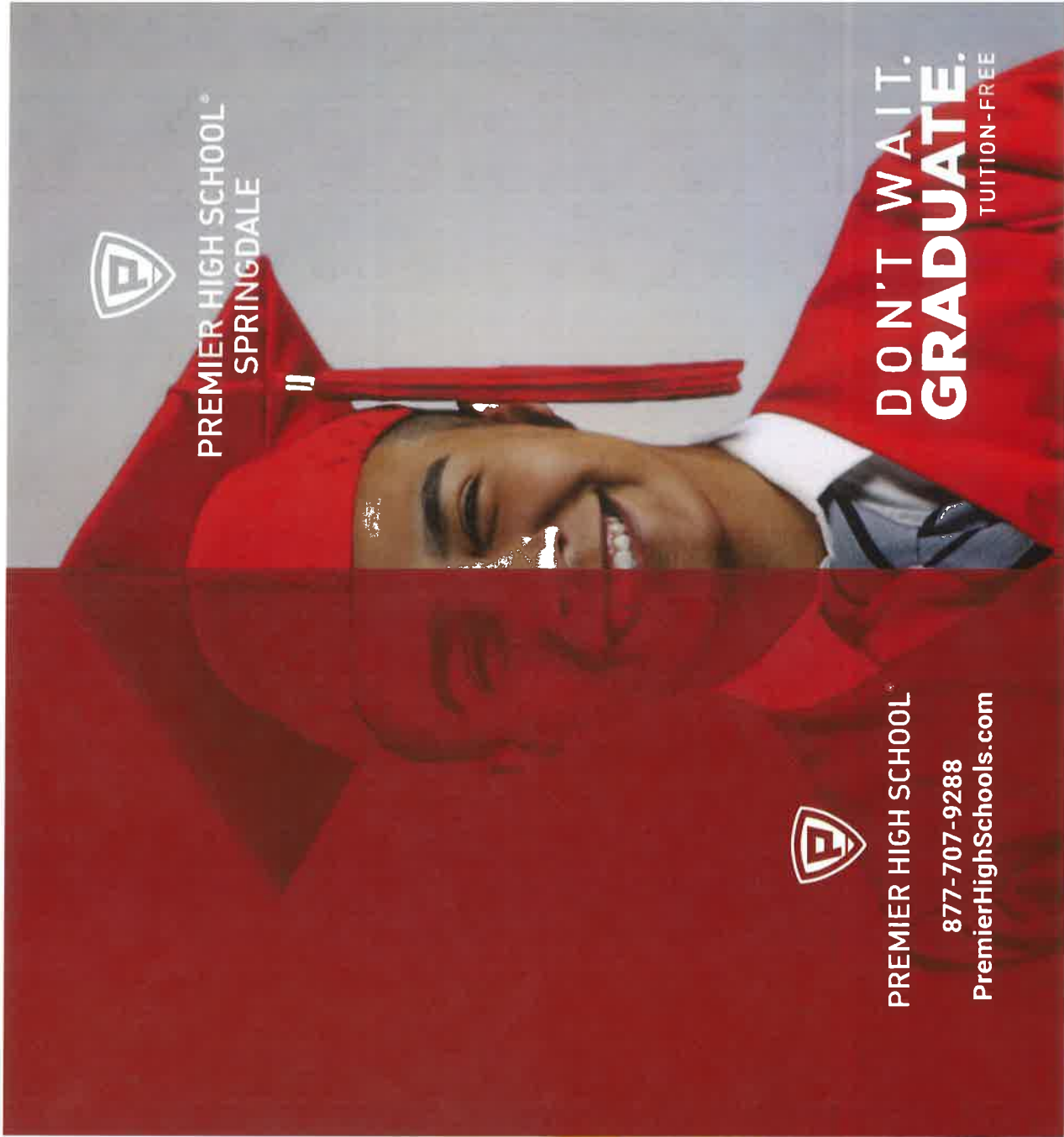


PREMIER HIGH SCHOOL®

877-707-9288

PremierHighSchools.com

DON'T WAIT.
GRADUATE.
TUITION-FREE



ABOUT PREMIER HIGH SCHOOL

Premier High School® is a public school offering you the opportunity to earn a diploma away from the overcrowded high school setting. We offer a self-directed academic program that allows you to work toward a diploma. Our schedules allow you to have a balance between family and work life.

OUR MISSION

Our mission is to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence.

MORE THAN A ONE-SIZE-FITS-ALL EDUCATION

We offer individual attention and an academic program that matches your unique abilities. You are able to work at a reasonable pace to maximize your strengths and improve upon your weaknesses. If a little hard work and a bright future appeal to you, we'd like to meet you. Don't wait. Graduate.

MOVE FORWARD

Each student has his or her own reason for choosing Premier High School. We offer the opportunity for you to:

- Recover credits
- Graduate early
- Attend school around your work schedule
- Balance family and your education
- Prepare for higher education
- Earn college credits while in high school

UPON GRADUATION

Each student will be equipped for:

- College/University
- Military
- Trade school
- The workforce

15K
36
20

More than 15,000 students have earned their diploma from Premier High School. You can be next.

There are 36 Premier High Schools throughout Texas and Arkansas.

For 20 years, Premier High School has given students an opportunity to succeed.

**VISIT US ONLINE TO
START YOUR PATH
TOWARD GRADUATION**

PremierHighSchools.com



Attachment 3
Prior Involvement

Name of Individual with Prior Charter Experience Mr. Richard Cromwell

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mrs. Jennifer Stephens

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1615 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Brian Williams

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Dr. Charity Smith

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr., Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience TBD

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr., Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Ben Klingenstein, Board President

Position with Proposed Charter President ResponsiveEd Board

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Maryln Reynolds, Board Vice President
 Position with Proposed Charter Vice President ResponsiveEd Board

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr., Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Ken Sparks, Board Vice Secretary
 Position with Proposed Charter Vice President ResponsiveEd Board

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Daniel Maddalena, Board Member

Position with Proposed Charter Board Member ResponsiveEd Board

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Lance Losey, Board Member
 Position with Proposed Charter Board Member ResponsiveEd Board

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Board Member	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Charles Cook

Position with Proposed Charter Chief Executive Officer - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Executive Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Steven Gast

Position with Proposed Charter Superintendent

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Superintendent	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Superintendent	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Superintendent	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Superintendent	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Curtis Shack

Position with Proposed Charter AR Program Manager - Responsive Education Solutions - Arkansas

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	AR Program Manager	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	AR Program Manager	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	AR Program Manager	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	AR Program Manager	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Dr. Mary Ann Duncan

Position with Proposed Charter Executive Vice President of Operations Corporate Lewisville

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	VP Operations	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	VP Operations	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	VP Operations	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	VP Operations	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Dennis Felton

Position with Proposed Charter State Director Premier High School Expansion and Innovation.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Campus Director	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Consultant	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Consultant	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Consultant	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Katie Stephens

Position with Proposed Charter Arkansas Financial Manager

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Financial Management	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Financial Management	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Financial Management	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Financial Management	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Rhonda Bradford

Position with Proposed Charter Federal Programs Director

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Federal Programs Director	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Federal Programs Director/Campus Director	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Federal Programs Director	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Federal Programs Director	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Chris Bauman .

Position with Proposed Charter Head of Corporate Legal Department

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Attorney	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Attorney	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Attorney	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Attorney	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience James Taylor -----

Position with Proposed Charter Chief Financial Officer - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Financial Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Anthony Edwards

Position with Proposed Charter Vice President School Acquisitions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Vice President School Acquisitions	Operating	801 W 29th St North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Vice President School Acquisitions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Vice President School Acquisitions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Vice President School Acquisitions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Robert Davison

Position with Proposed Charter Chief Operating Officer - Responsive Education Solutions and Chief Executive Officer - Responsive Ed School Services

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Operating Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Lynn Tompkins

Position with Proposed Charter Vice President Facilities

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Vice President Facilities	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Vice President Facilities	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Vice President Facilities	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Vice President Facilities	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience: Dr. Christian Culter
 Position with Proposed Charter: Vice President Academics.

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Executive Director of Research and Instruction	Operating	801 W 29th St North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Executive Director of Research and Instruction	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Executive Director of Research and Instruction	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Research and Instruction	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mrs. Glenda Simons

Position with Proposed Charter Vice President Academics

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Vice President Academics	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Vice President Academics	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Vice President Academics	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Vice President Academics	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr Ken Harp

Position with Proposed Charter Financial Consultant from Lewisville Corporate Office

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier High School North Little Rock	Finance Consultant	Operating	801 W 29th St, North Little Rock, AR 72114	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Finance Consultant	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Finance Consultant	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Finance Consultant	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Open-Enrollment Charter School Application Salary Estimates for Year 1

Position	# Positions	Salary	Subtotal	Fringe	Total Expense
Campus Director	1	\$60,000	\$60,000	\$15,600	\$75,600
Secretary	1	\$30,600	\$30,600	\$7,956	\$38,556
Teachers	4	\$38,000	\$152,000	\$39,520	\$191,520
ELL Coordinator/Teacher	1	\$38,000	\$38,000	\$9,880	\$47,880
Personalized Learning Coach	2	\$21,840	\$43,680	\$11,357	\$55,037
Special Education	1	\$40,000	\$40,000	\$10,400	\$50,400
Child Nutrition	1	\$20,000	\$20,000	\$5,200	\$25,200
Substitutes		\$1,500	\$1,500	\$390	\$1,890
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

Total Salaries and Benefits for Year 1 \$486,083

Open-Enrollment Charter School Application Salary Estimates for Year 2

Position	# Positions	Salary	Subtotal	Fringe	Total Expense
Campus Director	1	\$60,000	\$60,000	\$15,600	\$75,600
Secretary	1	\$30,600	\$30,600	\$7,956	\$38,556
Teachers	5	\$38,000	\$190,000	\$49,400	\$239,400
Personalized Learning Coach	2	\$21,840	\$43,680	\$11,357	\$55,037
Special Education	1	\$40,000	\$40,000	\$10,400	\$50,400
Child Nutrition	1	\$20,000	\$20,000	\$5,200	\$25,200
Substitutes		\$1,500	\$1,500	\$390	\$1,890
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

			\$0	\$0	\$0
			\$0	\$0	\$0

Total Salaries and Benefits for Year 2 \$486,083

Open-Enrollment Charter School Application Estimated Revenues

State Funding	Year 1			Year 2		
	# of Students	Amount Per Student	Total Yr 1	# of Students	Amount Per Student	Total Yr 2
Foundation Funding	125	\$7,018.00	\$877,250.00	125	\$7,018.00	\$877,250.00
Professional Development	125	\$27.40	\$3,425.00	125	\$27.40	\$3,425.00
ESSA Funding	50	\$526.00	\$26,300.00	50	\$526.00	\$26,300.00
ESL Funding	25	\$352.00	\$8,800.00	25	\$352.00	\$8,800.00
ALE Funding	0	\$4,700.00	\$0.00	0	\$4,700.00	\$0.00
Charter Facility Funding			\$0.00	125	\$510.95	\$63,868.75

*ESA Funding Amt: Less than 70% FRL = \$526; Between 70-90% FRL = \$1051; 90% and Above FRL = \$1576

Federal Funds	Estimated Allocation Yr 1	Estimated Allocation Yr 2
Title I	\$40,000.00	\$40,000.00
Title II	\$2,000.00	\$2,000.00
Title III		
Title IV	\$10,000.00	\$10,000.00
Title V		
Special Education	\$15,000.00	\$15,000.00
Child Nutrition	\$10,000.00	\$10,000.00

Other Sources	Amount Year 1	Amount Year 2
Start Up Cost Covered by		
Responsive Education	\$130,000	

TOTAL REVENUES	YEAR 1	YEAR 2
	\$1,122,775	\$1,056,643.75

Open-Enrollment Charter School Application Estimated Expenditures

Category	Yr 1 Expenditures	Yr 2 Expenditures
ADMINISTRATION:		
Purchased Services	\$42,600.00	\$42,600.00
Supplies and Materials	\$1,000.00	\$1,000.00
Equipment	\$2,000.00	\$2,000.00
Classroom Instruction:		
Purchased Services	\$15,000.00	\$15,000.00
Supplies and Materials	\$15,000.00	\$10,000.00
Equipment		
Professional Development	\$2,900.00	\$2,900.00
Special Education:		
Purchased Services	\$4,000.00	\$4,000.00
Supplies and Materials	\$2,000.00	\$2,000.00
Equipment		
Professional Development	\$525.00	\$525.00
Gifted & Talented Program		
Purchased Services		
Supplies and Materials		
Equipment		
ALE Program:		
Purchased Services		
Supplies and Materials		
Equipment		
ELL Program:		
Purchased Services		
Supplies and Materials	\$5,000.00	\$1,000.00
Equipment		

ELL Program:		
Purchased Services		
Supplies and Materials		
Equipment		
Guidance Services:		
Purchased Services		
Supplies and Materials		
Equipment		
Health Services:		
Purchased Services		
Supplies and Materials	\$3,000.00	\$3,000.00
Equipment	\$1,000.00	\$1,000.00
Library Media Services:		
Purchased Services		
Supplies and Materials		
Equipment		
Fiscal Services:		
Purchased Services		
Supplies and Materials		
Equipment		
Pupil Transportation:		
Purchased Services	\$8,000.00	\$8,000.00
Supplies and Materials		
Equipment		

Maintenance & Operations:		
Purchased Services	\$10,000.00	\$10,000.00
Supplies and Materials	\$5,000.00	\$5,000.00
Equipment		
Phone	\$12,000.00	\$12,000.00
Gas		
Electric	\$15,000.00	\$15,000.00
Water	\$1,000.00	\$1,000.00
Sewer	\$800.00	\$800.00
Food Services:		
Purchased Services		
Supplies and Materials	\$20,000.00	\$20,000.00
Equipment	\$1,000.00	\$500.00
Data Processing:		
Purchased Services		
Supplies and Materials		
Equipment		
Substitute Personnel:		
Supplies and Materials		
CMO Fee (if applicable):		
Office Support		\$87,738.00
Advertising/Marketing		
Legal Services		

Facilities:		
Lease/Purchase Contract Per Yr	\$192,000.00	\$192,000.00
Facility Upgrades		
Property Insurance Per Yr		
Content Insurance Per Yr		
Debt Expenditures:		
Other Expenditures:		
Furniture	\$30,000.00	
Technology	\$80,000.00	
Curriculum	\$15,000.00	
Marketing	\$5,000.00	
Repay Management Company for above		
startup costs	\$130,000.00	
Salary Totals from Worksheet:	\$486,082.80	\$486,082.80

	Year 1	Year 2
TOTAL EXPENDITURES	\$1,104,907.80	\$923,145.80

NET REVENUE OVER EXPENDITURES	\$17,867.20	\$133,497.95
--------------------------------------	--------------------	---------------------

2020 Open-Enrollment Charter School Application Statement 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. 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. However, 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 involuntary 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.



President of Board of Directors Signature

5-26-20

Date



Printed Name



PRIME NWA RETAIL LOCATION

PROPERTY DETAILS

LONG ESTABLISHED AND SUCCESSFUL NWA RETAIL LOCATION THAT IS RARELY VACANT IS NOW AVAILABLE FOR PURCHASE! THIS 21,840 SF RETAIL BUILDING FEATURES APPROXIMATELY 15,840 SF OF RETAIL SHOWROOM, 6000 SF OF WAREHOUSE, 2 ADA BATHROOMS, BREAK ROOM WITH KITCHENETTE, LOADING DOCK FOR 18 WHEELER DELIVERY, AND SOME OFFICE SPACE. CONTACT LISTING AGENT FOR SHOWING.

- ✓ THOMPSON ST/US-71 BUS FRONTAGE
- ✓ 21,840 SF
- ✓ MARQUEE SIGN
- ✓ SHOWROOM
- ✓ WAREHOUSE
- ✓ OFFICE
- ✓ KITCHENETTE
- ✓ LOADING DOCK



JEFF PEDERSON, SR VICE PRESIDENT COMMERCIAL REAL ESTATE
LINDSEY & ASSOCIATES

727-856-2233 | JPEDERSON@LINDSEY.COM | WWW.NWACOMMERCIALPROPERTY.COM



Retail Submarket Report

Greater Springdale

Northwest Arkansas - AR

PREPARED BY



Kent Brown
Vice President of Real Estate



RETAIL SUBMARKET REPORT

Submarket Key Statistics	2
Leasing	3
Rent	5
Construction	6
Sales	9
Sales Past 12 Months	10
Supply & Demand Trends	12
Rent & Vacancy	15
Sale Trends	18



12 Mo Deliveries in SF

70.3 K

12 Mo Net Absorption in SF

(137 K)

Vacancy Rate

5.4%

12 Mo Rent Growth

0.8%

Retail vacancies in Greater Springdale were above the five-year average during the third quarter, and they trended upwards in the past year. The rate also sits above the overall market's average. Meanwhile, retail rents have inched up by 0.8% on a year-over-year basis. That is the weakest performance observed over the past five years.

As for the pipeline, development has been relatively steady over the past few years in Greater Springdale, and that trend has continued in the third quarter.

Greater Springdale is a very liquid investment market, characterized by heavy trading, but investment activity cooled off in the past year. At the same time, market pricing of \$131/SF falls below the region's average.

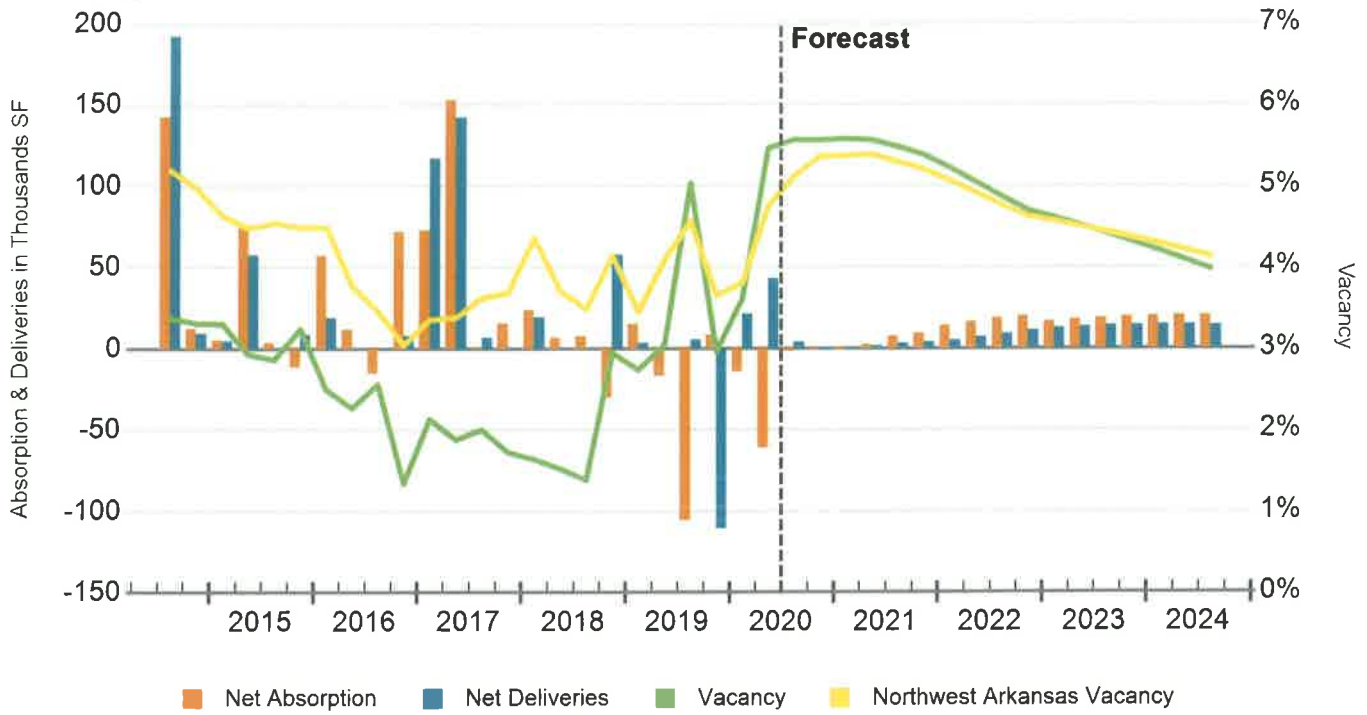
However, the coronavirus outbreak has led to considerable uncertainty. The effects of the pandemic will likely have a profound impact on demand, rent growth, and investment trends, and the retail sector, in particular, could face significant headwinds in the coming months.

KEY INDICATORS

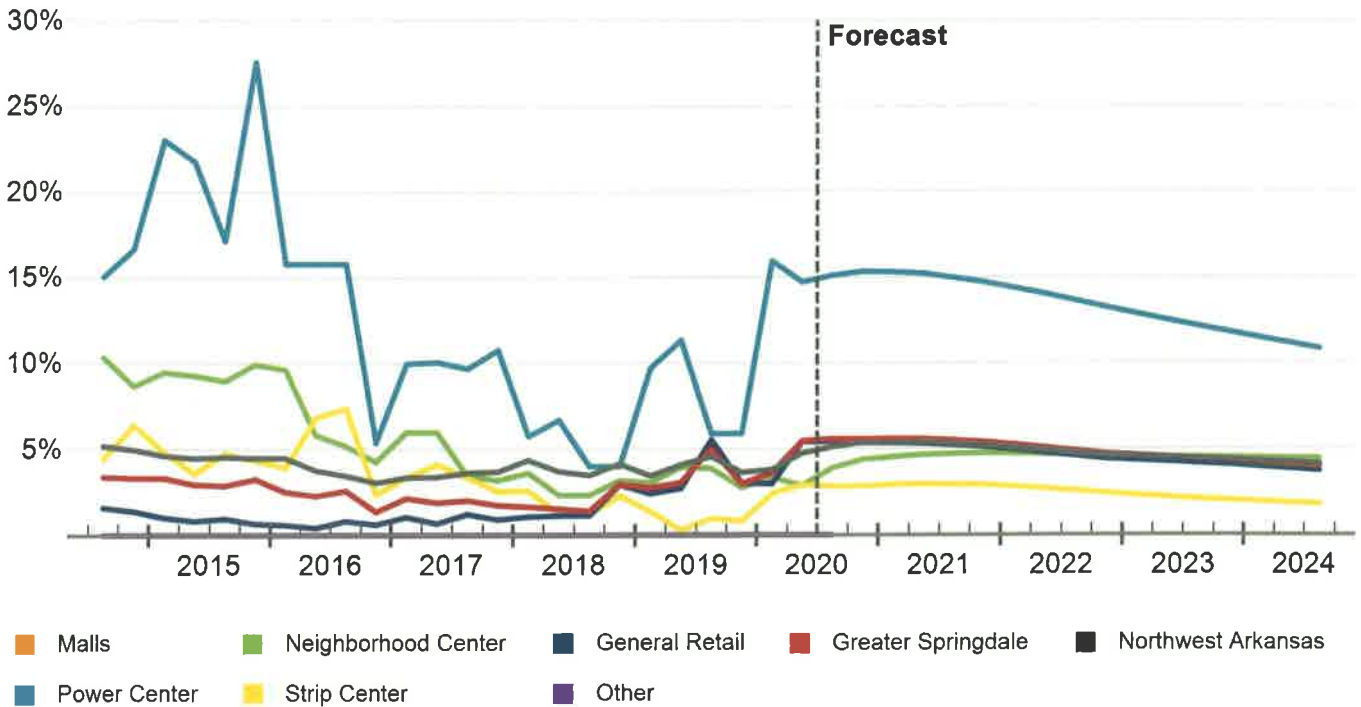
Current Quarter	RBA	Vacancy Rate	Market Rent	Availability Rate	Net Absorption SF	Deliveries SF	Under Construction
Malls	0	-	-	-	0	0	0
Power Center	278,487	14.7%	\$12.74	14.7%	0	0	0
Neighborhood Center	471,282	3.2%	\$12.68	3.6%	(1,800)	0	0
Strip Center	449,718	2.9%	\$11.17	3.1%	0	0	0
General Retail	4,350,823	5.3%	\$11.50	5.4%	3,784	0	4,042
Other	0	-	-	-	0	0	0
Submarket	5,550,310	5.4%	\$11.64	5.5%	1,984	0	4,042
Annual Trends	12 Month	Historical Average	Forecast Average	Peak	When	Trough	When
Vacancy Change (YOY)	1.7%	3.5%	4.7%	6.2%	2010 Q3	1.3%	2016 Q4
Net Absorption SF	(137 K)	53,932	38,757	297,681	2017 Q3	(173,980)	2020 Q2
Deliveries SF	70.3 K	73,335	45,137	276,860	2017 Q3	0	2013 Q4
Rent Growth	0.8%	0%	0.2%	2.4%	2016 Q2	-4.5%	2009 Q4
Sales Volume	\$27.1 M	\$19M	N/A	\$51.6M	2018 Q4	\$2.2M	2009 Q4



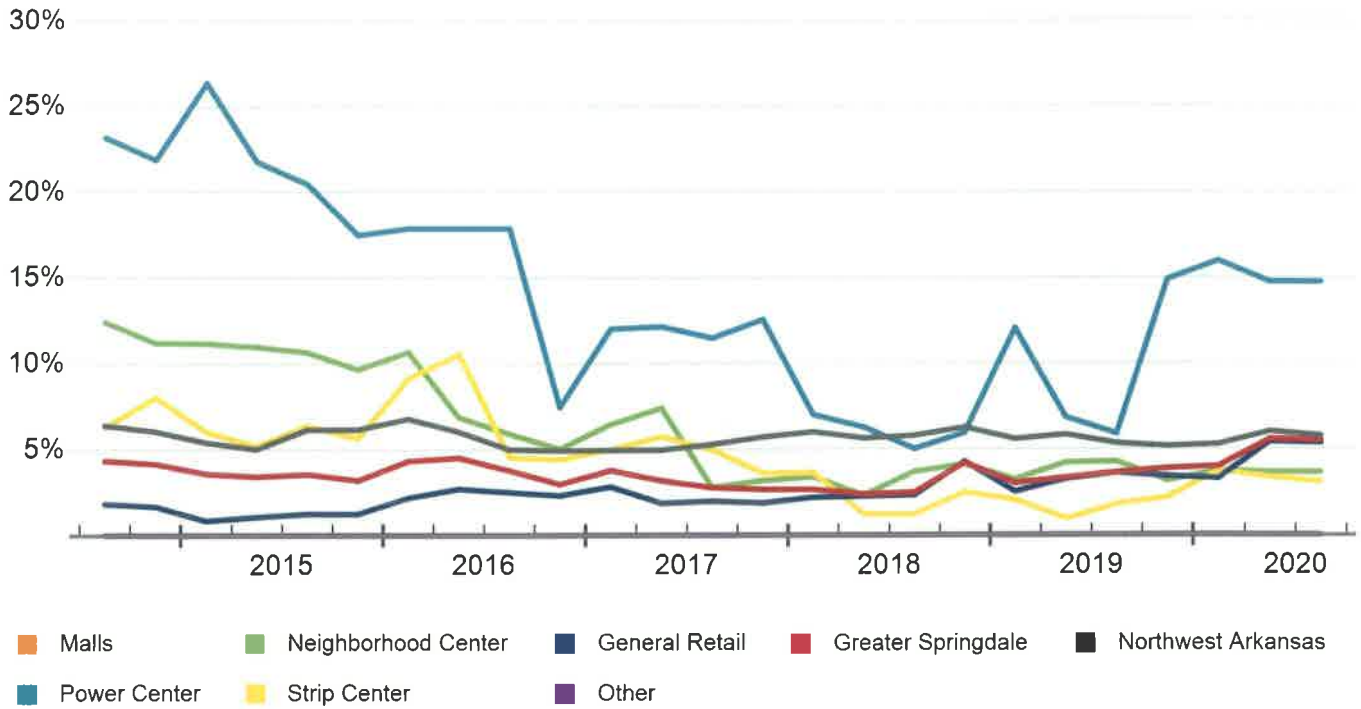
NET ABSORPTION, NET DELIVERIES & VACANCY



VACANCY RATE



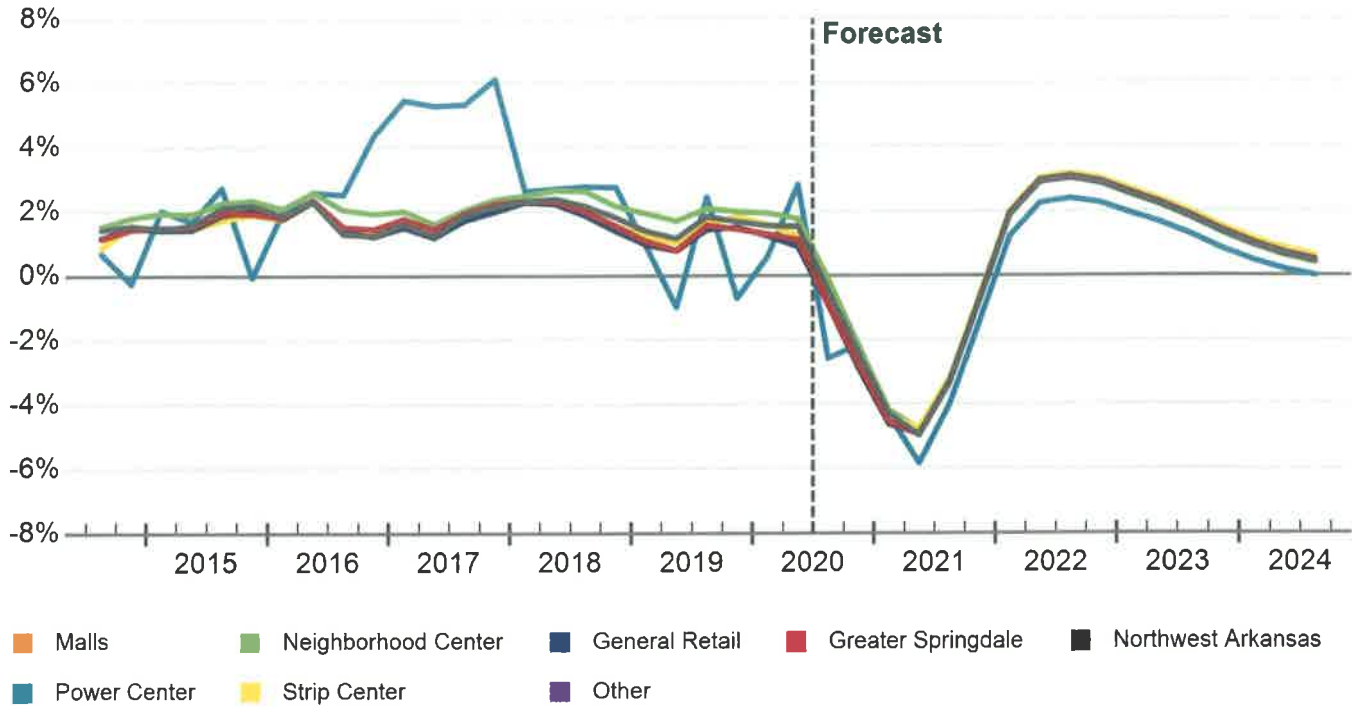
AVAILABILITY RATE



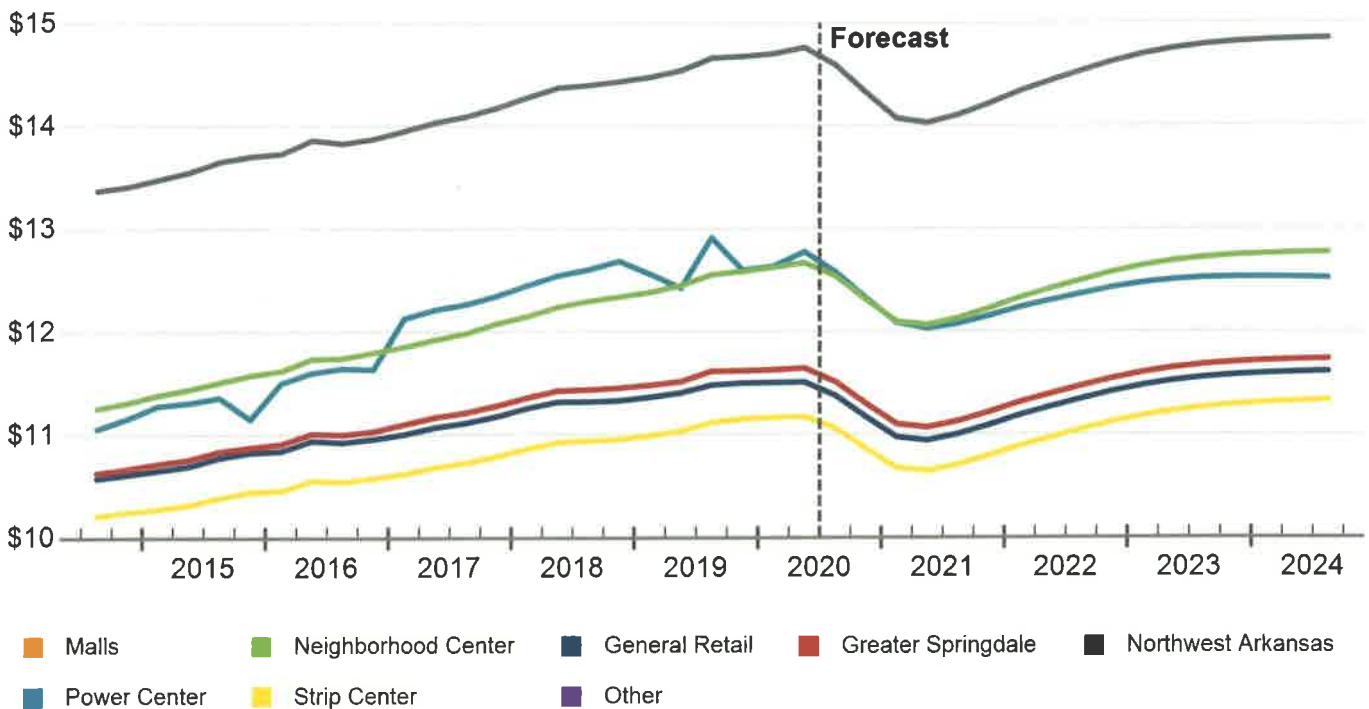
3 STAR MOST ACTIVE BUILDINGS IN SUBMARKET - PAST 12 MONTHS

Property Name/Address	Rating	GLA	Deals	Leased SF	12 Mo Vacancy	12 Mo Net Absorp SF
Liner Building Johnson Mill Blvd	★★★★☆	30,000	2	5,234	23.9%	22,832
1268 Electric Ave	★★★★☆	16,000	1	16,000	40.0%	16,000
1110 Mathias Dr	★★★★☆	22,500	1	4,500	8.0%	4,500
Sunset Square Shopping Cen... 2940 W Sunset Ave	★★★★☆	47,000	1	1,500	0%	2,200
I 7022 W Sunset Rd	★★★★☆	6,326	1	792	0%	0
Signature Square - Building C 1301 E Robinson Ave	★★★★☆	11,248	1	2,280	0%	0
809 E Emma Ave	★★★★☆	5,408	1	982	67.0%	(5,408)
Ozark Center Point Place 5260-5320 W Sunset Ave	★★★★☆	230,000	2	43,415	13.8%	(14,495)

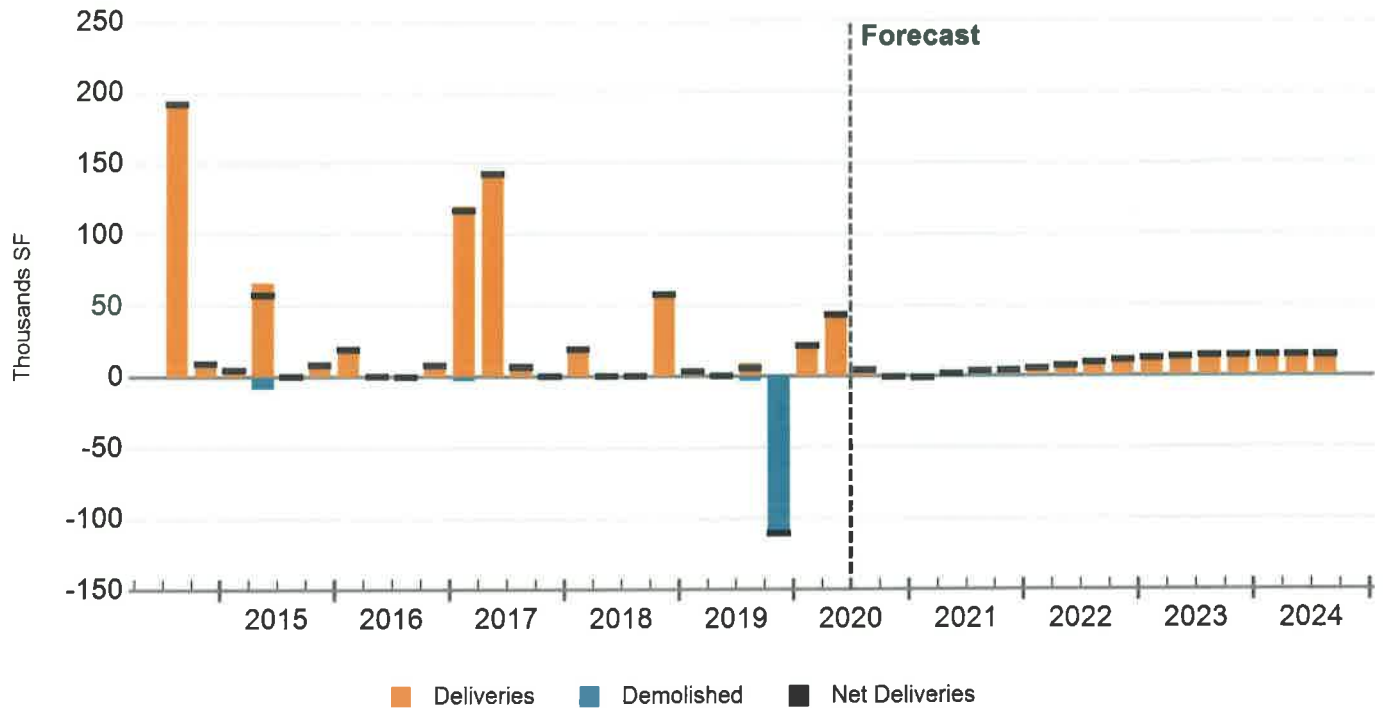
MARKET RENT GROWTH (YOY)



MARKET RENT PER SQUARE FEET



DELIVERIES & DEMOLITIONS



All-Time Annual Avg. Square Feet

Delivered Square Feet Past 8 Qtrs

Delivered Square Feet Next 8 Qtrs

Proposed Square Feet Next 8 Qtrs

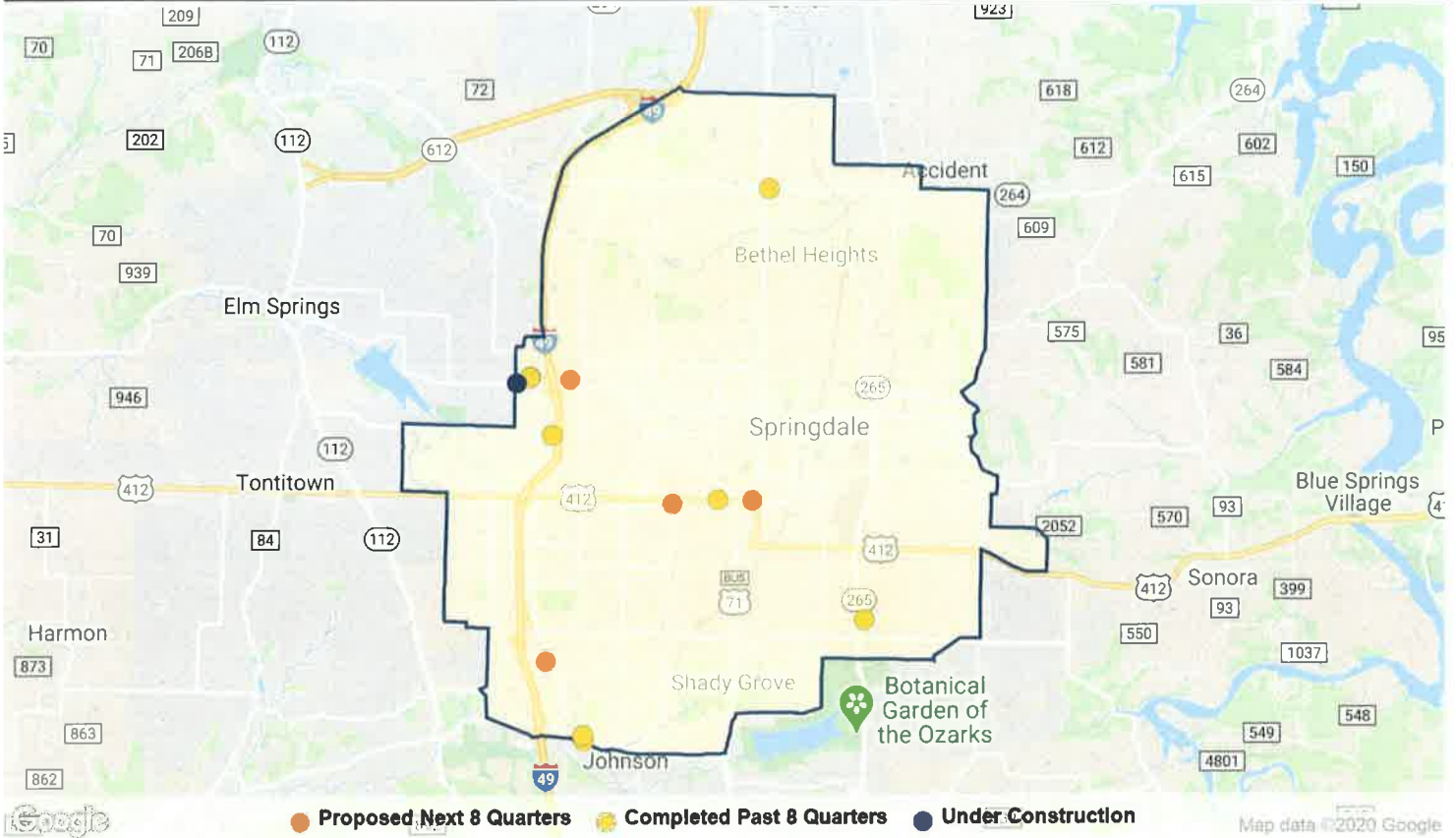
71,924

134,455

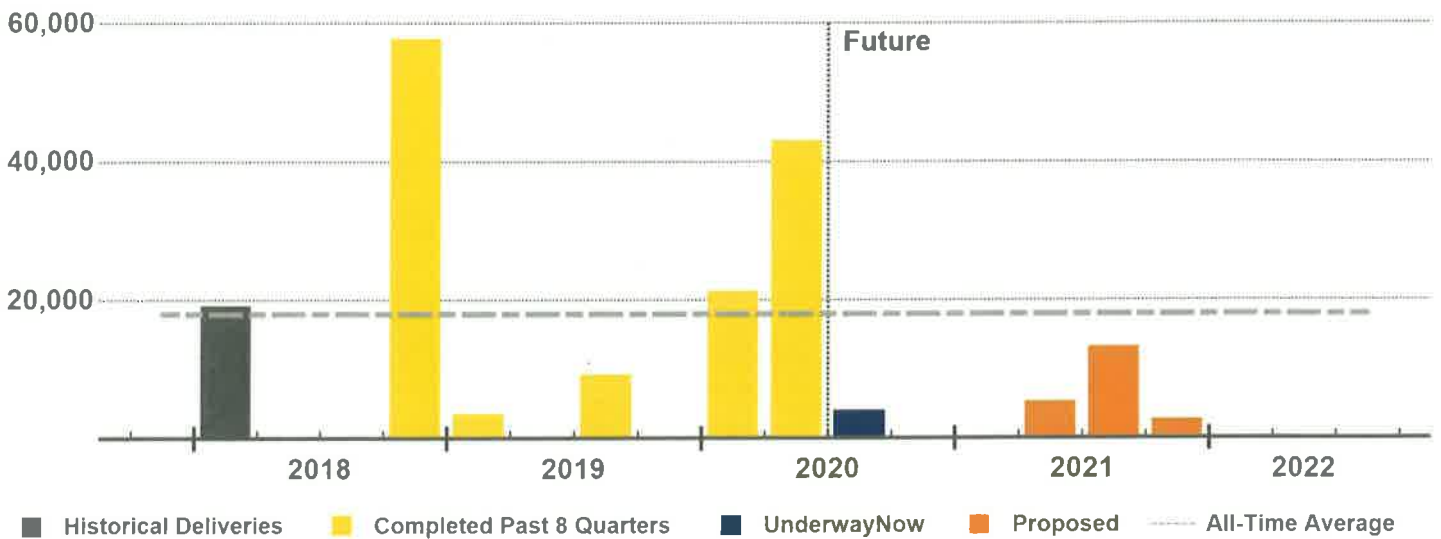
4,042

21,040

PAST 8 QUARTERS DELIVERIES, UNDER CONSTRUCTION, & PROPOSED



PAST & FUTURE DELIVERIES IN SQUARE FEET



RECENT DELIVERIES

Property Name/Address	Rating	Bldg SF	Stories	Start	Complete	Developer/Owner
1 1599 W Sunset Ave	★ ★ ★ ★ ★	7,000	1	Feb 2020	Jun 2020	- Casey's General Store
2 Liner Building Johnson Mill Blvd	★ ★ ★ ★ ★	30,000	3	Jun 2019	May 2020	High Street Real Estate Develop... Johnson Sq Medical Building I
3 4451 N Thompson St	★ ★ ★ ★ ★	5,975	1	May 2019	May 2020	- Krause Holdings
4 RMP Law Building 3561 Johnson Mill Blvd	★ ★ ★ ★ ★	21,182	3	Feb 2018	Jan 2020	- Johnson Sq Medical Building I
5 Dollar General 3365 S Old Missouri Rd	★ ★ ★ ★ ★	9,100	1	Mar 2019	Jul 2019	- -
6 4914 Elm Springs Rd	★ ★ ★ ★ ★	3,500	1	-	Jan 2019	- Sterling Park Anders jr
7 4246 Hidden Creek Ln	★ ★ ★ ★ ★	50,000	1	May 2018	Nov 2018	- Mathias Properties, Inc.
8 4962 Elm Springs Rd	★ ★ ★ ★ ★	7,698	1	Jun 2018	Oct 2018	- JP Companies

UNDER CONSTRUCTION

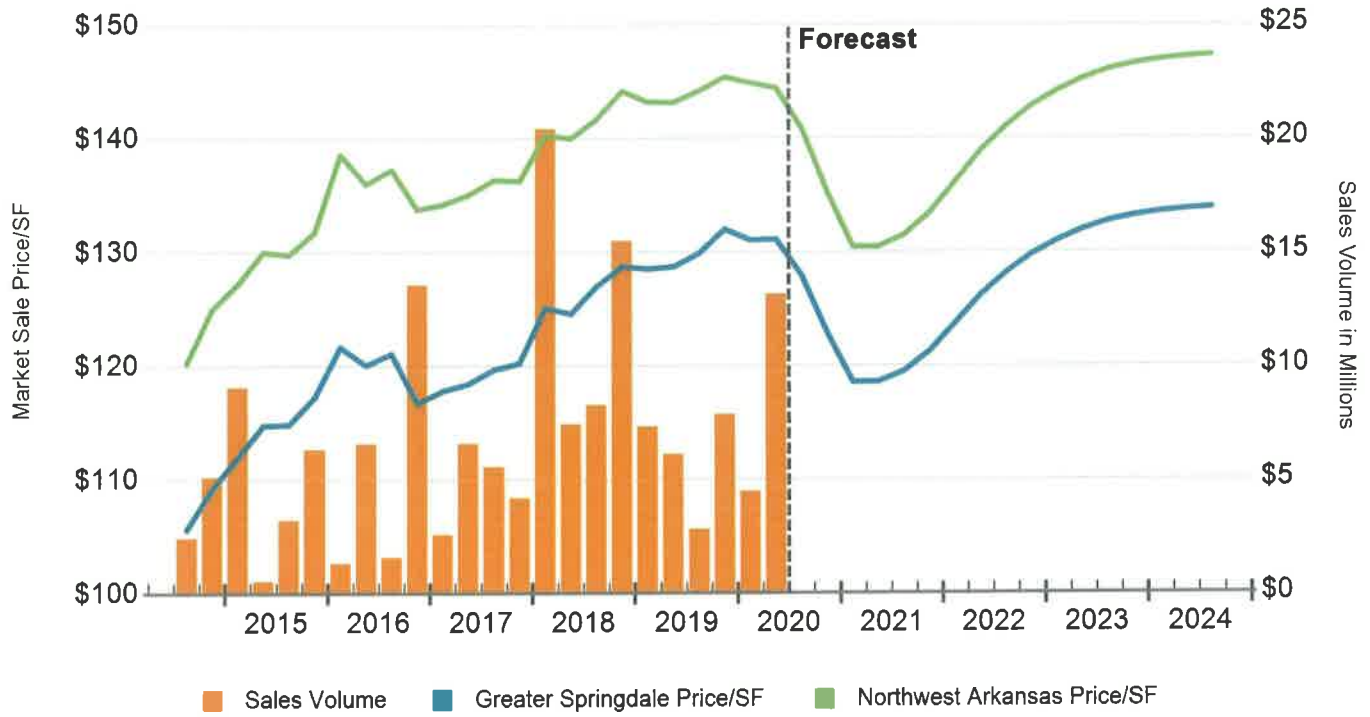
Property Name/Address	Rating	Bldg SF	Stories	Start	Complete	Developer/Owner
1 881 Oak Grove Rd	★ ★ ★ ★ ★	4,042	1	Jan 2020	Aug 2020	- Guggenheim Services, LLC

PROPOSED

Property Name/Address	Rating	Bldg SF	Stories	Start	Complete	Developer/Owner
1 4230 Elm Springs Rd	★ ★ ★ ★ ★	9,600	1	Jan 2021	Sep 2021	- -
2 4070 S 48th St	★ ★ ★ ★ ★	5,280	1	Sep 2020	Jun 2021	- -
3 1019-1075 W Sunset Ave	★ ★ ★ ★ ★	3,520	-	Jan 2021	Aug 2021	- Benigno I Morales
4 1307 Johnson Rd	★ ★ ★ ★ ★	2,640	1	Dec 2020	Dec 2021	- -



SALES VOLUME & MARKET SALE PRICE PER SF



Sale Comparables

21

Avg. Cap Rate

6.7%

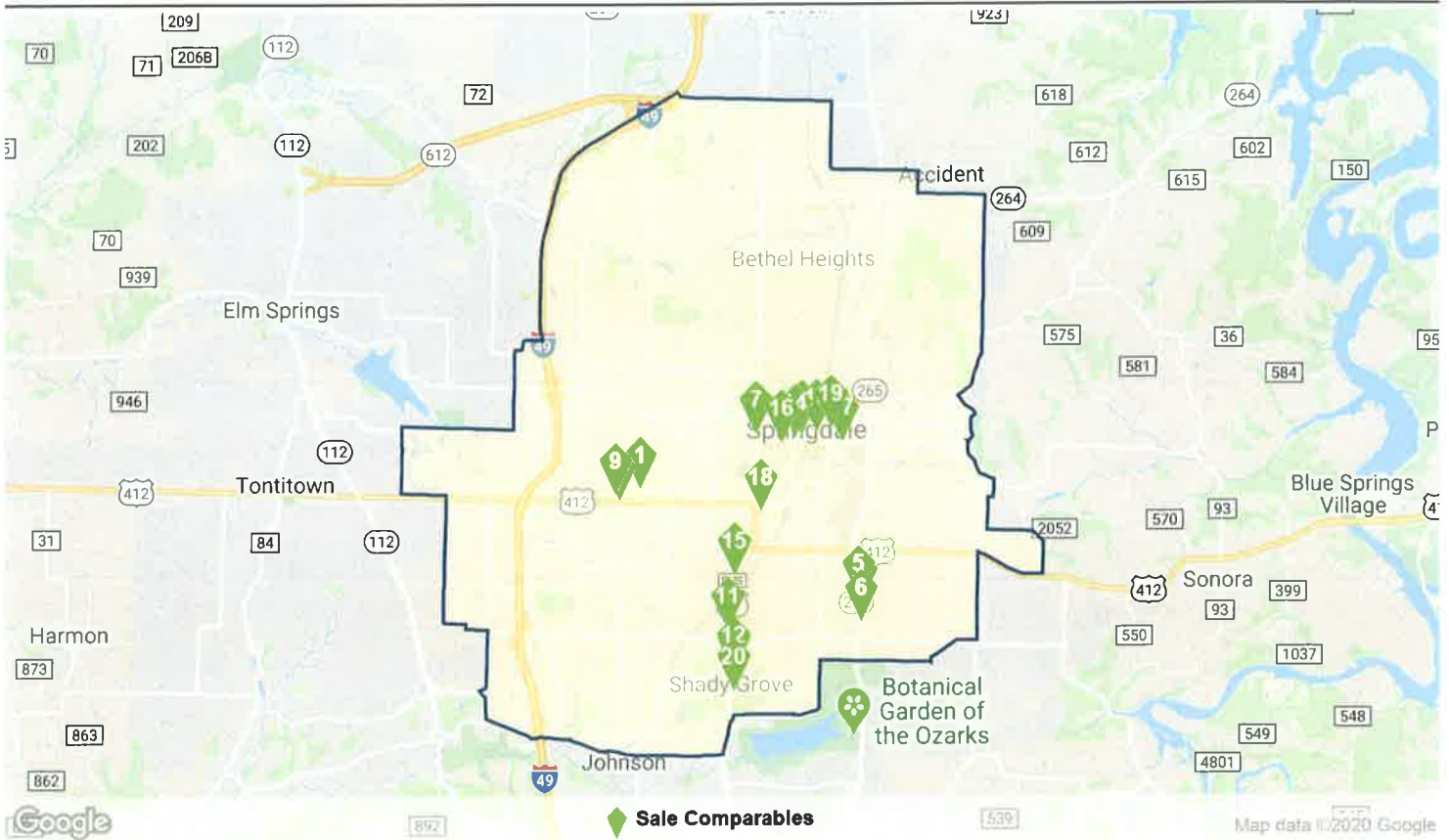
Avg. Price/SF

\$141

Avg. Vacancy At Sale

4.9%

SALE COMPARABLE LOCATIONS



SALE COMPARABLES SUMMARY STATISTICS

Sales Attributes	Low	Average	Median	High
Sale Price	\$132,500	\$1,426,732	\$675,000	\$5,900,000
Price/SF	\$30	\$141	\$104	\$502
Cap Rate	6.2%	6.7%	6.7%	7.3%
Time Since Sale in Months	1.0	5.5	4.6	10.6
Property Attributes	Low	Average	Median	High
Building SF	1,562	9,937	5,724	59,562
Stories	1	1	1	2
Typical Floor SF	1,562	9,626	5,193	59,562
Vacancy Rate At Sale	0%	4.9%	0%	99.8%
Year Built	1945	1988	1991	2019
Star Rating	★ ★ ★ ★ ★	★ ★ ★ ★ ★ 2.6	★ ★ ★ ★ ★	★ ★ ★ ★ ★



RECENT SIGNIFICANT SALES

	Property Name - Address	Rating	Property			Sale			
			Yr Built	Bldg SF	Vacancy	Sale Date	Price	Price/SF	Cap Rate
1	2894 W Sunset Ave	★★★★☆	1992	59,562	0%	6/30/2020	\$5,900,000	\$99	6.7%
2	Walgreens 3251 W Sunset Ave	★★★★☆	2012	13,200	0%	12/2/2019	\$5,325,164	\$403	-
3	202 E Emma Ave	★★★☆☆	1945	5,562	0%	5/1/2020	\$2,791,791	\$502	-
4	1268 Electric Ave	★★★★☆	2005	16,000	0%	3/11/2020	\$2,200,000	\$138	-
5	Old Missouri Road Offic... 2921 S Old Missouri Rd	★★★★☆	2004	16,000	0%	5/29/2020	\$1,675,000	\$105	-
6	Dollar General 3365 S Old Missouri Rd	★★★★☆	2019	9,100	0%	9/13/2019	\$1,481,420	\$163	6.2%
7	100 N Thompson St	★★★★☆	2005	7,000	0%	3/17/2020	\$1,467,500	\$210	7.3%
8	4275 S Thompson St	★★★★☆	2001	16,096	0%	5/8/2020	\$1,456,915	\$91	6.3%
9	3300 W Sunset Ave	★★★★☆	2005	4,000	0%	10/31/2019	\$1,071,500	\$268	7.0%
10	101 Spring St	★★★☆☆	1945	9,956	99.8%	1/10/2020	\$675,000	\$68	-
11	3504 S Thompson St	★★★☆☆	1990	5,530	0%	5/22/2020	\$630,000	\$114	-
12	4217 S Thompson St	★★★★☆	2001	6,000	0%	5/8/2020	\$543,085	\$91	-
13	111 Graham St	★★★★☆	-	1,784	0%	10/1/2019	\$450,000	\$252	-
14	101 W Emma Ave	★★★☆☆	1955	5,724	0%	12/31/2019	\$395,000	\$69	-
15	2305 S Thompson St	★★★☆☆	1985	3,338	0%	10/16/2019	\$330,000	\$99	-
16	313 W Meadow Ave	★★★☆☆	1989	2,689	0%	11/22/2019	\$280,000	\$104	-
17	809 E Emma Ave	★★★★☆	1963	5,408	0%	9/16/2019	\$160,000	\$30	-
18	1304 Young St	★★★★☆	1975	3,898	0%	4/7/2020	\$143,036	\$37	-
19	700 E Johnson Ave	★★★☆☆	1975	1,562	0%	3/12/2020	\$132,500	\$85	-
20	4409 S Thompson St	★★★★☆	1984	12,590	0%	5/8/2020	-	-	-



OVERALL SUPPLY & DEMAND

Year	Inventory			Net Absorption		
	SF	SF Growth	% Growth	SF	% of Inv	Construction Ratio
2024	5,705,425	57,608	1.0%	80,283	1.4%	0.7
2023	5,647,817	54,365	1.0%	72,364	1.3%	0.8
2022	5,593,452	32,577	0.6%	68,192	1.2%	0.5
2021	5,560,875	7,452	0.1%	16,991	0.3%	0.4
2020	5,553,423	67,270	1.2%	(78,939)	-1.4%	-
YTD	5,550,310	64,157	1.2%	(74,201)	-1.3%	-
2019	5,486,153	(101,664)	-1.8%	(99,862)	-1.8%	-
2018	5,587,817	76,912	1.4%	7,340	0.1%	10.5
2017	5,510,905	265,805	5.1%	241,030	4.4%	1.1
2016	5,245,100	26,844	0.5%	125,780	2.4%	0.2
2015	5,218,256	70,927	1.4%	72,270	1.4%	1.0
2014	5,147,329	206,655	4.2%	208,710	4.1%	1.0
2013	4,940,674	(2,962)	-0.1%	100,392	2.0%	-
2012	4,943,636	28,699	0.6%	(14,752)	-0.3%	-
2011	4,914,937	0	0%	70,646	1.4%	0
2010	4,914,937	14,583	0.3%	(82,318)	-1.7%	-
2009	4,900,354	8,000	0.2%	3,983	0.1%	2.0
2008	4,892,354	148,114	3.1%	61,190	1.3%	2.4

POWER CENTER SUPPLY & DEMAND

Year	Inventory			Net Absorption		
	SF	SF Growth	% Growth	SF	% of Inv	Construction Ratio
2024	278,487	0	0%	3,578	1.3%	0
2023	278,487	0	0%	3,975	1.4%	0
2022	278,487	0	0%	4,073	1.5%	0
2021	278,487	0	0%	1,789	0.6%	0
2020	278,487	0	0%	(26,278)	-9.4%	-
YTD	278,487	0	0%	(24,585)	-8.8%	-
2019	278,487	0	0%	(5,280)	-1.9%	-
2018	278,487	0	0%	18,825	6.8%	0
2017	278,487	0	0%	(15,000)	-5.4%	-
2016	278,487	0	0%	61,795	22.2%	0
2015	278,487	0	0%	(30,305)	-10.9%	-
2014	278,487	0	0%	(46,450)	-16.7%	-
2013	278,487	0	0%	18,300	6.6%	0
2012	278,487	0	0%	44,350	15.9%	0
2011	278,487	0	0%	(9,900)	-3.6%	-
2010	278,487	0	0%	41,970	15.1%	0
2009	278,487	0	0%	(4,200)	-1.5%	-
2008	278,487	0	0%	(61,220)	-22.0%	-



NEIGHBORHOOD CENTER SUPPLY & DEMAND

Year	Inventory			Net Absorption		
	SF	SF Growth	% Growth	SF	% of Inv	Construction Ratio
2024	496,112	9,301	1.9%	9,214	1.9%	1.0
2023	486,811	8,786	1.8%	8,902	1.8%	1.0
2022	478,025	5,368	1.1%	5,807	1.2%	0.9
2021	472,657	1,487	0.3%	(321)	-0.1%	-
2020	471,170	(112)	0%	(7,733)	-1.6%	-
YTD	471,282	0	0%	(2,285)	-0.5%	-
2019	471,282	0	0%	1,944	0.4%	0
2018	471,282	0	0%	30	0%	0
2017	471,282	0	0%	5,067	1.1%	0
2016	471,282	0	0%	26,728	5.7%	0
2015	471,282	0	0%	(5,904)	-1.3%	-
2014	471,282	0	0%	888	0.2%	0
2013	471,282	0	0%	21,931	4.7%	0
2012	471,282	0	0%	25,729	5.5%	0
2011	471,282	0	0%	(6,081)	-1.3%	-
2010	471,282	0	0%	(27,166)	-5.8%	-
2009	471,282	0	0%	(1,922)	-0.4%	-
2008	471,282	14,563	3.2%	(20,872)	-4.4%	-

STRIP CENTER SUPPLY & DEMAND

Year	Inventory			Net Absorption		
	SF	SF Growth	% Growth	SF	% of Inv	Construction Ratio
2024	450,013	118	0%	1,286	0.3%	0.1
2023	449,895	116	0%	1,895	0.4%	0.1
2022	449,779	58	0%	2,208	0.5%	0
2021	449,721	3	0%	(284)	-0.1%	-
2020	449,718	0	0%	(9,079)	-2.0%	-
YTD	449,718	0	0%	(9,450)	-2.1%	-
2019	449,718	0	0%	6,574	1.5%	0
2018	449,718	0	0%	1,126	0.3%	0
2017	449,718	0	0%	(790)	-0.2%	-
2016	449,718	6,048	1.4%	14,748	3.3%	0.4
2015	443,670	0	0%	9,219	2.1%	0
2014	443,670	0	0%	(6,360)	-1.4%	-
2013	443,670	0	0%	(620)	-0.1%	-
2012	443,670	0	0%	3,455	0.8%	0
2011	443,670	0	0%	(443)	-0.1%	-
2010	443,670	0	0%	(2,511)	-0.6%	-
2009	443,670	0	0%	9,229	2.1%	0
2008	443,670	3,669	0.8%	(12,000)	-2.7%	-



GENERAL RETAIL SUPPLY & DEMAND

Year	Inventory			Net Absorption		
	SF	SF Growth	% Growth	SF	% of Inv	Construction Ratio
2024	4,480,813	48,189	1.1%	66,205	1.5%	0.7
2023	4,432,624	45,463	1.0%	57,592	1.3%	0.8
2022	4,387,161	27,151	0.6%	56,104	1.3%	0.5
2021	4,360,010	5,962	0.1%	15,807	0.4%	0.4
2020	4,354,048	67,382	1.6%	(35,849)	-0.8%	-
YTD	4,350,823	64,157	1.5%	(37,881)	-0.9%	-
2019	4,286,666	(101,664)	-2.3%	(103,100)	-2.4%	-
2018	4,388,330	76,912	1.8%	(12,641)	-0.3%	-
2017	4,311,418	265,805	6.6%	251,753	5.8%	1.1
2016	4,045,613	20,796	0.5%	22,509	0.6%	0.9
2015	4,024,817	70,927	1.8%	99,260	2.5%	0.7
2014	3,953,890	206,655	5.5%	260,632	6.6%	0.8
2013	3,747,235	(2,962)	-0.1%	60,781	1.6%	-
2012	3,750,197	28,699	0.8%	(88,286)	-2.4%	-
2011	3,721,498	0	0%	87,070	2.3%	0
2010	3,721,498	14,583	0.4%	(94,611)	-2.5%	-
2009	3,706,915	8,000	0.2%	876	0%	9.1
2008	3,698,915	129,882	3.6%	155,282	4.2%	0.8

OVERALL RENT & VACANCY

Year	Market Rent				Vacancy		
	Per SF	Index	% Growth	Vs Hist Peak	SF	Percent	Ppts Chg
2024	\$11.73	102	0.3%	0.3%	219,962	3.9%	-0.5%
2023	\$11.70	102	1.4%	0%	243,605	4.3%	-0.4%
2022	\$11.54	100	2.9%	-1.4%	262,627	4.7%	-0.7%
2021	\$11.21	98	-0.7%	-4.1%	299,197	5.4%	-0.2%
2020	\$11.30	98	-2.8%	-3.4%	308,980	5.6%	2.6%
YTD	\$11.64	101	0.2%	-0.5%	301,088	5.4%	2.5%
2019	\$11.62	101	1.4%	-0.7%	162,730	3.0%	0%
2018	\$11.45	100	1.5%	-2.1%	164,532	2.9%	1.2%
2017	\$11.28	98	2.2%	-3.6%	94,960	1.7%	0.4%
2016	\$11.03	96	1.4%	-5.7%	70,185	1.3%	-1.9%
2015	\$10.87	95	1.9%	-7.0%	169,121	3.2%	-0.1%
2014	\$10.67	93	1.4%	-8.8%	170,464	3.3%	-0.2%
2013	\$10.52	91	0.5%	-10.1%	172,519	3.5%	-2.1%
2012	\$10.47	91	0.2%	-10.5%	275,873	5.6%	0.9%
2011	\$10.44	91	-1.5%	-10.7%	232,422	4.7%	-1.4%
2010	\$10.60	92	-3.5%	-9.4%	303,068	6.2%	2.0%
2009	\$10.98	95	-4.5%	-6.1%	206,167	4.2%	0.1%
2008	\$11.50	100	-1.7%	-1.7%	202,150	4.1%	1.7%

POWER CENTER RENT & VACANCY

Year	Market Rent				Vacancy		
	Per SF	Index	% Growth	Vs Hist Peak	SF	Percent	Ppts Chg
2024	\$12.51	109	-0.1%	-1.4%	29,278	10.5%	-1.3%
2023	\$12.52	109	0.8%	-1.3%	32,856	11.8%	-1.4%
2022	\$12.42	108	2.2%	-2.1%	36,831	13.2%	-1.5%
2021	\$12.15	106	-1.4%	-4.2%	40,904	14.7%	-0.6%
2020	\$12.32	108	-2.2%	-2.9%	42,693	15.3%	9.4%
YTD	\$12.74	111	1.2%	0.4%	41,000	14.7%	8.8%
2019	\$12.60	110	-0.7%	-0.7%	16,415	5.9%	1.9%
2018	\$12.69	111	2.7%	0%	11,135	4.0%	-6.8%
2017	\$12.35	108	6.1%	-2.7%	29,960	10.8%	5.4%
2016	\$11.64	102	4.3%	-8.3%	14,960	5.4%	-22.2%
2015	\$11.15	97	-0.1%	-12.1%	76,755	27.6%	10.9%
2014	\$11.16	97	-0.2%	-12.0%	46,450	16.7%	16.7%
2013	\$11.18	98	3.6%	-11.8%	0	0%	-6.6%
2012	\$10.80	94	-1.8%	-14.9%	18,300	6.6%	-15.9%
2011	\$11.00	96	-0.2%	-13.3%	62,650	22.5%	3.6%
2010	\$11.03	96	0.5%	-13.1%	52,750	18.9%	-15.1%
2009	\$10.97	96	-4.3%	-13.5%	94,720	34.0%	1.5%
2008	\$11.46	100	-3.9%	-9.7%	90,520	32.5%	22.0%



NEIGHBORHOOD CENTER RENT & VACANCY

Year	Market Rent				Vacancy		
	Per SF	Index	% Growth	Vs Hist Peak	SF	Percent	Ppts Chg
2024	\$12.77	107	0.2%	1.4%	21,850	4.4%	-0.1%
2023	\$12.74	106	1.3%	1.2%	21,802	4.5%	-0.1%
2022	\$12.57	105	2.9%	-0.1%	21,949	4.6%	-0.2%
2021	\$12.22	102	-0.7%	-2.9%	22,417	4.7%	0.4%
2020	\$12.31	103	-2.2%	-2.2%	20,620	4.4%	1.6%
YTD	\$12.68	106	0.8%	0.8%	15,276	3.2%	0.5%
2019	\$12.58	105	2.0%	0%	12,991	2.8%	-0.4%
2018	\$12.34	103	2.2%	-1.9%	14,935	3.2%	0%
2017	\$12.08	101	2.4%	-4.0%	14,965	3.2%	-1.1%
2016	\$11.80	99	1.9%	-6.2%	20,032	4.3%	-5.7%
2015	\$11.57	97	2.3%	-8.0%	46,760	9.9%	1.3%
2014	\$11.31	95	1.8%	-10.1%	40,856	8.7%	-0.2%
2013	\$11.11	93	1.2%	-11.7%	41,744	8.9%	-4.7%
2012	\$10.98	92	-0.2%	-12.7%	63,675	13.5%	-5.5%
2011	\$11.00	92	-1.6%	-12.6%	89,404	19.0%	1.3%
2010	\$11.18	93	-2.2%	-11.1%	83,323	17.7%	5.8%
2009	\$11.43	96	-4.4%	-9.2%	56,157	11.9%	0.4%
2008	\$11.96	100	-2.1%	-5.0%	54,235	11.5%	7.4%

STRIP CENTER RENT & VACANCY

Year	Market Rent				Vacancy		
	Per SF	Index	% Growth	Vs Hist Peak	SF	Percent	Ppts Chg
2024	\$11.34	103	0.5%	1.1%	7,663	1.7%	-0.3%
2023	\$11.28	102	1.5%	0.6%	8,902	2.0%	-0.4%
2022	\$11.12	101	3.0%	-0.9%	10,760	2.4%	-0.5%
2021	\$10.79	98	-0.6%	-3.8%	12,954	2.9%	0.1%
2020	\$10.86	99	-2.6%	-3.2%	12,669	2.8%	2.0%
YTD	\$11.17	101	0.2%	-0.4%	13,040	2.9%	2.1%
2019	\$11.15	101	1.8%	-0.6%	3,590	0.8%	-1.5%
2018	\$10.95	99	1.5%	-2.3%	10,164	2.3%	-0.3%
2017	\$10.79	98	2.0%	-3.8%	11,290	2.5%	0.2%
2016	\$10.58	96	1.3%	-5.7%	10,500	2.3%	-2.0%
2015	\$10.44	95	1.9%	-6.9%	19,200	4.3%	-2.1%
2014	\$10.25	93	1.6%	-8.6%	28,419	6.4%	1.4%
2013	\$10.09	92	0%	-10.1%	22,059	5.0%	0.1%
2012	\$10.09	92	0.1%	-10.1%	21,439	4.8%	-0.8%
2011	\$10.07	91	-1.2%	-10.2%	24,894	5.6%	0.1%
2010	\$10.19	92	-3.7%	-9.1%	24,451	5.5%	0.6%
2009	\$10.58	96	-4.0%	-5.7%	21,940	4.9%	-2.1%
2008	\$11.02	100	-1.7%	-1.7%	31,169	7.0%	3.5%



GENERAL RETAIL RENT & VACANCY

Year	Market Rent				Vacancy		
	Per SF	Index	% Growth	Vs Hist Peak	SF	Percent	Ppts Chg
2024	\$11.61	101	0.3%	-0.6%	161,171	3.6%	-0.5%
2023	\$11.57	101	1.4%	-0.9%	180,045	4.1%	-0.3%
2022	\$11.41	99	2.9%	-2.3%	193,087	4.4%	-0.7%
2021	\$11.09	96	-0.7%	-5.0%	222,922	5.1%	-0.2%
2020	\$11.17	97	-2.9%	-4.4%	232,998	5.4%	2.3%
YTD	\$11.50	100	0%	-1.5%	231,772	5.3%	2.3%
2019	\$11.50	100	1.5%	-1.5%	129,734	3.0%	0.1%
2018	\$11.33	99	1.4%	-3.0%	128,298	2.9%	2.0%
2017	\$11.18	97	2.0%	-4.3%	38,745	0.9%	0.3%
2016	\$10.96	95	1.2%	-6.2%	24,693	0.6%	0%
2015	\$10.83	94	2.0%	-7.3%	26,406	0.7%	-0.7%
2014	\$10.61	92	1.5%	-9.1%	54,739	1.4%	-1.5%
2013	\$10.46	91	0.3%	-10.5%	108,716	2.9%	-1.7%
2012	\$10.43	91	0.4%	-10.7%	172,459	4.6%	3.1%
2011	\$10.38	90	-1.6%	-11.1%	55,474	1.5%	-2.3%
2010	\$10.55	92	-3.9%	-9.6%	142,544	3.8%	2.9%
2009	\$10.97	95	-4.6%	-6.0%	33,350	0.9%	0.2%
2008	\$11.50	100	-1.5%	-1.5%	26,226	0.7%	-0.7%



OVERALL SALES

Year	Completed Transactions (1)						Market Pricing Trends (2)		
	Deals	Volume	Turnover	Avg Price	Avg Price/SF	Avg Cap Rate	Price/SF	Price Index	Cap Rate
2024	-	-	-	-	-	-	\$134.00	151	7.4%
2023	-	-	-	-	-	-	\$133.15	150	7.4%
2022	-	-	-	-	-	-	\$129.76	146	7.4%
2021	-	-	-	-	-	-	\$121.26	136	7.7%
2020	-	-	-	-	-	-	\$122.88	138	7.8%
YTD	13	\$17.6M	2.9%	\$1,601,348	\$119.69	6.7%	\$131.31	147	7.5%
2019	26	\$24.1M	2.3%	\$963,495	\$193.76	7.2%	\$131.98	148	7.4%
2018	47	\$51.6M	10.5%	\$1,613,553	\$124.81	7.4%	\$128.71	145	7.4%
2017	28	\$18.9M	4.8%	\$997,102	\$88.60	7.8%	\$120.24	135	7.6%
2016	31	\$23.1M	8.6%	\$1,282,340	\$106.03	7.4%	\$116.71	131	7.6%
2015	28	\$19.2M	4.4%	\$800,183	\$95.08	6.2%	\$117.24	132	7.5%
2014	29	\$15.5M	5.2%	\$703,476	\$69.67	-	\$109.22	123	7.7%
2013	17	\$17.6M	3.5%	\$1,037,183	\$102.29	6.0%	\$97.15	109	8.1%
2012	22	\$22.3M	5.1%	\$1,309,665	\$105.72	7.1%	\$94.79	106	8.2%
2011	20	\$11.5M	4.8%	\$677,412	\$52.90	-	\$85.24	96	8.6%
2010	14	\$7.7M	1.9%	\$696,455	\$110.92	7.5%	\$79.48	89	9.0%
2009	7	\$2.2M	1.0%	\$374,833	\$51.94	-	\$77.26	87	9.2%

(1) Completed transaction data is based on actual arms-length sales transactions and levels are dependent on the mix of what happened to sell in the period.
 (2) Market price trends data is based on the estimated price movement of all properties in the market, informed by actual transactions that have occurred.

NEIGHBORHOOD CENTER SALES

Year	Completed Transactions (1)						Market Pricing Trends (2)		
	Deals	Volume	Turnover	Avg Price	Avg Price/SF	Avg Cap Rate	Price/SF	Price Index	Cap Rate
2024	-	-	-	-	-	-	\$119.72	157	7.2%
2023	-	-	-	-	-	-	\$119.13	157	7.2%
2022	-	-	-	-	-	-	\$116.21	153	7.3%
2021	-	-	-	-	-	-	\$108.59	143	7.6%
2020	-	-	-	-	-	-	\$110.11	145	7.7%
YTD	-	-	-	-	-	-	\$117.86	155	7.4%
2019	-	-	-	-	-	-	\$119.36	157	7.3%
2018	10	\$4.8M	25.9%	\$691,682	\$56.55	-	\$116.68	153	7.3%
2017	2	\$2.5M	4.6%	\$1,250,000	\$115.54	-	\$99.29	131	7.8%
2016	5	\$6.5M	39.8%	\$2,158,333	\$48.57	-	\$94.93	125	7.9%
2015	-	-	-	-	-	-	\$96.94	127	7.6%
2014	1	\$2.5M	12.0%	\$2,500,000	\$44.03	-	\$90.89	119	7.8%
2013	-	-	-	-	-	-	\$81.99	108	8.2%
2012	-	-	-	-	-	-	\$84.76	111	8.0%
2011	2	\$3.6M	19.4%	\$1,785,000	\$39.01	-	\$73.58	97	8.5%
2010	4	\$1.1M	7.7%	\$366,667	\$45.32	-	\$68.98	91	8.9%
2009	-	-	-	-	-	-	\$66.24	87	9.1%

(1) Completed transaction data is based on actual arms-length sales transactions and levels are dependent on the mix of what happened to sell in the period.
 (2) Market price trends data is based on the estimated price movement of all properties in the market, informed by actual transactions that have occurred.



STRIP CENTER SALES

Year	Completed Transactions (1)						Market Pricing Trends (2)		
	Deals	Volume	Turnover	Avg Price	Avg Price/SF	Avg Cap Rate	Price/SF	Price Index	Cap Rate
2024	-	-	-	-	-	-	\$130.75	153	7.5%
2023	-	-	-	-	-	-	\$129.74	152	7.5%
2022	-	-	-	-	-	-	\$126.25	148	7.5%
2021	-	-	-	-	-	-	\$117.88	138	7.8%
2020	-	-	-	-	-	-	\$119.41	140	8.0%
YTD	1	\$1.7M	3.6%	\$1,675,000	\$104.69	-	\$127.39	149	7.6%
2019	2	\$1.6M	3.1%	\$805,500	\$114.30	8.0%	\$132.10	155	7.5%
2018	5	\$11.2M	11.5%	\$2,240,720	\$216.34	7.8%	\$126.85	149	7.5%
2017	6	\$5.3M	15.6%	\$1,054,328	\$78.01	7.5%	\$119.20	140	7.7%
2016	2	\$750K	7.4%	\$750,000	\$91.97	-	\$116.03	136	7.6%
2015	1	\$536.1K	2.7%	\$536,082	\$45.55	-	\$114.75	134	7.6%
2014	6	\$1.6M	13.6%	\$395,000	\$40.11	-	\$107.65	126	7.8%
2013	1	\$1.3M	2.7%	\$1,300,000	\$108.38	-	\$94.50	111	8.2%
2012	3	\$398K	6.8%	\$398,000	\$33.81	-	\$89.53	105	8.4%
2011	2	\$900K	5.1%	\$900,000	\$53.25	-	\$79.97	94	8.9%
2010	1	\$950K	1.8%	\$950,000	\$116.49	-	\$73.98	87	9.4%
2009	-	-	-	-	-	-	\$72.81	85	9.5%

(1) Completed transaction data is based on actual arms-length sales transactions and levels are dependent on the mix of what happened to sell in the period.

(2) Market price trends data is based on the estimated price movement of all properties in the market, informed by actual transactions that have occurred.

GENERAL RETAIL SALES

Year	Completed Transactions (1)						Market Pricing Trends (2)		
	Deals	Volume	Turnover	Avg Price	Avg Price/SF	Avg Cap Rate	Price/SF	Price Index	Cap Rate
2024	-	-	-	-	-	-	\$137.43	152	7.3%
2023	-	-	-	-	-	-	\$136.54	151	7.4%
2022	-	-	-	-	-	-	\$133.03	147	7.4%
2021	-	-	-	-	-	-	\$124.27	137	7.7%
2020	-	-	-	-	-	-	\$125.88	139	7.8%
YTD	12	\$15.9M	3.4%	\$1,593,983	\$121.52	6.7%	\$134.51	148	7.5%
2019	24	\$22.5M	2.6%	\$977,234	\$203.92	7.0%	\$134.64	149	7.4%
2018	32	\$35.6M	9.4%	\$1,779,417	\$128.81	7.2%	\$131.51	145	7.4%
2017	20	\$11.2M	4.0%	\$931,107	\$89.66	8.0%	\$123.65	136	7.6%
2016	24	\$15.9M	5.7%	\$1,132,652	\$208.03	7.4%	\$120.16	133	7.6%
2015	27	\$18.7M	5.5%	\$811,666	\$98.14	6.2%	\$120.21	133	7.5%
2014	22	\$11.4M	3.8%	\$670,381	\$90.48	-	\$111.86	123	7.7%
2013	16	\$16.3M	4.3%	\$1,020,757	\$101.84	6.0%	\$99.48	110	8.1%
2012	19	\$21.9M	6.0%	\$1,366,644	\$109.97	7.1%	\$96.94	107	8.2%
2011	16	\$7M	3.2%	\$503,286	\$64.47	-	\$86.83	96	8.7%
2010	9	\$5.6M	1.3%	\$801,571	\$153.14	7.5%	\$81.00	89	9.1%
2009	7	\$2.2M	1.3%	\$374,833	\$51.94	-	\$78.76	87	9.2%

(1) Completed transaction data is based on actual arms-length sales transactions and levels are dependent on the mix of what happened to sell in the period.

(2) Market price trends data is based on the estimated price movement of all properties in the market, informed by actual transactions that have occurred.









“A CHURCH TEACHING YOU TO WIN”

July 31, 2020

To whom this may concern:

I have met with representatives from Responsive Education Solutions, Inc. to learn more about Premier High School of Springdale and other RES schools in Arkansas and Texas. I believed that Premier High School of Springdale will be beneficial to at-risk and disengaged youth in the Springdale community of Springdale.

Pastor Edwin E Strickland, Senior Pastor
Fellowship of Champions Church
2737 N. Old Wire Rd.
Fayetteville, AR 72703
focchurchnwa@gmail.com
479-283-9544



“A CHURCH TEACHING YOU TO WIN”

July 31, 2020

To whom this may concern:

I have met with representatives from Responsive Education Solutions, Inc. to learn more about Premier High School of Springdale and other RES schools in Arkansas and Texas. I believed that Premier High School of Springdale will be beneficial to at-risk and disengaged youth in the Springdale community of Springdale.

Pastor Edwin E Strickland, Senior Pastor
Fellowship of Champions Church
2737 N. Old Wire Rd.
Fayetteville, AR 72703
focchurchnwa@gmail.com
479-283-9544

LANCE EADS

SENATOR
7TH DISTRICT
PHONE: 479-435-5139
lance.eads@senate.ar.gov

POST OFFICE BOX 8343
SPRINGDALE, ARKANSAS 72766



**THE SENATE
STATE OF ARKANSAS**

CHAIR:
JOINT ENERGY

MEMBER:
JOINT BUDGET
LEGISLATIVE COUNCIL
JOINT AUDIT
EDUCATION

RULES, RESOLUTIONS AND MEMORIALS
TRANSPORTATION, TECHNOLOGY AND LEGISLATIVE AFFAIRS

August 4, 2020

TO WHOM IT MAY CONCERN:

Please accept this letter in support of Responsive Education Solutions, Inc. (RES) as it seeks to open a Premier High School campus in Springdale. I have met with representatives from RES to learn more about Premier High School in Springdale and other RES schools in Arkansas and Texas. The high school will offer a unique learning opportunity for students to learn at their own pace and attend school around their work schedules. These options will allow students to graduate early and be equipped for college or the workforce.

I believe this public school offering will be beneficial to at-risk and disengaged youth in the Springdale community, and I respectfully ask you to give this request every possible consideration. Thank you for your time and attention in this matter. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Lance Eads".

Lance Eads
State Senator
District 7

LE:em



Consulate General of the Republic of the Marshall Islands

109 Spring Street Suite 3; Springdale, AR 7276

Phone: (479) 419-9332 Cell: (503)718-8749 Fax: (503)213-5925

Email Address: eldonalik@protonmail.com

August 5, 2020

To whom this may concern:

I have met with representatives from Responsive Education Solutions, Inc. to learn more about Premier High School of Springdale and the school academic program. I believe that the school will be an asset to the Marshallese community in Springdale. The Marshallese community has a need for additional educational opportunities to increase educational attainment in the community. I believed that Premier High School of Springdale will be beneficial to at-risk and disengaged Marshallese youth who are looking for a smaller environment and not being successful at the local high schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Eldon Alik".

Eldon Alik

Consul General – Arkansas

Republic of the Marshall Islands



Northwest Technical Institute
rethink education

P.O. Box 2000 • 709 So. Old Missouri Rd.
Springdale, AR 72765-2000
(479) 751-8824
Fax: (479) 751-7780

August 5, 2020

To whom this may concern:

I have met with representatives from Responsive Education Solutions, Inc. to learn more about Premier High School of Springdale and other RES schools in Arkansas and Texas. I believed that Premier High School of Springdale will be beneficial to at-risk and disengaged youth in the Springdale community of Springdale.

Our conversation showed the commitment and deep desire to be a stable force for at-risk youth. I believe that Premier and other RES schools will deliver the quality and value that will change lives and provide a clear and stable direction for the youth that enter their institutions.

If I can provide any further detail or statements, please let me know.

Robin Y. Eason

Northwest Technical Institute

VP of Instruction