



# Premier High School of Texarkana

**RESPONSIVE**   
RESPONSIVE TO THE COMMUNITY...  
EDUCATING THE INDIVIDUAL

CHARTER SCHOOL APPLICATION  
2012-2013

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## SECTION A

### GENERAL INFORMATION

Name of Proposed Charter School: **Premier High School of Texarkana**

Grade Level(s) for the School: **9-12**

Student Enrollment cap: **200**

Name of Sponsoring Entity: **Responsive Education Solutions of Arkansas**

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;
- a 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 (provide evidence). (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 attached to the application. Articles of incorporation or a letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received 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.

Name of Contact Person: **Charles Cook**

Address (no P.O. Box please): **1301 Waters Ridge Dr.** City: **Lewisville, TX** ZIP: **75057**

Daytime Phone Number: **972.316.3663** Fax: **972.315.9506**

E-mail: **ccook@responsived.com**

Charter Site Address: **210 North State Line Ave.** City: **Texarkana, AR** ZIP: **71854**

Date of Proposed Opening: **August 2012**

Chief Operating Officer of Proposed Charter: **Charles Cook** Title: **CEO/Superintendent**

Address: **1301 Waters Ridge Dr.** City: **Lewisville, Texas** ZIP: **75057**

Daytime Telephone Number: **972.316.3663 Ext. 247**

The proposed charter will be located in the **Texarkana Arkansas School District**.

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.

|                                 |   |                               |
|---------------------------------|---|-------------------------------|
| Name: <b>Charles Cook</b>       | Position: <b>CEO/Superintendent/<br/>Board Member</b> | State of Residence: <b>TX</b> |
| Name: <b>Dr. Alan Wimberley</b> | Position: <b>CLO</b>                                  | State of Residence: <b>TX</b> |
| Name: <b>Robert Davison</b>     | Position: <b>COO</b>                                  | State of Residence: <b>TX</b> |
| Name: <b>Rosalinda Gonzalez</b> | Position: <b>CAO</b>                                  | State of Residence: <b>TX</b> |
| Name: <b>James Taylor</b>       | Position: <b>CFO</b>                                  | State of Residence: <b>TX</b> |
| Name: <b>Ben Klingenstein</b>   | Position: <b>Board Member</b>                         | State of Residence: <b>TX</b> |
| Name: <b>Marvin Reynolds</b>    | Position: <b>Board Member</b>                         | State of Residence: <b>OK</b> |
| Name: <b>Dan Maddalena</b>      | Position: <b>Board Member</b>                         | State of Residence: <b>TX</b> |
| Name: <b>Earl Little</b>        | Position: <b>Board Member</b>                         | State of Residence: <b>TX</b> |

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

**4,343** (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

- 1) Texarkana Arkansas School District
- 2) Hope Public Schools
- 3) Mineral Springs Saratoga School District
- 4) Ashdown Public School District
- 5) Fouke Public School District
- 6) Genoa Central School District
- 7) Lafayette County School District
- 8) Spring Hill School District

## **SECTION B**

### **GENERAL DESCRIPTION**

Responsive Education Solutions (“ResponsiveEd”), based out of Lewisville, Texas, just north of the Dallas/Fort Worth Metroplex, currently operates the largest system of open-enrollment charter schools in the state of Texas. After much thought and consideration, the company has made plans to branch out beyond the borders of Texas and expand into the state of Arkansas. To this end, ResponsiveEd has partnered with Responsive Education Solutions of Arkansas to operate the proposed open-enrollment charter school, Premier High School of Texarkana (“School”). One goal of Premier High School of Texarkana will be to reach an often overlooked, generally forgotten, student population – high school dropouts. Often considered to be beyond the reach of education, dropouts are seen by Premier High School of Texarkana as opportunities to show that these students can reconnect and succeed in school and that they possess the potential to achieve much more. It is the goal of the Premier High School of Texarkana staff is to see every student graduate and receive a high school diploma that will offer more opportunity and open doors later in life.

### **HISTORY**

In November of 1998, the Texas State Board of Education authorized ResponsiveEd to open an unprecedented 15 schools. Thirteen years later, ResponsiveEd now operates over 50 open-enrollment public charter schools and is planning to open additional campuses in the near future.

ResponsiveEd enrollment has grown from 726 students in 1999-2000 to over 9,000 students enrolled in 2011. In addition, the total number of ResponsiveEd graduates now exceeds 4,700 student graduates through the 2010-11 school year. ResponsiveEd’s total Texas Assessment of Knowledge and Skills (“TAKS”) passing average for the school year of 2009-10 was 93% for the “All Student” population. (**Attachment 1.f.**) ResponsiveEd TAKS Progress Indicators have consistently exceeded Texas state averages by approximately ten percentage points.

As one of the few charter school systems accredited by the Southern Association of Colleges and Schools, the ResponsiveEd family of schools far exceeds the standard and creates a greater definition of excellence and quality.

### **PROGRAM CHARACTERISTICS**

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

## **PURPOSE**

The purpose of the proposed charter school is to facilitate cooperation between Premier High School and the community of Texarkana, 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 alternative education programming; and
- F. 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; and
  3. small learning communities.

## **GOALS**

Premier High School of Texarkana 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 of Texarkana 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 as required by the No Child Left Behind Act.

### **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 on a daily basis in order to achieve long-term educational goals.

## SECTION C

### REQUIRED INFORMATION

#### STANDARD 1: PUBLIC HEARING RESULTS

A public hearing was held at the Holiday Inn Express located at 5210 Crossroads Parkway in Texarkana, Arkansas on Monday, August 22, 2011 at 7:00 pm. It was attended by 13 persons from the local community. A PowerPoint presentation was made by Charles Cook, Chief Executive Officer of ResponsiveEd, and Dr. Don Moore, School Development Consultant of ResponsiveEd. An informative handout highlighting important facts related to Premier was given to each attendee. Mr. Cook was able to answer many questions about the ResponsiveEd program, as well as provide the vision for Premier.

The local community is very supportive of the effort to bring another educational option to their students, as evidenced by the signatures of support offered by people in the Texarkana area. (**Attachment 7**)

Should Premier be approved to commence operations, a second public meeting will be held prior to the beginning of the 2012-2013 school year in order to provide information to those interested in enrolling at the campus.

#### STANDARD 2: ARKANSAS CODE ANNOTATED §6-23-302 REQUIREMENTS

The notice of the public hearing was published for three consecutive weeks prior to the date of the hearing in the *Texarkana Gazette*, a newspaper having general circulation in the school district in which Premier High School of Texarkana will be located. The notice of the public hearing was not published in the classified or legal sections of the newspaper. The last notice of the public hearing was published seven days prior to the hearing. (**Attachment 1.a.**)

Within seven calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing were sent to the superintendents of each of the school districts from which Premier High School of Texarkana is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which Premier High School of Texarkana will be located. These districts include: Ashdown Public School District, Fouke School District, Genoa Central School District, Hope Public Schools, Lafayette County School District, Mineral Springs Saratoga School District, Spring Hill School District, and Texarkana Arkansas School District. (**Attachment 1.b. and Attachment 1.c.**)

### **STANDARD 3: GOVERNING STRUCTURE**

The legal entity governing the proposed school is Responsive Education Solutions of Arkansas (“ResponsiveEd of Arkansas”) which is a public benefit, Arkansas nonprofit corporation which has recently applied for its 501(c)(3) status. (**Attachment 6**) ResponsiveEd of Arkansas is electing to be a public employer and will seek to participate in the Arkansas Teacher Retirement System (“ATRS”).

The Board of Directors (“Board”) of ResponsiveEd of Arkansas will serve as the governing body of the school to be named Premier High School of Texarkana. The Board will appoint the members of the Board according to the terms of the corporate by-laws.

The Board members will elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. Criminal history checks will be conducted annually on each current Board member. Premier High School of Texarkana will be under the overall management and control of the Board, which will work closely with the school superintendent and principal in promoting school goal achievement, student academic achievement, and ongoing alignment with the school’s mission and vision. The Board will focus on policy issues and will entrust the day-to-day management of the school to the principal, who 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 has the overall responsibility for ensuring that the students attending Premier High School of Texarkana will be provided with a quality education.

#### **BOARD RESPONSIBILITIES**

A. The powers and duties of the Board include the following:

- a. the Board as a corporate body has the power and duty to govern and oversee the management of Premier High School of Texarkana;
- b. the Board shall determine the organization and support the mission of Premier High School of Texarkana;
- c. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
- d. the Board shall set policies for Premier High School of Texarkana’s operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
- e. the Board shall approve an official budget to operate Premier High School of Texarkana while maintaining fiscal responsibility;
- f. the Board shall establish Premier High School of Texarkana’s short- and long-range goals and shall monitor progress toward achievement of those goals;

- g. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
- h. the Board shall ensure that Premier High School of Texarkana's fiscal operations satisfy generally accepted accounting standards of fiscal management;
- i. 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;
- j. the Board shall approve and ratify all contracts;
- k. the Board shall adopt an annual budget for Premier High School of Texarkana and shall regularly review financial statements;
- l. the Board shall ensure that Premier High School of Texarkana maintains adequate resources for school activities; and
- m. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

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 High School of Texarkana student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Premier High School of Texarkana and every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

The governing structure of the school is illustrated as follows: Board of Directors → Superintendent → Principal → Teachers/Paraprofessionals and Community Advisory Council. In addition, the Superintendent will oversee the services provided by Responsive Education Solutions.

The Organizational Flow Chart presented above outlines the general governance structure of Premier High School of Texarkana, and the respective relationships of the Board, the Superintendent, Administrative Services, Principal, and Staff.

## **BOARD MEMBERS**

Board members will exercise their authority as a board member and have one vote equally as will the President of the Board. Members will exercise their authority, except when specifically authorized by a vote of the Board, through meaningful discussion and voting during board meetings. Board members will have no individual authority outside the meetings to make authorizations or commitments in behalf of Premier High School of Texarkana. Board members will speak as a body in all decision making. The Board will be responsible for appointing and/or

firing of the Superintendent. The Board also sets policy and assigns all delegable duties in school administration to the Superintendent.

## **SUPERINTENDENT**

The Superintendent will oversee the primary financial and administrative management responsibility for Premier High School of Texarkana, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; child nutrition management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The Superintendent will be assisted in these tasks by back office support services through a contract with Responsive Education Solutions (“ResponsiveEd”), a Texas nonprofit 501(c)(3) corporation. ResponsiveEd will provide support services that will include but not be limited to: financial accounting via APSCN; information technology services; risk management; transportation; child nutrition services; marketing; governmental reporting requirements; state testing oversight; data evaluation; and annual progress evaluation reports. Filing of an annual progress report to the Arkansas Department of Education that will include:

- A. Premier High School of Texarkana progress towards achieving the academic goals outlined in its charter;
- B. The information presented in the annual school report; and
- C. A financial audit of Premier High School of Texarkana and ResponsiveEd of Arkansas, including all revenues and expenditures.

The Superintendent will have primary responsibility for the implementation of the academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Superintendent will promote a shared vision of what the school should be to all stakeholders. In addition, the Superintendent will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, and ethical developmental needs. The Superintendent will regularly monitor implementation of the academic programs and systems with frequent on site visits and on site meetings with staff. The Superintendent will have the added responsibility of hiring and/or firing the Principal.

## **PRINCIPAL**

The Principal will have primary responsibility for all aspects of the school’s daily operations and programs, including the day-to-day management of staff and

students. The Teachers and Staff of Premier High School of Texarkana will report to the Principal. Similarly, the Principal will have the responsibility to hire and/or fire campus staff, including teachers, campus secretary, and instructional aides. Employees, professionals, or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Board, Superintendent, and/or the Principal depending on the specific nature of the services to be provided.

## **TEACHERS**

Teachers are the learning facilitators in the school who maintain direct contact with each student under their care on a moment-by-moment, day-by-day, basis. The Teacher monitors progress, assists the student in overcoming learning difficulties, provides motivation and in general, creates an environment of loving care. Each Teacher will have highly trained paraprofessionals working under their direction.

## **COMMUNITY ADVISORY COMMITTEE**

Premier High School of Texarkana believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent 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 High School of Texarkana;
- B. review Premier High School of Texarkana’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 High School of Texarkana; and
- E. review and make recommendations for performance standards to measure Premier High School of Texarkana’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 of Texarkana. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. A technological function is provided, allowing input by the CACs to the Board during official meetings. The same communication avenues are open to the CACs to enable exchanges of information with the Superintendent. Parents have no official authority in the operation or administration of Premier High School of Texarkana, 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 children.

The CAC will seek to have two student volunteers, two volunteer parents/guardians of Premier High School of Texarkana students, two staff members, and two community leaders. The CAC will meet monthly 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.

## **STUDENT GOVERNANCE**

A Student Council and other leadership organizations are established to develop leadership skills and participate in a site-based management process and will operate under the authority of the Principal, Premier High School of Texarkana policy, and Board policy.

## **TRANSITION TO ARKANSAS BOARD**

The initial Board will be made up of the same individuals currently serving on ResponsiveEd's board. Prior to the applicant's hearing before the State Board of Education in November or December of 2011, the initial Board members shall: (1) identify and elect community leaders throughout Arkansas so serve on the Board, and (2) resign their respective positions. As such, by the time of the applicant's hearing before the State Board of Education, the Board shall be entirely comprised of Arkansas leaders.

Given the wide range of backgrounds and experiences in both the public and private sectors, as well as the proven track record of developing successful charter schools in Texas, the initial Board is well qualified to initiate charter school development, articulate a clear vision for Premier High School of Texarkana, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of Premier High School of Texarkana, and ensure that the school's direction and performance remains aligned with its vision. A board composition that is diverse and provides a range of professional expertise and experiences will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc., areas necessary to develop a successful charter school.

The initial Board will be composed of:

- A. Marvin Reynolds, President

- B. Earl Little, Vice President
- C. Ben Klingenstein, Secretary
- D. Daniel Maddalena, Member
- E. Chuck Cook, Member

#### **STANDARD 4: MISSION STATEMENT**

The mission of Premier High School of Texarkana is to provide hope for students through an encouraging, innovative learning environment, where they are academically successful and develop into lifetime learners. Premier High School of Texarkana staff will strive to inspire and implement measurable academic performance standards.

Each student will be expected to meet high standards of academic performance by demonstrating the knowledge and skills required for college and career readiness. Premier High School of Texarkana understands that in order to succeed in this mission, a combined effort of community leaders, parents, students, and staff must be cultivated.

#### **CORE VALUES**

##### **THE PROMISE:**

- A. We put the student first.
- B. We practice the belief that every student can learn.
- C. We expect student ownership of the learning process.
- D. We value the learning process as our primary goal.
- E. We value the student as an individual with unique needs and approaches to learning.

##### **THE PROFESSIONALS:**

- A. We value and expect all educators to first love students, treating them with respect and patience.
- B. We respect, honor, and commit to staff members as professionals who make life long differences by putting students first.
- C. We expect compassion and continuous improvement in all professionals who make life-long commitments to students.
- D. We work in collaborative teams to assess learning and assign interventions.
- E. We view the education process as a sacred calling and hold those who choose it in high regard.

##### **THE PRACTICE:**

- A. We develop and utilize innovative methodologies and reinforce individualized learning environments.
- B. We employ the use of proven diagnostics and assessment.

- C. We hold consistent measurement of learning as an integral component of the academic process.
- D. We create targeted systems of learning and interventions to ensure success when students aren't learning.
- E. We use relevant data focusing on results to guide campus decisions.

## **STANDARD 5: EDUCATIONAL NEED**

In Texas, ResponsiveEd schools are an exceptional option for parents and students in search of another answer, another choice, or another opportunity. Students enter the doors hoping for a second chance and leave with a new focus toward a successful future. Premier High School of Texarkana will continue building on the success and traditions of similar ResponsiveEd high quality charter schools in Texas. Students in Arkansas who might be considered unreachable by some will have the opportunity to thrive in an environment designed to their individual educational needs.

High school students need to be in a learning environment that allows them to engage in their education beyond taking notes and tests. Studies have shown that student motivation to learn is the prime factor that often determines success and progress. Whether a student has high potential or high challenge, the need for an environment that creates authentic learning experiences is great.

The student in the 21<sup>st</sup> century must be able to connect what they learn with the real world they live in. This provides deeper meaning and greater understanding for each student. Authentic learning, provided through highly qualified staff, emergent technology and rigorous curriculum, can offer opportunities for every high student to engage in a learning process that is connected to their current situation.

Whether the educational methodology is problem-based, project-based or program-based, all learning should be student-centric, focused primarily on the need of each particular student. Technology provides personalized, differentiated instruction on campuses. Educated adults can focus on training students in strategies that focus on how to learn. In a 21<sup>st</sup> century environment, students can be afforded the time and opportunity to develop qualities and skills that improve their capacity and ability to succeed later in life. The primary element to increase capacity is a focus on a student's unique learning style. Learners aware of their strengths know how to plan their learning in order to increase their potential. This capacity for learning provides a foundation for lifelong success.

Additionally, Premier can also address dropout prevention needs. Statistics show that too many students are choosing to forgo the opportunity to receive their diploma by dropping out of high school. According to a recent CBS News report, four million students will enter high school this year, and an astonishing one million of them will drop out without receiving a diploma.<sup>1</sup> That equates to 7,000 dropouts every school day – one every 26 seconds.<sup>2</sup> Any review of these facts and statistics prove that the odds of financial hardship for these individuals increase exponentially without a high school diploma. Studies indicate that the decision to leave high school early translates into a loss of

approximately \$630,000 over their lifetime.<sup>3</sup> Dropouts are also much more likely to end up in poverty or prison than a high school graduate. In fact, nearly 60% of those incarcerated are high school dropouts.<sup>4</sup> As such; dropouts can become a tremendous financial burden on the community. Annually, dropouts cost taxpayers nearly \$8 billion in public assistance programs alone.<sup>5</sup>

The opportunity for a Premier High School to help reach dropouts in Texarkana is apparent. According to NORMES data, the Texarkana Arkansas School District dropout rate of 5.7% is 128% higher than that of the Arkansas state average of 2.5%. Similarly, the graduation rate of students in Texarkana dropped from 74.2% in 2008-2009 to 64.8% in 2009-2010, still 24% lower than the 2009-2010 Arkansas graduation rate of 84.8%.

NORMES further indicates the need for educational options in Texarkana. As of 2010, many campuses within the Texarkana Arkansas School District are failing to live up to Adequate Yearly Progress (AYP) standards, and it is a problem that begins with the elementary students, goes through middle school, and up to high school. As a district, two elementary campuses, Union Elementary and Vera Kilpatrick Elementary, are in Year 5 of School Improvement, College Hill Middle School is in Year 6, and North Heights Jr. High School is in Year 7, as is Arkansas High School. Also, many of these campuses, specifically North Heights Jr. High School and Arkansas High School, are not meeting the state AYP standards in either mathematics or literacy.

The 2010 Annual Report of the Texarkana School District introduces data of academic need related to testing. Amongst students at Arkansas High School, only 24% of African-American students were considered Proficient or higher in high school literacy, compared to 63% of Caucasians. Similarly, African-Americans are struggling in mathematics. In 2010, 29% of those tested in Math were considered Proficient or higher, compared to 62% of Caucasians. Students struggling in these areas will find remediation at Premier High School of Texarkana. Premier has the educational resources and proven methodology necessary to not only reach dropouts and get them back on the right path immediately but also allow them to succeed in life equipped with a high school diploma.

Past and present success proves that the Premier High School model works for all students, regardless of nationality or socioeconomic status. In Texas, students in the valley, one of the highest poverty regions of the state, as well as an almost exclusive Limited English Proficiency (LEP) Hispanic population, have consistently proven successful at ResponsiveEd campuses. In 2011, as a district, 81% of Hispanic students met state standards on the TAKS test, compared to the state average of only 74%. The same study shows that 78% of African-Americans at ResponsiveEd campuses met the state standard, compared to the Texas average of just 67%. Students are finding hope and success at ResponsiveEd schools.

When addressing dropouts in Texarkana, it is crucial to stress the importance of choosing to attend Premier High School of Texarkana to receive a high school diploma rather than simply choosing to pursue a General Educational Development (GED) degree. A recent article posted by the Manhattan Institute for Policy Research supports the idea that a

GED is not equal to a high school diploma.<sup>6</sup> The author states that GED recipients are not likely to receive a better job or higher pay than a person with a high school education.<sup>7</sup> Additionally, 95% of GED recipients will not complete a four-year college degree plan, compared to 25% of those holding a diploma.<sup>8</sup> Further, a *New York Post* article states that dropouts who are now GED-holders have significantly more issues with lower income and higher odds of unemployment and criminal activity than students with a diploma.<sup>9</sup> Figures such as these make it difficult for one to argue the comparison between a GED and a diploma. While it is important that dropouts or at-risk students receive some sort of educational completion document, studies prove that high school diploma recipients have a greater chance at future success than those with a GED. Premier High School of Texarkana will be the option dropout students in Texarkana need to make that life-changing decision to reconnect with school and complete their education. A high school diploma is necessary for students to positively impact their community and their future. Local students and dropouts will find at Premier High School of Texarkana proven academic methods matched with a staff that genuinely wants them to achieve their greatest potential.

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<sup>1</sup>Whitaker, B. (2010, May 28). High School Dropouts Costly For American Economy. CBS News. Retrieved August 19, 2011, from <http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>2</sup><http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>3</sup>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

<sup>4</sup><http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>5</sup><http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>6</sup>Greene, J.P. (2002, April 24). Not-Quite High School. *National Review*. Retrieved August 21, 2011, from <http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

<sup>7</sup><http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

<sup>8</sup><http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

<sup>9</sup>Greene, J.P. (2004, October 1). GEDs Just Don't Cut It. Retrieved August 21, 2011, from <http://www.manhattan-institute.org/html/miarticle.htm?id=4850>

## **STANDARD 6: EDUCATIONAL PROGRAM**

### **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 High School of Texarkana, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Premier High School of Texarkana unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of 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 High School of Texarkana will be its distinct focus on the learning process rather than the teaching process. Premier High School of Texarkana 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**

If education focuses on the “teaching” process, there is no need to measure or evaluate learning. In order to provide effective academic progress, educators must focus on the “learning” process. Many educators ask themselves at the end of the day, “Did I teach everything I should have taught?” This is the wrong question. The appropriate question is, “Did my students learn everything they should have learned?” 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 High School of Texarkana will

address the following diagnostic testing concerns through the use of 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 so doing, the Premier High School of Texarkana 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. Many times, educators depend on one style of delivery. 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 High School of Texarkana 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
- D. Connected Instruction (i.e., a style of instruction centered around a project-based environment).

As demonstrated by the following chart, each of these styles is defined by seven 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?

|                        | Direct Instruction | Independent Instruction | Accelerated Instruction | Connected Instruction |
|------------------------|--------------------|-------------------------|-------------------------|-----------------------|
| <b>Directs</b>         | Teacher            | Student                 | Technology              | Student               |
| <b>Paces</b>           | Teacher            | Student                 | Student                 | Student               |
| <b>Central</b>         | Teacher            | Learner                 | Learner                 | Learner               |
| <b>Structure</b>       | High               | Moderate                | Moderate                | Low                   |
| <b>Content Level</b>   | Rich               | Rich                    | Rich                    | Complex               |
| <b>Mode</b>            | Classroom          | Paper                   | Technology              | Project               |
| <b>Differentiation</b> | Low                | Moderate                | High                    | High                  |
| <b>Learning</b>        | Structured         | Structured              | Structured              | Challenge             |

While the distribution will vary slightly according to the needs of the individual student, Premier High School of Texarkana 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 High School of Texarkana 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 must 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 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 educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for data.

### **RELEVANCE OF DATA**

Gathered data that drives decisions must be relevant. In order 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 High School of Texarkana 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.

## **AUTOPSY DATA**

Often data is nothing more than an assessment of learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

## **BIOPSY DATA**

The most effective assessment is used to make decisions for learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

## **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. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. 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.

## **TEAM MEETINGS**

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 of Texarkana will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not learning. 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

Students are taught to be leaders. Students are taught that they are not just children waiting to assume leadership when they are adults. They have the capacity to lead in their school and communities now. Premier High School of Texarkana utilizes the “Seven Habits” concept first documented by Stephen Covey to train, guide, and teach students to lead.<sup>1</sup> 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

Premier High School of Texarkana will be rich in visual reminders of the Seven Habits. 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 High School of Texarkana will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Premier High School of Texarkana 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 are allowed to progress at their own pace, using the leadership habits, character qualities, and independent learning capacities.

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<sup>1</sup> See Stephen R. Covey, *The Seven Habits of Highly Effective People* (1989).

## **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 High School of Texarkana 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 High School of Texarkana, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Premier High School of Texarkana teachers will be continually learning. Premier High School of Texarkana 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 High School of Texarkana will focus on the learning process rather than the teaching process.

## **CLIMATE**

Premier High School of Texarkana 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 High School of Texarkana will be created to allow teachers to know the student. Premier High School of Texarkana 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 equivalency 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 High School of Texarkana will follow the school calendar of Texarkana Arkansas School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods and vacation days are concerned. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day.

Schools days customarily begin at 7:45 am to 4:30 pm for staff members with a duty free lunch period of 30 minutes. Student schedules for the day are flexible with some students staying for the minimum six hour requirement if they are academically excelling, mastered state assessments or have meaningful employment. However, most students stay extra instructional hours as additional time is needed for required interventions and/or tutorials. Graduation rates and accelerated opportunities for credit accrual are enhanced for students as schools extend the day, week or year for additional time on task. (**Attachment 4**)

## STANDARD 7: ACADEMIC ACHIEVEMENT GOALS

### GOAL 1: STATE ASSESSMENTS

|                                 |   |
|---------------------------------|---|
| Performance Goal                | 90% of students enrolled for one or more years will pass or show growth on the state assessments.   |
| Performance Indicators          | This goal will be measured by the percent of students who, having completed appropriate courses at Premier High School of Texarkana, pass the corresponding assessments prior to graduation.  |
| Assessment Tools and Measures   | Mandated assessments  |
| Rationale for Goal and Measures | Because the primary focus of Premier High School of Texarkana is dropout prevention and recovery, earning a diploma is central to its purpose. The successful completion of all state assessments is a required component of the diploma. |

### GOAL 2: COLLEGE READINESS

|                                 |   |
|---------------------------------|---|
| Performance Goal                | 100% of students enrolled for two or more years will apply to an institution of higher education.<br>Upon graduation, a student will have a solid foundation of preparation for college attendance. The student will be able to successfully meet the demands and requirements to succeed in the college environment. |
| Performance Indicators          | This goal will be measured by tracking students within 2 years of graduation, by observation and/or interview.  |
| Assessment Tools and Measures   | Observations interviews and/or survey instruments will be used to indicate status of graduates.   |
| Rationale for Goal and Measures | The opportunities afforded by a college degree will be stressed to students and parents at Premier. This element of the instructional emphasis will reinforce the importance a college education can make.  |

### GOAL 3: DUAL CREDIT ENROLLMENT

|                               |   |
|-------------------------------|---|
| Performance Goal              | 100% of students enrolled for two or more years will be required during their senior year to enroll in a minimum of one dual credit course. |
| Performance Indicators        | This goal will be measured by tracking students and creating the dual enrollment opportunities.   |
| Assessment Tools and Measures | Student records will be used to monitor enrollment in dual credit courses.  |

|                                 |  |
|---------------------------------|--|
| Rationale for Goal and Measures | The high school program must offer opportunities for students to achieve levels of college credits prior to high school graduation. This increases the level of college readiness and allows students to enter college with credits already on their transcript. |
|---------------------------------|--|

**GOAL 4: CAREER CONNECTIONS**

|                                 |  |
|---------------------------------|--|
| Performance Goal                | 100% of students will be assigned an internship during their senior year. This internship connects the student with local business or career-oriented entities that can involve the student with authentic real-world learning.  |
| Performance Indicators          | This goal will be measured by tracking and monitoring students in the internship program.  |
| Assessment Tools and Measures   | Observations interviews and/or survey instruments to business and career mentors will be used to indicate effectiveness of internships.  |
| Rationale for Goal and Measures | Even college students will benefit from the internship program that emphasizes the development of successful work habits. Rather than communicating to students that they should choose between career or college, Premier will stress that students should always blend work, career and college into a balanced approach to their adult lives. |

**GOAL 5: INCREASED SCORES ON COLLEGE ENTRANCE EXAMINATIONS**

|                                 |   |
|---------------------------------|---|
| Performance Goal                | Overall school performance on SAT and ACT college entrance examinations will improve each year.   |
| Performance Indicators          | This goal will be measured by tracking student performance on college entrance examinations.  |
| Assessment Tools and Measures   | All students will be required to take the PSAT in the early high school years. Students will receive focused tutoring and preparation through programs designed for improvement and readiness. All students will be required to take the SAT or ACT. These instruments will be accessed early in their high school years. |
| Rationale for Goal and Measures | The ability to gain entrance to college is important and an increased performance on college entrance tests prevents any need for remediation during the freshman year of college studies.  |

**GOAL 6: STUDENT GROWTH & PROGRESS**

|                                 |   |
|---------------------------------|---|
| Performance Goal                | All students enrolled for one or more years will show effective growth and progress in their learning during each school year. The benchmarking system will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning. |
| Performance Indicators          | This goal will be measured by tracking students through a “data-gathering” profile that assesses indicators and performance at designated significant times during the school year.   |
| Assessment Tools and Measures   | A series of pre-test and post-test instruments will be used to benchmark growth and progress in math, literacy and science. This series includes Study Island, the STAR literacy diagnostics, and curriculum testing embedded in subject materials.                                       |
| Rationale for Goal and Measures | Each student must be measured individually and tracked through benchmarking to ensure that learning is occurring for everyone.  |

**GOAL 7: ESTABLISHED DATA CENTER FOR LEARNING STYLES EDUCATION**

|                                 |   |
|---------------------------------|---|
| Goal                            | The campus will serve as a model for innovative, personalized learning. National and international entities committed to learning styles, such as the International Learning Style Network at St. John’s University, will be able to assist in areas of diagnostics and development of personalized environments. The campus will gain credibility as a leader in innovative education. |
| Indicators                      | This goal will be measured through the collaboration between Responsive Education Solutions, the campus and the entities committed to innovative learning style education.  |
| Assessment Tools and Measures   | The Learning Styles Inventories, training modules and the use of data gathering instruments to create student profiles will be used.  |
| Rationale for Goal and Measures | Personalizing the learning process for each learner is crucial for student motivation and engagement. The intentional utilization of learning style methods increases student involvement.  |

**GOAL 8: ESTABLISHMENT OF *ADVANCE-ED ACCREDITATION* STATUS FOR A CHARTER SCHOOL IN ARKANSAS**

|      |  |
|------|--|
| Goal | Responsive Education Solutions has achieved “system accreditation” status through Advance-Ed (formerly known as the Southern Association of Colleges & Schools) and, therefore, all campuses established have accreditation status beyond traditional school systems. The goal at Premier will be to establish a highly effective and noteworthy relationship with Advance-Ed in Arkansas. |
|------|--|

|                                 |  |
|---------------------------------|--|
| Indicators                      | This goal will be measured by observation and notoriety gained through the relationship with the largest and most reliable accreditation entity in the nation. |
| Assessment Tools and Measures   | The number of intentional interactions and involvement with Advance-Ed in Arkansas will measure the success of the goal.                                       |
| Rationale for Goal and Measures | Increasing the level of academic credibility and capacity through additional accreditation serves to create more opportunities for students and campuses.      |

## **STANDARD 8: CURRICULUM DEVELOPMENT AND ALIGNMENT**

### **DEVELOPMENT**

Over the past thirteen years, ResponsiveEd’s team of 30+ writers, editors, proofreaders, and graphic artists has developed an innovative, individualized curriculum for use in the twenty-six Premier High Schools it operates. Forming the foundation of this curriculum is ResponsiveEd’s own paper-based KnowledgeUnits, as well as the ResponsiveEd-customized computer-based OdysseyWare®.

OdysseyWare® is 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, OdysseyWare® 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. Used in more than 1,500 school districts, OdysseyWare® includes courses in the 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 is currently fully aligned to the Texas State standards. Should Premier High School of Texarkana be granted a charter, two Curriculum Alignment Specialists will be employed to work with campus staff to ensure the accuracy of the curriculum with Arkansas Curriculum Frameworks and the upcoming transition to the Common Core state standards. Further, a yearly curriculum review will occur in order to determine its continued alignment with state standards.

## **STANDARD 9: GEOGRAPHICAL SERVICE AREA**

Premier High School of Texarkana will be located within the city limits of Texarkana, Arkansas, in Miller County. 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 of Texarkana 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 of Texarkana may do so. It is expected that up to 200 students will come from Texarkana Arkansas School District or surrounding districts. Contiguous districts include Ashdown Public School District, Fouke School District, Genoa Central School District, Hope Public Schools, Lafayette County School District, Mineral Springs Saratoga School District, and Spring Hill School District.

## **STANDARD 10: ANNUAL PROGRESS REPORTS**

Premier High School of Texarkana will comply with annual progress report requirements stated in the *Standards for Accreditation*, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.04.2.

With feedback received by parents and the community, Premier High School of Texarkana will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a clear plan to correct any known program deficiencies. All reports will be written based on ADE regulations and guidelines. Further, a yearly curriculum review will occur in order to determine its continued alignment with state standards.

In accordance with Section 7.02, Standard II, *Standards for Accreditation*, annual reports will be submitted for review to the ADE, as well as posted in the *Texarkana Gazette* (or any other newspaper with general circulation in the district) at or before November 15<sup>th</sup>. Data will also be made readily available to the general community via the Premier High School campus website. Printed copies of the reports will be available for review at Premier High School of Texarkana.

Premier High School of Texarkana will host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, for parents, students, and any further stakeholders. This meeting will also serve as a way for interested parties to share with the staff of Premier High School of Texarkana their questions and suggestions regarding the program, campus, and annual report data. Such a meeting will be held in compliance with any and all ADE regulations for disseminating annual report information.

## **STANDARD 11: ENROLLMENT CRITERIA AND PROCEDURES**

As per Section 10.02.02 of the *Arkansas Department of Education Rules for Governing Charter Schools* and/or any and all applicable federal and state laws, Premier High School of Texarkana 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 High School of Texarkana to enroll students from all walks of life, regardless of socioeconomic status.

Consistent with previous ResponsiveEd campuses, information regarding the vision of Premier High School of Texarkana 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 High School of Texarkana. 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 High School of Texarkana to learn more about the campus, as well as how to enroll.

### **RANDOM LOTTERY PROCESSES**

Should more individuals apply for admission to Premier High School of Texarkana 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 High School of Texarkana campus, and be governed by the Campus Director, as well as being overseen by the 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 Program Coordinator will be notified in advance of the lottery.

## **STANDARD 12: STAFFING PLAN**

### **BOARD MEMBERS**

The Board will be the ultimate governing body for Premier High School of Texarkana. Board Members will ensure that the School operates efficiently, effectively, and in accordance with the School's charter, mission, vision, and contracted performance goals. While the Board will, whenever permissible,

delegate school administration duties to ResponsiveEd, it will have final say in all policy, financial, and operational decisions for the School.

*Please see Section D, Standard 3 – Governing Structure, for further information regarding the role of Board Members.*

## **SUPERINTENDENT**

The Superintendent will have oversight of Premier High School of Texarkana in applying board policy. The Superintendent acts on behalf of both the board and the School and makes application of board policies, upholding the law and rules governing the School.

## **CAMPUS DIRECTOR/PRINCIPAL**

The Campus Director will promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by students, their parents, the community, peers, administrative staff, and Superintendent. The Director will promote and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

## **EDUCATION/CERTIFICATION**

- A. Must have a Bachelor's degree from a four-year accredited College or University, Master's degree preferred.
- B. Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred.
- C. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Principal, preferred.
- D. Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred.

## **EXPERIENCE**

- A. Must have 5+ years of experience in supervising a staff of 5 or more.
- B. Must have 5+ years of experience in managing budgets.
- C. Must have 5+ years of vendor management.

## **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- A. Must have advance 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 teaching curriculum software programs and instruct others on the utilization.
- E. Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs).
- F. Must have a clear understanding of goal setting for students and the individualized approach.
- G. Must have the ability to develop and maintain effective working relationships with students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff.
- H. Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff.
- I. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
- J. 3-5 years of experience teaching at a High School level (Preferred).
- K. 3-5 years of experience as an administrator for a High School (Preferred).
- L. 3-5 years of experience developing and managing budgets for a High School (Preferred).
- M. 3-5 years of experience managing a High School that was Acceptable or Higher (Preferred).

## **RESPONSIBILITIES AND DUTIES**

- A. Directly supervises employees in accordance with the organization's policies and applicable laws.
- B. Interviewing, hiring, and training employees.
- C. Planning, assigning and directing work.
- D. Appraises the performance of staff, rewards and disciplines employees according to Premier's policies and procedures, and addresses and resolves complaints and problems.
- E. Promotes and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- F. Promotes and encourages the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- G. Promotes and encourages the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- H. Promotes and encourages the success of every student by acting with integrity, fairness, and in an ethical manner.

- I. Promotes and encourages the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- J. Develops and evaluates educational program to ensure conformance to state and school board standards.
- K. Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives.
- L. Partners with teachers, students, and parents concerning educational and behavioral problems in school.
- M. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
- N. Requisitions and allocates supplies, equipment, and instructional material as needed.
- O. Oversees the direction of the preparation of class schedules, cumulative records, and attendance reports.
- P. Regularly checks building and property to maintain safety and security.
- Q. Plans and manages building maintenance.
- R. Plans ways to market the school to increase enrollment and maintain daily attendance.
- S. Performs special projects, during and after normal business hours, and other duties as assigned.

## **TEACHERS**

Teachers are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day basis. The teacher monitors progress, assists the student in overcoming learning difficulties, provides motivation, and creates an environment of care. Each teacher will report directly to the Campus Director. One teacher will be designated as a Testing Specialist, responsible for administering state-mandated tests. As such, this person will be qualified as required by the state, and will receive a stipend for their added duties.

## **EDUCATION AND CERTIFICATION**

- A. Must be "No Child Left Behind" (NCLB) Highly-Qualified (HQ) with a minimum of 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).

## **EXPERIENCE**

- A. Must meet NCLB Highly-Qualified requirements.
- B. Teaching experience in a Public or Private School is preferred.

## **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- 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).
- F. Must have a clear understanding of goal setting for students and the individualized approach.
- G. Must have the ability to communicate with all levels of students, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff.
- H. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
- I. Must have excellent verbal and written communication skills.

## **RESPONSIBILITIES AND DUTIES**

- A. The Teacher will be responsible for the Instructional and Program Management for all students assigned.
- B. The Teacher will administer and monitor Diagnostic Tests to determine a student's performance level and assigns curriculum accordingly.
- C. The Teacher must prepare academic projections for all students 9th grade and higher and prepares a course of study following curriculum guidelines or requirements of state and school.
- D. The Teacher will instruct and motivate students in all course study.
- E. The Teacher will assign lessons and correct homework.
- F. The Teacher will administer tests to evaluate student's progress, records results, and issues reports to inform parents of progress.
- G. The Teacher will maintain discipline in the classroom.
- H. The Teacher will maintain a learning center that is conducive to learning, safe, attractive and stimulating.
- I. The Teacher will set a good housekeeping example in the learning center and encourages students to follow this example.
- J. The Teacher will schedule periodic meetings with parents to discuss student progress and problems.
- K. The Teacher will participate in faculty and professional meetings, educational conferences and teacher training workshops.
- L. The Teacher will inspire students with consistency, care, and interest to build students' self-esteem and promote continued success.
- M. The Teacher will praise students, compliment them and encourages them in order to build character.
- N. The Teacher will utilize a variety of learning methods to enhance the students' learning experiences.

- O. The Teacher will prepare an individualized education plan (IEP) to promote students' success on the state's assessment exams.
- P. The Teacher will work closely with the Special Education teacher to ensure special education students' modifications are being implemented.
- Q. The Teacher will perform related duties such as assisting students in selecting courses of study, counseling students in adjustment and academic problems, and sponsoring one or more activities or student organizations.
- R. The Teacher will conduct student assemblies as necessary.
- S. The Teacher will master the ResponsiveEd Individualized Learning System in order to assist the students in mastering the system.
- T. The Teacher will read and comply with the Premier Procedures Manual, Student Handbook, Student Code of Conduct, and the Employee Handbook.

## **SPECIAL EDUCATION TEACHER**

A Special Education teacher ensures that the school's special education (SPED) program provides necessary services for students with disabilities. The teacher will work with parents, general education teachers, and administrators to develop and implement individualized education plans to meet the needs of students with disabilities. The teacher will ensure compliance with all federal, state and district SPED requirements.

## **EDUCATION AND CERTIFICATION**

- A. Must have a Current Arkansas Standard Teaching License in Special Education (SPED).
- B. Must be "No Child Left Behind" (NCLB) Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited College or University.
- C. Must demonstrate content knowledge in the subject area(s).

## **EXPERIENCE**

- A. Must meet NCLB Highly-Qualified requirements.
- B. Teaching experience in a Public or Private School is preferred.

## **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- A. Same as teachers.
- B. Advanced knowledge of and compliance with federal and state special education law.
- C. Working knowledge of and compliance with individualized services for students with disabilities.

- D. Working knowledge of and compliance with the Admission, Review, and Dismissal (ARD) Committee process.
- E. Knowledge of the development and implementation of the Individual Education Plan (IEP) process.
- F. Knowledge of and compliance with the Transition process.
- G. Strong computer skills to implement multiple and diverse programs.
- H. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization.
- I. Must have the ability to communicate with all levels of students with disabilities, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff.
- J. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.

## **RESPONSIBILITIES AND 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 ensuring that all timeline requirements are met.
- D. Collaborate with general education teachers and administrators to provide special education accommodations and services to special needs learners.
- E. Ensure student individualized education programs (IEPs) are appropriately written and implemented.
- F. Ensure that student progress is evaluated on a regular basis, and that the findings are used to make special education services more effective.
- G. Update and send IEP Report Cards to parents at the same time that the general report cards are sent.
- H. Plan the necessary time, resources, and materials to support general education teachers in accomplishing educational goals.
- I. Ensure compliance with all state mandated assessments and alternative assessments, including their selection and administration.
- J. Assist the campus administrator with the Response to Intervention process.
- K. Develop and implement transition services for special education students as determined by the ARD.
- L. Serve as campus resource person and trainer for all campus staff to support students with disabilities.
- M. Ensure that campus curriculum renewal is continuous and responsive to student need.

- N. Seek assistance as needed from Special Education program supervisor.
- O. Demonstrate support for the campus's student management policies and assist with behavior management strategies as they relate to students with disabilities.
- P. Establish and maintain open lines of communication by conducting conferences with parents, students, teachers, and administrators.
- Q. Recommend sound policies to improve program.
- R. Implement Premier Special Education school board policies, procedures, and operational guidelines.
- S. Compile and maintain all reports, records, and other documents required by law and/or the Director of Special Education.

### **INSTRUCTIONAL AIDE**

An instructional aide will assist the teacher with monitoring the learning center and facilitating student learning progress.

### **EDUCATION AND CERTIFICATION**

- A. Associate's degree or equivalent from an accredited College or University preferred.
- B. Six months to one year related experience or training preferred.
- C. Teacher's Certificate recommended but not required.

### **RESPONSIBILITIES AND DUTIES**

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

### **ADMINISTRATIVE ASSISTANT/CAMPUS SECRETARY**

The campus administrative assistant will assist the Campus Director with daily operations and procedures, supervise all enrollment, APSCN, and attendance issues, and step in administratively when necessary or when principal is out.

### **EDUCATION AND CERTIFICATION**

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**

Must have 2+ years of experience in working within an office environment.

## **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- A. Must be able to alphanumerically and chronologically file documents, develop office procedures, and follow directions.
- B. Must be able to handle confidential information in a professional and secure manner.
- C. Must be able to navigate the APSCN system in order to accurately relay information to the ResponsiveEd corporate office.
- D. Must be able to answer phones, take messages, and direct others to the appropriate staff and/or department.
- E. Must have 2+ years of experience working with Microsoft Suite (i.e. Word, Excel, PowerPoint).
- F. Must be able to type 60+ WPM.
- G. Must be able to work office equipment.
- D. Must be able to disseminate information according to Premier, state, and federal guidelines.
- E. Ability to learn customized computer programs.
- F. Ability to communicate effectively verbally and in writing with staff, students, and parents.

## **RESPONSIBILITIES AND DUTIES**

- A. Assist parents in completing Enrollment forms and ensure Cumulative Record folders are completed according to state and school requirements.
- B. Relay APSCN-related information to the ResponsiveEd corporate office to therefore be compiled and sent to ADE.
- C. Communicate effectively with Parents and corporate staff via email, telephone, fax, and in person in a professional manner.
- D. Assist with reports for the school, faxes or email reports to the appropriate corporate staff.
- E. Ensure timesheets are completed daily and faxed to corporate staff prior to each payday.
- F. Gather and fax all new hire paperwork and insurance enrollment forms to corporate staff for all new employees.
- G. Ensure curriculum order is compiled and faxed to corporate staff.
- H. Complete Purchase Order (PO) for corporate staff approval so that school supplies may be ordered.
- I. Maintain Student Attendance Records and fax these to the APSCN Coordinator.
- J. Ensure appropriate enrollment forms are completed and faxed to the APSCN Coordinator in a timely manner.
- K. Track students who leave or withdraw from the school and ensure appropriate documentation of leave codes.
- L. Greet visitors, determines nature of business, and direct visitors to the appropriate destination.

- M. Talk with student encountering problems, resolve problems, or direct student to teacher or Campus Director.
- N. Answer telephones to provide information, take messages, or transfer calls to the appropriate staff and/or department.
- O. Accept, track, and deposit funds for lunches, school supplies, and student activities.
- P. Organize and manage the meal program to follow federal and state guidelines.
- Q. Prepare the daily and monthly reports and email or fax reports to the appropriate ResponsiveEd staff.
- R. Disburse funds, record financial transactions, and audit and balance student organization and other school fund accounts.
- S. Maintain calendar of school events.
- T. Compile transcripts for students.
- U. Assist with assemblies.

### **CURRICULUM ALIGNMENT SPECIALIST**

Premier High School of Texarkana will budget the necessary monies to hire two individuals as Curriculum Alignment Specialists. These persons will be hired on a six to twelve month temporary basis. Their primary duties will include researching any and all ways to properly align the current curriculum offerings with the Arkansas Curriculum Frameworks state standards. Furthermore, these positions will conduct the transition into the Common Core state standards. Individuals must have a substantial working knowledge of the education standards in Arkansas and the ability to implement those standards.

### **NURSE**

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse will evaluate the physical conditions of students and refer students to appropriate resources as needed. Decisions made require discretionary judgment and analysis.

### **EDUCATION AND CERTIFICATION**

- 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).

### **EXPERIENCE**

Must have 2+ years of experience in pediatrics and/or public health nursing.

## **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- A. Advanced knowledge of medical disorders and treatment.
- B. Advanced knowledge of child growth and development.
- C. Working knowledge of public health problems and procedures for treatment in coordination with other health and social service agencies.
- D. Working knowledge of Federal, State, and Local laws and regulations affecting the delivery of school health services.
- E. Working knowledge of the school organization and the community served.
- F. Ability to identify abnormal growth and development and symptoms of disease.
- G. Ability to coordinate and facilitate services between the school, local health agency, and other community resources.
- G. Ability to develop and maintain health records on students.
- H. Ability to develop and maintain effective working relationships within the school and local communities, including local hospitals and clinics.

## **RESPONSIBILITIES AND DUTIES**

- A. Develops policies, procedures and work standards for school health program.
- B. Monitors compliance of school health program 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. Negotiates professional and medical services essential to the school health program.
- F. Provides first aid care and medically prescribed services.
- G. Maintains security of school health supplies and confidential information according to Health Insurance Portability and Accountability Act (HIPAA).
- H. Provides staff development on health-related topics for school staff and volunteers.
- I. Screens and conducts health appraisals for students and staff.
- J. Provides follow-up evaluations on students as required.
- K. Recommends corrective action where problems are identified.
- L. Conducts home visits when appropriate.
- M. Corresponds with parents on health needs of children.
- N. Records immunizations, health findings, and other relevant health data.
- O. Reports any signs of physical or mental abuse to the appropriate authorities.
- P. Administers and store prescribed medications to students according to their doctor's requirements and according to State and Federal laws that regulate Public and Private Schools.

## **MEDIA SPECIALIST**

The Media Specialist will provide student and faculty with resources to supplement curriculum, whether in-house collection and/or resources or through the use of technology. Responsible for supervising and maintaining all media resources, including the use and checking out of these resources, and the Library Media Center (LMC) and all Library Media Program (LMP) activities. This person will also develop, implement, and interpret an effective LMP which strives to achieve the mission of Premier High School of Texarkana.

### **EDUCATION AND CERTIFICATION**

- A. Bachelor's degree and valid State of Arkansas teaching certificate.
- B. State certification as a school LMS.
- C. Master's Degree in Educational Technology, Master of Library Science, or comparable degree, preferred.

### **EXPERIENCE**

Previous experience working in a Public or Charter School.

### **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- A. Advanced knowledge of State of Arkansas LMP requirements.
- B. Must be able to meet assigned building and district responsibilities.
- C. Must be able to complete building goals and district exit outcomes.
- D. Must be able to allocate and manage expenditures of assigned budget funds on the basis of curricular and replacement needs.
- E. Must be able to develop and promote the LMP, its routines, usage scheduling, and procedures.
- F. Must be able to develop a collection and/or resources that support the curriculum.
- G. Must be able to organize and supervise the ordering, checking, processing, and maintaining of LMC materials.
- H. Must be able to negotiate and manage vendors.

### **RESPONSIBILITIES AND 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 and LMP.
- D. Assists staff with computer and/or Audio Visual (AV) equipment problems.
- E. Establishes and maintains behavioral standards for students in the LMP.
- F. Assist students in becoming effective and efficient users of LMC resources.

- G. Organizes LMP, equipment, and LMC for effective and efficient utilization and circulation.
- H. Keeps the collection and/or resources current within the constraints of the annual budget by purchasing quality print and computer-based materials.
- I. Establishes an attractive and easily accessible LMC that is conducive for learning.
- J. Effectively utilizes clerical, volunteer, student and/or other personnel to provide quality library service to users.
- K. Advance knowledge of current LMC books and authors in the collection and/or resources, assists students with selecting materials.
- L. Active awareness of the curriculum and supports it through collection and/or resources development.
- M. Develops a research and library skills program relating to the needs of the students.
- N. Instills the ability to be for students to become self-learners by promoting the spirit of inquiry and teaching effective fact-finding skills.
- O. Plans with teachers, when appropriate, for meaningful and effective grade appropriate reference work and/or literature appreciation activities for their students.
- P. Actively plans with teachers and groups of teachers to integrate LMP and multimedia materials with the instructional program.
- Q. Evaluates and selects materials needed to meet both the curricular and individual needs of students, teachers, and administrators who will be using the LMC.
- R. Determines the needs of teachers and students as a basis for the selection of new materials and equipment.
- S. Conducts periodic inventory of library collection and/or resources, as well as library AV equipment and library computers.
- T. Serves on library curriculum committee and district wide technology committee.

| <b>Position</b>                 | <b>Number</b> |
|---------------------------------|---------------|
| Campus Director/Principal       | 1             |
| Teachers                        | 4             |
| Instructional Aides             | 1.5           |
| Special Education Teacher       | 1             |
| Administrative Assistant        | 1             |
| Nurse (Part-Time)               | .5            |
| Media Specialist (Part-Time)    | .5            |
| Curriculum Alignment Specialist | 2             |

### **STANDARD 13: BUSINESS AND BUDGETING PLAN**

A Superintendent will be contracted by the school through Responsive Education Solutions of Texas (“ResponsiveEd of Texas”) to 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 four teachers, a special education teacher, and two aides. One teacher will be identified as the Testing Specialist. A nurse and a media specialist will be retained as part-time staff.

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 of Texarkana 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 of Texarkana shall operate on a fiscal year beginning July 1 and ending June 30.

## **BUDGETS**

- A. The budget shall be developed prior to June 20, approved by the Board by June 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.

- D. The budget shall be amended when a change is made increasing any one of the functional spending categories.

## **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 bona fide 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 \$10,000.

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 of Texarkana 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 the Chief Financial Officer for purchases less than \$2500, by the Chief Executive Officer/Superintendent or Chief Operating Officer for purchases less than \$25,000. All purchases in excess of \$25,000 will be presented to the board of directors for approval with the exception of the purchase of computers 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.

***Please refer to Attachment 4 for a completed two-year budget estimate for Premier High School of Texarkana.***

***Please refer to Attachment 5 for proposed salary ranges for Premier High School of Texarkana Administration and staff.***

## **STANDARD 14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

- 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 of Texarkana's 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 to 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, LLP  
201 East Markham, Suite 500  
Little Rock, AR 72201  
(903) 831-3477

Premier High School of Texarkana will continue with the following practices to ensure programmatic quality:

- 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.

## **STANDARD 15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCE**

Premier High School of Texarkana will participate in the Arkansas Public School Computer Network (APSCN) for reporting financial and educational data, pursuant to the guidelines stated in Arkansas Code Annotated §§ 6-11-105, 6-11-128, Act 723 of the 86th Arkansas General Assembly and/or the State Board of Education Rule. Premier High School of Texarkana will include budget sufficient funds in order to assure adequate training of individuals to use APSCN for data reporting.

## **STANDARD 16: FACILITIES**

Premier High School of Texarkana will be housed in the heart of downtown Texarkana on the 3<sup>rd</sup> floor (10,640 sq ft) of the Legacy Building. The address is: 210 North State Line Ave. Texarkana, AR 71854. The Legacy Building is privately owned by Landmark

Development Co. and is subject to federal, state, and local building codes and guidelines. The facility was originally constructed in the early 1900's with renovations beginning in 1997 to preserve the originality/historical values of the property while achieving the current requirements for fire, health, and safety codes as well as the necessary improvements for accessibility in accordance with the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA). The current use of the square footage is general office. The property owner is in agreement over the use change of the facility and its equipment. All code requirements at the federal, state, and local levels will be met to obtain an Educational "E" Certificate of Occupancy or Special Use Permit required to operate the charter school in the city of Texarkana. Ample parking will also be available for the charter school's staff and/or student use as well as a nearby bus stop provided by mass transit servicing the community. Amount of monthly lease payments (i.e., \$10,975.00) are reasonable and comparable with similar facilities in the Texarkana market. Currently there are no known establishments within 1,000 ft. of the facility that participate in the sale of alcohol.

The Landmark Development Co. has no known relationships with members of the local board and/or employees of the public school located in Texarkana. The property owner also has no relationships with the sponsor of the charter school or the employees, directors and /or administrators of the charter school.

The budget includes funds for upgrading the facility to satisfy all federal, state, and local code requirements as well as Premier High School of Texarkana's educational program requirements. Upgrades to classrooms are primarily to enhance the telephone and data lines for information technology (IT)/server support required for cutting edge educational software programs and computer technology.

As operators of 50+ charter school educational facilities, ResponsiveEd is aware of the following:

- A. the process of securing an educational facility that is appropriate and adequate for the school's program and targeted population;
- B. ResponsiveEd understands the costs of securing and improving a facility to meet all federal, state, and local codes and have access to the necessary resources to fund the facility plan; and
- C. ResponsiveEd has policies and procedures in place for continued operations, maintenance and repairs for all facilities.

Premier High School of Texarkana has plans to designate the opening of school to coincide with the Texarkana Arkansas School District opening day of school.

## **STANDARD 17: CONFLICTS OF INTEREST**

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 of Texarkana intends to contract for turn-key administrative services:

1. Charles Cook – Chief Executive Officer/Superintendent of Premier High School of Texarkana
2. Dr. Alan Wimberley - Chief Learning Officer of ResponsiveEd of Texas
3. Rosalinda Gonzalez – Chief Academic Officer of ResponsiveEd of Texas
4. Robert Davison – Chief Operating Officer of ResponsiveEd of Texas
5. James Taylor – Chief Financial Officer of ResponsiveEd of Texas

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.

## **STANDARD 18: STUDENT SERVICES**

### **A. GUIDANCE PROGRAM**

Premier High School of Texarkana will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Campus Director and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier High School of Texarkana staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Should the need for a campus counselor be deemed necessary, Premier High School of Texarkana will seek an outside consultant on a contractual basis to handle counseling duties.

### **B. HEALTH SERVICES**

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

### **C. MEDIA CENTER**

In compliance with state standards, Premier High School of Texarkana 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 will also be made available, as well.

## **D. TRANSPORTATION**

Premier High School of Texarkana will elect not to provide transportation services. Should the need for transportation be deemed necessary to address, monies will then be budgeted to allow students the ability to use public transportation.

## **E. FOOD SERVICES**

Please see clarifications in Standard 19: *Food Services* regarding the inclusion of food services at Premier High School of Texarkana.

## **F. SPECIAL EDUCATION**

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 supports to students, educators, and families for the success of students with disabilities.

### **IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM (“IEP”) (34 CFR 300.323)**

When IEPs must be in Effect (34 CFR 300.323): Premier High School of Texarkana shall have an Individual Education Program (“IEP”) in effect for each identified child with a disability. Premier High School of Texarkana 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 as soon as possible following the IEP committee meeting.

Transfer Students: For a student who is new to Premier High School of Texarkana, a Transfer IEP committee will meet prior to or upon the student’s enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district, or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

### **EVALUATION OF CHILDREN TO DETERMINE ELIGIBILITY (34 CFR 300.301-300.311)**

Initial Evaluation (34 CFR 300.301-300.311): 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.

Premier High School of Texarkana 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.

### **DEVELOPMENT, REVIEW, AND REVISION OF THE IEP (34 CFR 300.320-300.324; 300.106)**

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; what the communication needs of the student are; and whether the child needs assistive technology devices/services.

The IEP (34 CFR 300.320-300.324) will include:

- A. Documentation that persons with knowledge of the student and the student’s disability including, but not limited to, the parent, the campus administrator, the special education teacher of the child, the general education teacher(s) of the child, and an individual who can interpret the educational implications of evaluation results were present and a part of the decision-making process;
- B. a statement of the child’s present levels of educational and functional performance and how the child’s disability affects the child’s involvement and progress in the general curriculum;
- C. a statement of the special education and related services and supplementary aids and services to be provided to the child;

- D. a statement of measurable annual goals, including benchmarks or short-term objectives;
- E. the projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and accommodations;
- F. a statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year;
- G. a statement of any individual modifications/accommodations in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
- H. a statement of assurance that the student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate for his/her overall educational needs (including academic and developmental areas such as language and socialization);
- I. a statement of assurance that the removal of students with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;
- J. a statement of assurance that each student with a disability participates in nonacademic and extracurricular services and activities, including meals and recess periods, with non-disabled students to the maximum extent appropriate to the needs of the student; and
- K. document the annual provision of the Procedural Safeguards Notice which includes a full explanation of the protections available to students with disabilities and their parents.

IEP Accountability (34 CFR 300.324): Premier High School of Texarkana 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 ("EYS") (34 CFR §300.106) 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.

## **LEAST RESTRICTIVE ENVIRONMENT (“LRE”) PLACEMENT (34 CFR 300.114-300.116)**

General Least Restrictive Environment Requirements (34CFR §300.114 - 300.116): Premier High School of Texarkana 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.

Continuum of Placements (34 CFR 300.115): Premier will provide a FAPE for students with disabilities in order to meet the need for special education and related services. This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

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 all other students. In addition, Premier will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 300.320.

## **TRANSITION PLANNING (34 CFR 300.320-300.321)**

For each student beginning at age 16, and younger if appropriate, and updated annually, Premier High School of Texarkana will develop a statement of the transition service needs of the student under the applicable components of the student’s IEP that focuses on the student’s course of study.

Transition service means a coordinated set of activities for a student with a disability that:

- A. is designed within an outcome oriented process, promoting movement from school to post-school activities including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation;
- B. is based on the individual student’s needs, taking into account the student’s preferences and interests; and

- C. includes instruction, related services, community experiences, development of employment, other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

## **G. ALTERNATIVE EDUCATION**

Premier High School of Texarkana will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Premier High School of Texarkana 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 (*see Standard 7*) 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 High School of Texarkana 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. GIFTED AND TALENTED PROGRAM**

A waiver will be sought for the inclusion of a gifted and talented program at Premier High School of Texarkana. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier High School of Texarkana 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 of Texarkana 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.

## **STANDARD 19: FOOD SERVICES**

Premier High School of Texarkana 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 of Texarkana 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 of Texarkana. A local food vendor may also be considered if the option is more cost-effective for Premier High School of Texarkana. 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 of Texarkana 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 of Texarkana will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

## **STANDARD 20: PARENTAL INVOLVEMENT**

Due to the population served, which may include many older students, some disconnected from their families or living on their own, the amount of parent involvement at Premier High School of Texarkana may be limited. However, the administration at Premier High School of Texarkana will still strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of:

- A. on-site informational campus meetings (as needed);
- B. annual gatherings allowing questions and parental/community feedback;
- C. district-wide informational newsletter available on-campus for distribution;
- D. web-based communication of campus/district news; and
- E. prompt email or phone communication with all levels of campus personnel.

Additionally, parents and/or guardians, will regularly be given the opportunity to participate in the school’s Community Advisory Council (“CAC”) and volunteer their time or resources to help further the vision of Premier High School of Texarkana. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Premier High School, amongst other opportunities. Those who have the chance to volunteer will aid in lifting up Premier High School of Texarkana to its greatest level of potential.

## STANDARD 21: REQUESTS FOR WAIVERS

The applicant seeks exemption from the following portions of Title 6 of the Arkansas Code Annotated (“Education Code”) and related State Board of Education Rules and Standards for Accreditation of Arkansas Public Schools and School Districts:

- A. **Subtitle 2, Chapter 10, Section 6-10-106: Uniform Dates for Beginning and End of School Year:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana will follow the school calendar for Arkansas High School.
- B. **Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** Premier High School of Texarkana seeks exemption 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.
- C. **Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, Premier High School of Texarkana will require a vote by “classified employees” (as defined in Section 6-13-1302).
- D. **Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- E. **Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- F. **Subtitle 2, Chapter 15, Subchapter 9, Section 6-15-902(a): Grading Scale—Exemptions—Special Education Classes:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana will adopt the following more rigorous grading scale to ensure mastery of the relevant material: A = 90% to 100%, B = 80% to 89%, C = 70% to 79%, and F = 69% and below.
- G. **Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the

extent that it requires teachers to be certified. Instead, in addition to certified teachers, Premier High School of Texarkana will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

- H. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102: School Day:** Premier High School of Texarkana seeks 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. As such, Premier High School of Arkansas 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. The instructional day will be extended up to and beyond 6 hours for students in need of additional assistance.
- I. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-105: United States Flag:** Premier High School of Texarkana seeks 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 of Texarkana may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Premier High School of Texarkana will seek alternative methods for prominently displaying the United States flag.
- J. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-106: Arkansas Flag:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires the display of the Arkansas flag on a flagstaff on the school grounds. Premier High School of Texarkana may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Premier High School of Texarkana will seek alternative methods for prominently displaying the Arkansas flag.
- K. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. The individualized curriculum utilized by Premier High School of Texarkana dramatically reduces the time needed by a teacher for instructional planning.
- L. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Noninstructional Duties:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of noninstructional duties per week. Instead, Premier High School of Arkansas 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 noninstructional duties to achieve efficient and economical operation of the school.
- M. **Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** Premier High School of Texarkana seeks

- exemption from this portion of the Education Code. Premier High School of Texarkana will not employ enough staff to comply.
- N. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Arkansas will employ all employees on an “at-will” basis. This means that employment with Premier High School of Arkansas 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 of Arkansas 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.
- O. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public School Principals—Qualifications and Responsibilities:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, the Premier High School of Arkansas 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 of Texarkana will ensure that its principal is appropriately qualified to lead the school through extensive training in the school’s educational methodology.
- P. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification—Waiver:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School of Texarkana ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- Q. **Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School of Texarkana ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- R. **Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agriculture Teachers:** Premier High School of Texarkana seeks exemption from this portion of the Education Code.
- S. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s

unique educational program. Premier High School of Texarkana ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

- T. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers’ Salary Fund:** Premier High School of Texarkana 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 Trustees.
- U. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** Premier High School of Texarkana 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 of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School of Texarkana ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001) on an “at-will” basis.
- V. **Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers’ Minimum Sick Leave Law:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Premier High School of Texarkana is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for Premier High School of Arkansas teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.
- W. **Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of “school employee.”
- X. **Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** Premier High School of Texarkana is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an “at-will” basis. As such, Premier High School of Texarkana will be free to hire teachers skilled in the implementation of its unique educational program while maintaining the flexibility to dismiss those teachers when it becomes apparent that they are not performing to the high standards required for the successful implementation of that program. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Trustees.
- Y. **Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana employees will be employed on an “at-will” basis. Employees will have the right to appeal their

dismissal in accordance with a grievance policy adopted by the Board of Trustees.

- Z. **Subtitle 2, Chapter 17, Subchapter 22, Sections 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana 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 detailed in Waiver Request “AA” immediately below.
- AA. **Subtitle 2, Chapter 17, Subchapter 23: Personnel Policy Law for Classified Employees:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for Premier High School of Texarkana will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.
- BB. **Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana will provide compensation that is competitive with local public school districts. Premier High School of Texarkana reserves the right to determine specific salary schedules, taking into account the teacher’s years of experience, skill, education, and other qualifications.
- CC. **Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Public School Student Services Act:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier High School of Texarkana staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.
- DD. **Subtitle 2, Chapter 19: Transportation:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires Premier High School of Texarkana to implement a transportation program.
- EE. **Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Premier High School of Texarkana to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all

facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

- FF. **Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101 et seq.: Gifted and Talented Children:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at Premier High School of Texarkana. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier High School of Texarkana 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 of Texarkana 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.

## **STANDARD 22: DESEGREGATION ASSURANCES**

Premier High School of Texarkana will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. The intention of Premier High School of Texarkana is not to interfere with the structure of the traditional local school districts. The applicant is not aware of any Federal desegregation court orders affecting the Texarkana Arkansas School District, nor any of the surrounding school districts from which students are likely to attend Premier High School of Texarkana with the exception of the Fouke Public School District and Hope Public Schools. The applicant, after careful review, finds that neither of the court orders against Fouke Public School District and Hope Public Schools is active, and assures the State Board of Education and Department of Education that it shall operate Premier High School of Texarkana in such a manner as not to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district in Arkansas.

As the population generally targeted by Premier High School of Texarkana will be those who have already dropped out of the local school system, the impact on other area campuses will be minimal.

**ATTACHMENT 1.a. – PUBLIC HEARING ANNOUNCEMENT**  
*Texarkana Gazette*



**Premier High School of Texarkana**

**Responsive Education Solutions** plans to submit an application to the State Board of Education to operate an open-enrollment public charter school to be known as Premier High School of Texarkana. A public hearing and information session will be held to allow those in the community to learn more about the proposed school.

**NOTICE OF PUBLIC HEARING**  
 Holiday Inn Express  
 5210 Crossroads Pkwy  
 Texarkana, AR 71854  
 Monday, August 22nd  
 at 7pm

All are welcome to attend and learn more about the positive impact ResponsiveEd will bring to the students of Texarkana.

**RESPONSIVE ED**  
RESPONSIVE TO THE COMMUNITY...EDUCATING THE INDIVIDUAL

08/01/2011 MON 16:28 FAX

001/001

| 1 Texarkana Newspapers, Inc.<br>315 Pine St.<br>Texarkana, Tx. 75501<br>(903) 794-3311  |                | 4 BILLING DATE<br>8-1-11           |               | 6 TERMS OF PAYMENT     |   | 3 INVOICE NUMBER    |         | PAGE                |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
|---|----------------|------------------------------------|---------------|------------------------|---|---------------------|---------|---------------------|--|---------|----------------|----------------|---------------|----------|-----------------|--------|---------|-----------|--------|----------------|--|-----|--|--|--|-------|--------|--------|----------------|--|-----|--|--|--|-------|--------|---------|----------------|--|-----|--|--|--|-------|--------|-----------------------------|--|--|--|--|--|--|--|--|
|   |                | 9 ADVERTISER / CLIENT NAME         |               |                        |   |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| 2 Responsive Education Solution<br>ATTN: Casey Morgan   |                | 7 BILLED ACCOUNT NUMBER<br>1245604 |               | 8 ADP. / BLINDY NUMBER |   |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
|   |                | 5 BILLING PERIOD                   |               |                        |   |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| ADVERTISING DEPARTMENT  |                |                                    |               |                        |   |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| Retail Display  |                |                                    |               |                        |   |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">10 DATE</th> <th style="width: 15%;">11 DESCRIPTION</th> <th style="width: 10%;">12 CLASSY TYPE</th> <th style="width: 10%;">13 DIMENSIONS</th> <th style="width: 10%;">14 TIMES</th> <th style="width: 10%;">17 BILLED UNITS</th> <th style="width: 10%;">18 U/M</th> <th style="width: 10%;">19 RATE</th> <th style="width: 15%;">20 AMOUNT</th> </tr> </thead> <tbody> <tr> <td>Aug. 1</td> <td>Public Hearing</td> <td></td> <td>2x4</td> <td></td> <td></td> <td></td> <td>27.38</td> <td>219.04</td> </tr> <tr> <td>Aug. 8</td> <td>Public Hearing</td> <td></td> <td>2x4</td> <td></td> <td></td> <td></td> <td>27.38</td> <td>219.04</td> </tr> <tr> <td>Aug. 15</td> <td>Public Hearing</td> <td></td> <td>2x4</td> <td></td> <td></td> <td></td> <td>27.38</td> <td>219.04</td> </tr> <tr> <td colspan="9" style="text-align: center;">( \$657.12 payment 7/28/11)</td> </tr> </tbody> </table> |                |                                    |               |                        |   |                     |         |                     |  | 10 DATE | 11 DESCRIPTION | 12 CLASSY TYPE | 13 DIMENSIONS | 14 TIMES | 17 BILLED UNITS | 18 U/M | 19 RATE | 20 AMOUNT | Aug. 1 | Public Hearing |  | 2x4 |  |  |  | 27.38 | 219.04 | Aug. 8 | Public Hearing |  | 2x4 |  |  |  | 27.38 | 219.04 | Aug. 15 | Public Hearing |  | 2x4 |  |  |  | 27.38 | 219.04 | ( \$657.12 payment 7/28/11) |  |  |  |  |  |  |  |  |
| 10 DATE   | 11 DESCRIPTION | 12 CLASSY TYPE                     | 13 DIMENSIONS | 14 TIMES               | 17 BILLED UNITS   | 18 U/M              | 19 RATE | 20 AMOUNT           |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| Aug. 1  | Public Hearing |                                    | 2x4           |                        |   |                     | 27.38   | 219.04              |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| Aug. 8  | Public Hearing |                                    | 2x4           |                        |   |                     | 27.38   | 219.04              |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| Aug. 15   | Public Hearing |                                    | 2x4           |                        |   |                     | 27.38   | 219.04              |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| ( \$657.12 payment 7/28/11)   |                |                                    |               |                        |   |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| 24 AGING  |                |                                    |               |                        |   |                     |         | 21 AMOUNT           |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
|   |                |                                    |               |                        |   |                     |         | 657.12              |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
|   |                |                                    |               |                        |   |                     |         | 25 TOTAL AMOUNT DUE |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
|   |                |                                    |               |                        |   |                     |         | 657.12              |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| 26 Texarkana Gazette<br>Business Office - Retail Display<br>PO Box 621<br>Texarkana, Tx. 75504  |                |                                    |               |                        | 27 BILLED ACCOUNT NAME<br>Responsive Education - ATTN: Casey Morgan |                     |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| 26 BILLED ACCOUNT NO.   |                | 4 BILLING DATE                     |               | 3 INVOICE NO.          |   | 25 TOTAL AMOUNT DUE |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |
| 1245604   |                | 8-1-11                             |               |                        |   | 657.12              |         |                     |  |         |                |                |               |          |                 |        |         |           |        |                |  |     |  |  |  |       |        |        |                |  |     |  |  |  |       |        |         |                |  |     |  |  |  |       |        |                             |  |  |  |  |  |  |  |  |

**TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN THIS PORTION WITH YOUR PAYMENT.**

# ATTACHMENT 1.b. - CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS

## Public Hearing – August 22, 2011

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**ATTACHMENT 1.c. - PUBLIC HEARING ANNOUNCEMENT LETTER  
TO SUPERINTENDENTS  
Public Hearing - August 22<sup>nd</sup>, 2011**



August 4, 2011

Texarkana Arkansas School District  
3435 Jefferson Avenue  
Texarkana, Arkansas 71854

Dear Mr. Sapaugh:

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the State Board of Education in order to operate an open-enrollment public charter high school in the Texarkana area. This campus will be known as Premier High School of Texarkana and will focus on reaching dropout-recovery students in your community.

A public hearing and information session will be held on Monday, August 22<sup>nd</sup> at 7:00pm at the Holiday Inn Express, 5210 Crossroads Pkwy, Texarkana, AR 71854.

If your busy schedule should allow, I would welcome the opportunity to meet with you at your office and share our vision for reaching this very important, often overlooked student population. Please feel free to contact me at 972.316.3663 or [ccook@responsiveed.com](mailto:ccook@responsiveed.com) if you are open to such a meeting.

Sincerely,

Charles Cook  
Chief Executive Officer  
Responsive Education Solutions

Cc: Joseph M. Walker, Superintendent – Ashdown Public School District  
Forrest Mulkey, Superintendent – Fouke School District  
Albert Murphy, Superintendent – Genoa Central School District  
Kenneth Muldrew, Superintendent – Hope Public Schools  
Mark Keith, Superintendent – Lafayette County School District  
Max Adcock, Superintendent – Mineral Springs Saratoga School District  
Dickie Williams, Superintendent – Spring Hill School District

PO Box 292730  
Lewisville, TX 75029  
Phone 972.316.3663  
Fax 972.315.9506



[www.ResponsiveEd.com](http://www.ResponsiveEd.com)  
[www.PremierHighSchools.com](http://www.PremierHighSchools.com)  
[www.iSchoolHigh.com](http://www.iSchoolHigh.com)  
[www.QuestMiddleSchools.com](http://www.QuestMiddleSchools.com)  
[www.Vista-Academies.com](http://www.Vista-Academies.com)

# ATTACHMENT 1.d. - CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS

## Charter Application – August 29, 2011

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Sent To: **Mineral Springs-Saratoga School District** Attn: **Max Adcock**  
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Sent To: **Spring Hill School District** Attn: **Dickie Williams**  
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City, State, ZIP+4: **Hope, AR 71801**

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Sent To: **Genoa Central School District** Attn: **Albert Murphy**  
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**ATTACHMENT 1.e. – APPLICATION LETTER TO SUPERINTENDENTS  
Charter Application – August 29, 2011**



August 30, 2011

Via Certified Mail  
Mr. Russell Sapaugh  
Texarkana Arkansas School District  
3435 Jefferson Ave  
Texarkana, Arkansas 71854

Dear Mr. Sapaugh,

Please review the enclosed Open-Enrollment Charter School Application which was sent to the Arkansas Department of Education, as well as the State Board of Education of Arkansas.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chuck Cook".

Chuck Cook  
Chief Executive Officer  
Responsive Education Solutions

enclosure

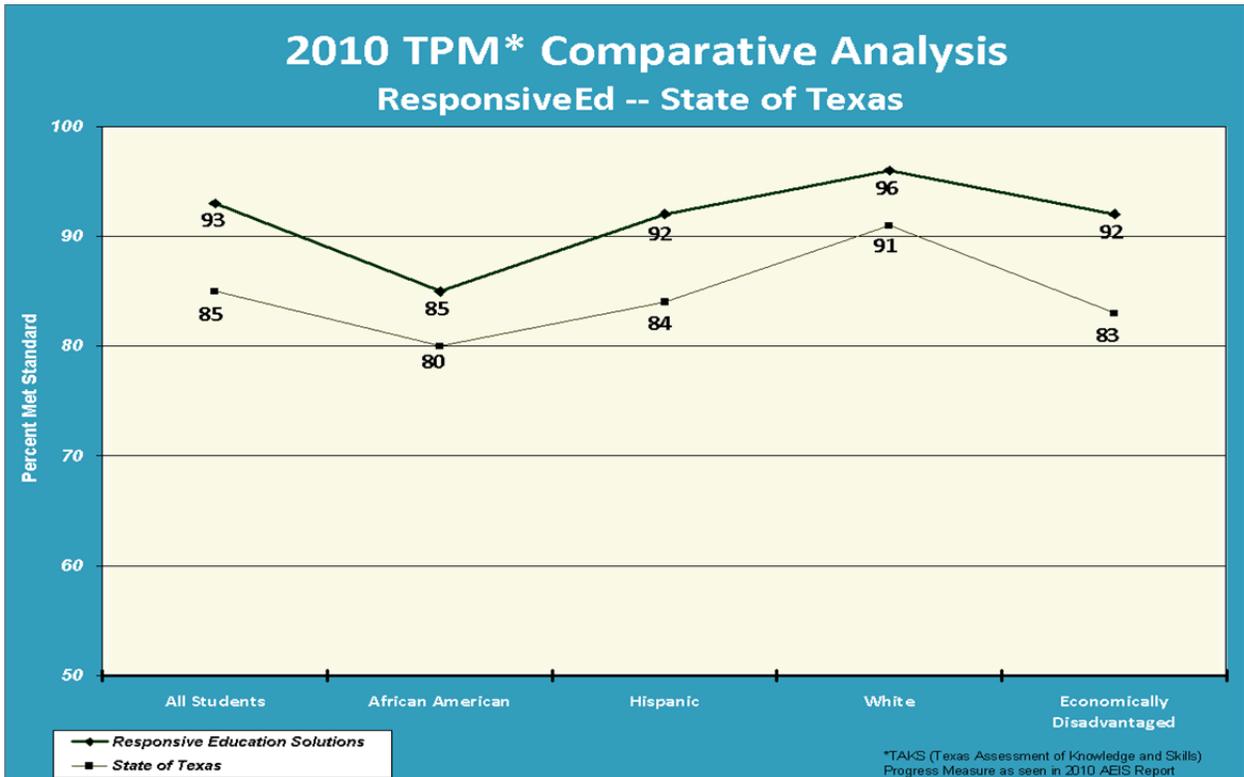
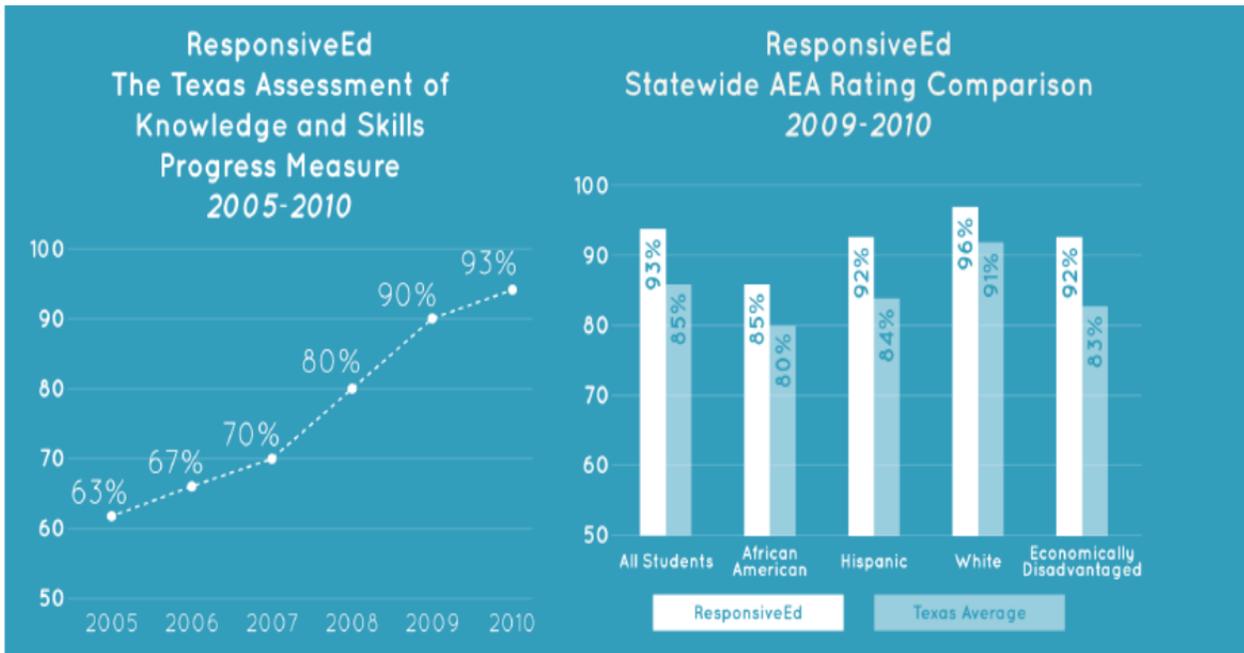
cc: Mark Keith, Lafayette County School District  
Forrest Mulkey, Fouke School District  
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[www.ResponsiveEd.com](http://www.ResponsiveEd.com)  
[www.PremierHighSchools.com](http://www.PremierHighSchools.com)  
[www.iSchoolHigh.com](http://www.iSchoolHigh.com)  
[www.QuestMiddleSchools.com](http://www.QuestMiddleSchools.com)  
[www.Vista-Academies.com](http://www.Vista-Academies.com)

## ATTACHMENT 1.f. - SUPPORTING NARRATIVE RESPONSES



## ATTACHMENT 1.g. - SUPPORTING NARRATIVE RESPONSES

| Course Category              | PEIMS ID        | Course Name                     | Credit    | Curriculum Options   | Units for 1/2 Credit   | Units for Full Credit |
|------------------------------|-----------------|---------------------------------|-----------|--|--|-----------------------|
| English/Language Arts        | LAN 600         | ELA/Reading 600                 | n/a       | OW, ResponsiveEd Units   | n/a  | n/a                   |
|                              | LAN 700         | ELA/Reading 700                 | n/a       | OW, DU   | n/a  | n/a                   |
|                              | LAN 800         | ELA/Reading 800                 | n/a       | OW, DU   | n/a  | n/a                   |
|                              | ENG 1           | English I                       | 1.0       | OW, ResponsiveEd Units   | 1-5  | 6-10                  |
|                              | ENG 2           | English II                      | 1.0       | OW, ResponsiveEd Units   | 1-5  | 6-10                  |
|                              | ENG 3           | English III                     | 1.0       | OW, ResponsiveEd Units   | 1-5  | 6-10                  |
|                              | ENG 4           | English IV                      | 1.0       | OW, ResponsiveEd Units   | 1-5  | 6-10                  |
|                              | ENG 1 SOL       | English I SOL                   | 1.0       | English Discoveries  | 1-5  | 6-10                  |
|                              | ENG 2 SOL       | English II SOL                  | 1.0       | English Discoveries  | 1-5  | 6-10                  |
| Communication App            | COMMAPP         | Communication Applications      | 0.5       | Textbook - Exploring Communication w/study guides, DU                                      | 1-5  | n/a                   |
| Math                         | MATH 600        | Math 600                        | n/a       | OW, ResponsiveEd Units   | n/a  | n/a                   |
|                              | MATH 700        | Math 700                        | n/a       | OW, ResponsiveEd Units   | n/a  | n/a                   |
|                              | MATH 800        | Math 800                        | n/a       | OW, ResponsiveEd Units   | n/a  | n/a                   |
|                              | ALG 1           | Algebra 1                       | 1.0       | Video Text w/work texts, OW  | 5  | 10                    |
|                              | GEOM            | Geometry                        | 1.0       | Video Text w/work texts, OW  | 5  | 10                    |
|                              | ALG 2           | Algebra 2                       | 1.0       | Video Text w/work texts, OW  | 5  | 10                    |
|                              | PRECAL          | Precalculus                     | 1.0       | ResponsiveEd Units   | 5  | 10                    |
|                              | MTHMOD          | Math Models                     | 1.0       | OW   | 5  | 10                    |
| Social Studies               | SOC ST 600      | Social Studies 600              | n/a       | OW, DU, Textbook-Glencoe "Our World Today" w/study guides                                  | n/a  | n/a                   |
|                              | TX HIST 700     | Texas History 700               | n/a       | ResponsiveEd Units   | n/a  | n/a                   |
|                              | SOC ST 800      | Social Studies 800              | n/a       | OW, DU, Textbook-Glencoe "The American Republic To 1877" w/study guides                    | n/a  | n/a                   |
|                              | World Geography | World Geography                 | 1.0       | ResponsiveEd Units, OW, Textbook - "World Geography"                                       | 1-5  | 6-10                  |
|                              | W HIST          | World History                   | 1.0       | ResponsiveEd Units, OW   | 1-5  | 6-10                  |
|                              | US HIST         | US History                      | 1.0       | Glencoe "The American Republic Since 1877" w/study guides                                  | 1-5  | 6-10                  |
|                              | GOVT            | Government                      | 0.5       | ResponsiveEd Units, OW, DU, Textbook - Holt "Economics" w/study guides                     | 1-5  | n/a                   |
|                              | Economics       | ECO-FE                          | Economics | 0.5  | ResponsiveEd Unite, OW, DU, Textbook - Holt "Economics" w/study guides | 1-5                   |
| Science                      | SCI 600         | Science 600                     | n/a       | OW, DU, Textbook-Select Science 6 w/study guides   | n/a  | n/a                   |
|                              | SCI 700         | Science 700                     | n/a       | OW, DU, Textbook-Select Science 7 w/study guides   | n/a  | n/a                   |
|                              | SCI 800         | Science 800                     | n/a       | ResponsiveEd Units, OW, DU, Textbook-Select Science 8 w/study guides                       | n/a  | n/a                   |
|                              | IPC             | IPC                             | 1.0       | ResponsiveEd Units, OW, Textbook-Glencoe "Integrated Physics and Chemistry" w/study guides | *  | *                     |
|                              | BIO             | Biology                         | 1.0       | OW, DU, Textbook-Holt Biology w/study guides   | 1-5  | 6-10                  |
|                              | PHYSICS         | Physics                         | 1.0       | OW, DU   | 1-5  | 6-10                  |
|                              | ASTRON          | Astronomy                       | 1.0       | ResponsiveEd Units   | 1-5  | 6-10                  |
|                              | CHEM            | Chemistry                       | 1.0       | ResponsiveEd Units, OW, DU   | 1-5  | 6-10                  |
| Health                       | HEALTH 600      | Health Quest                    | n/a       | OW (course can be used once for 6, 7 or 8th grade)   | n/a  | n/a                   |
|                              | HEALTH 700      | Health Quest                    | n/a       | OW   | n/a  | n/a                   |
|                              | HEALTH 800      | Health Quest                    | n/a       | OW   | n/a  | n/a                   |
|                              | HLTH ED         | Health Education                | 0.5       | OW, DU, Glencoe w/study guides   | 1-5  | n/a                   |
| Physical Education           | PEFOUND         | Foundations of Personal Fitness | 0.5       | Eagle PAKS   | 1-6  | n/a                   |
|                              |                 | PE                              | 0.5       | On-Site or Off-Site (with approval)  |  |                       |
| Languages Other Than English | SPAN 1          | Spanish I                       | 1.0       | OW (Units 1-6)   | 1-3  | 4-6                   |
|                              | SPAN 2          | Spanish II                      | 1.0       | OW (Units 7-12)  | 7-9  | 10-12                 |
|                              | SPAN 3          | Spanish III                     | 1.0       | OW (Units 13-18)   | 13-15  | 16-18                 |
|                              | SPAN 1          | Spanish I                       | 1.0       | Power Speak  | half   | half                  |
|                              | SPAN 2          | Spanish I                       | 1.0       | Power Speak  | half   | half                  |
|                              | SPAN3           | Spanish III                     | 1.0       | Power Speak  | half   | half                  |
|                              | FRENCH 1        | French I                        | 1.0       | Power Speak  | half   | half                  |
|                              | FRENCH 2        | French II                       | 1.0       | Power Speak  | half   | half                  |
|                              | FRENCH 3        | French III                      | 1.0       | Power Speak  | half   | half                  |
|                              | GERMAN 1        | German I                        | 1.0       | Power Speak  | half   | half                  |
|                              | GERMAN 2        | German II                       | 1.0       | Power Speak  | half   | half                  |

## ATTACHMENT 2 – SCHOOL CALENDAR AND CLASS SCHEDULE



### 2012-2013 School Calendar Premier High School of Texarkana

| <u>HOLIDAYS</u>        |                | <u>BAD WEATHER MAKE-UP DAYS</u> |
|------------------------|----------------|---------------------------------|
| Labor Day              | September 5    | February 15                     |
| Columbus Day           | October 8      | February 18                     |
| Thanksgiving Break     | November 19-23 | March 29                        |
| Christmas Break        | December 17-31 | May 31                          |
| New Year’s Day         | January 1      | June 3                          |
| Martin Luther King Day | January 21     |                                 |
| Winter Break           | February 15-18 |                                 |
| Spring Break           | March 18-22    |                                 |
| Good Friday            | March 29       |                                 |
| Memorial Day           | May 27         |                                 |

### Class Schedule

| Subject                           | Time              | Instructional Minutes |
|-----------------------------------|-------------------|-----------------------|
| Campus Announcements              | 8:00am – 8:15am   | 15 minutes            |
| Math                              | 8:15am – 9:00am   | 45 minutes            |
| Science                           | 9:00am – 9:45am   | 45 minutes            |
| English / Literacy                | 9:45am – 10:30am  | 45 minutes            |
| Social Studies                    | 10:30am – 11:15am | 45 minutes            |
| Elective / Foreign Language       | 11:15am – 12:00pm | 45 minutes            |
| Lunch Break                       | 12:00pm – 12:30pm |                       |
| Academic Tutorials                | 12:30pm – 2:30pm  | 120 minutes           |
| Total Instructional Minutes = 360 |                   |                       |

ATTACHMENT 3 – FACILITIES UTILIZATION AGREEMENT

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): LAND MARK DEVELOPMENT CO.  
Lessee (Tenant): RESPONSIVE EDUCATION SOLUTIONS

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

OFFICE SPACE

Premises:

210 N. STATE LINE AVE  
address TEXARKANA, ARK 71854

10,640  
square footage

Terms of Lease:

TERM - 36 MO RATE - \$10,975/MO

Rental Amount:

\$10,975/mo

Contingency:

The terms of this agreement are contingent upon

\_\_\_\_\_ (sponsoring entity)  
receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of \_\_\_\_\_.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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.

Lessee:

[Signature]  
By Charles Cook CEO  
Date 8/24/11

Lessor:

[Signature]  
By David J. Potter II  
Date 8/17/2011

**ATTACHMENT 4 – BUDGET**  
**Estimated Budget Worksheet, Year One (2012-2013)**

| <u>Line#</u> | <u>Revenues</u>  | <u>Amount</u> | <u>Total</u>   |
|--------------|--|---------------|--|
| 1            | StatePublicCharterSchool Aid:                                      |               |  |
| 2            | No. of Students (102) x <u>\$6,267</u> State Foundation Funding    |               |  |
| 3            |  |               | 639,234  |
| 4            | No. of Students (102) x <u>\$42.38</u> Professional Development    |               | 4,323  |
| 5            | <u>No. of Students (102) x eligible rate (1,033)* NSLA Funding</u> |               | 105,366  |
| 6            | TotalStateCharterSchool Aid  |               | \$748,923  |
| 7            |  |               |  |
| 8            | Other Sources of Revenues:   |               |  |
| 9            | Private Donations or Gifts   |               |  |
| 10           | Federal Grants (List the amount)                                   | 75,536        |  |
| 11           | Special Grants (List the amount)                                   |               |  |
| 12           | Other ( <i>Specifically Describe</i> )                             | 1,000,000     | \$250,000 Walton Foundation grant<br>\$750,000 federal grant |
| 13           |  |               |  |
| 14           | Total Other Sources of Revenues                                    |               | \$1,075,536  |
| 15           |  |               |  |
| 16           | <b>TOTAL REVENUES</b>  |               | <b>\$1,824,459</b>   |

| <u>Line#</u> | <u>Expenditures</u>                       | <u>Amount</u> | <u>Total</u> |
|--------------|---|---------------|--------------|
| 19           | Administration:                           |               |              |
| 20           | Salaries: ( <i>No. of Positions 2.0</i> ) | 158,000       |              |
| 21           | Fringe Benefits                           | 44,673        |              |
| 22           | Purchased Services                        | 192,446       |              |
| 23           | Supplies and Materials                    | 4,000         |              |
| 24           | Equipment                                 |               |              |
| 25           | Other ( <i>Travel, Dues</i> )             | 10,500        | 409,619      |
| 26           |   |               |              |
| 27           | Regular Classroom Instruction:            |               |              |
| 28           | Salaries: ( <i>No. of Positions 5.5</i> ) | 218,969       |              |
| 29           | Fringe Benefits                           | 61,912        |              |
| 30           | Purchased Services                        | 5,040         |              |
| 31           | Supplies and Materials                    | 136,061       |              |
| 32           | Equipment                                 | 274,000       |              |
| 33           | Other ( <i>Travel, Dues</i> )             | 6,520         | 702,502      |

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

(Budget Continued)

|    |                                  |                   |                 |
|----|----------------------------------|-------------------|-----------------|
| 34 |                                  |                   |                 |
| 35 | Special Education:               |                   |                 |
| 36 | Salaries: (No. of Positions 1.0) | <u>37,211</u>     |                 |
| 37 | Fringe Benefits                  | <u>10,521</u>     |                 |
| 38 | Purchased Services               | <u>          </u> |                 |
| 39 | Supplies and Materials           | <u>          </u> |                 |
| 40 | Equipment                        | <u>          </u> |                 |
| 41 | Other (Describe)                 | <u>          </u> | <u>47,732</u>   |
| 42 |                                  |                   |                 |
| 43 | Gifted and Talented Program:     |                   |                 |
| 44 | Salaries: (No. of Positions___)  | <u>          </u> |                 |
| 45 | Fringe Benefits                  | <u>          </u> |                 |
| 46 | Purchased Services               | <u>          </u> |                 |
| 47 | Supplies and Materials           | <u>          </u> |                 |
| 48 | Equipment                        | <u>          </u> |                 |
| 49 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>   |
| 50 |                                  |                   |                 |
| 51 | Alternative Education Program:   |                   |                 |
| 52 | Salaries: (No. of Positions___)  | <u>          </u> |                 |
| 53 | Fringe Benefits                  | <u>          </u> |                 |
| 54 | Purchased Services               | <u>          </u> |                 |
| 55 | Supplies and Materials           | <u>          </u> |                 |
| 56 | Equipment                        | <u>          </u> |                 |
| 57 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>   |
| 58 |                                  |                   |                 |
| 59 | Guidance Services:               |                   |                 |
| 60 | Salaries: (No. of Positions___)  | <u>          </u> |                 |
| 61 | Fringe Benefits                  | <u>          </u> |                 |
| 62 | Purchased Services               | <u>          </u> |                 |
| 63 | Supplies and Materials           | <u>          </u> |                 |
| 64 | Equipment                        | <u>          </u> |                 |
| 65 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>   |
| 66 |                                  |                   |                 |
| 67 | Health Services:                 |                   |                 |
| 68 | Salaries: (No. of Positions 0.5) | <u>17,000</u>     |                 |
| 69 | Fringe Benefits                  | <u>4,807</u>      |                 |
| 70 | Purchased Services               | <u>          </u> |                 |
| 71 | Supplies and Materials           | <u>          </u> |                 |
| 72 | Equipment                        | <u>          </u> |                 |
| 73 | Other (Describe)                 | <u>          </u> | <u>\$21,807</u> |

(Budget Continued)

|     |                                  |                   |                   |
|-----|----------------------------------|-------------------|-------------------|
| 74  |                                  |                   |                   |
| 75  | Media Services:                  |                   |                   |
| 76  | Salaries: (No. of Positions 0.5) | <u>17,000</u>     |                   |
| 77  | Fringe Benefits                  | <u>4,807</u>      |                   |
| 78  | Purchased Services               | <u>          </u> |                   |
| 79  | Supplies and Materials           | <u>          </u> |                   |
| 80  | Equipment                        | <u>          </u> |                   |
| 81  | Other (Describe)                 | <u>          </u> | <u>21,807</u>     |
| 82  |                                  |                   |                   |
| 83  | Fiscal Services:                 |                   |                   |
| 84  | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 85  | Fringe Benefits                  | <u>          </u> |                   |
| 86  | Purchased Services               | <u>          </u> |                   |
| 87  | Supplies and Materials           | <u>          </u> |                   |
| 88  | Equipment                        | <u>          </u> |                   |
| 89  | Other (Describe)                 | <u>          </u> | <u>          </u> |
| 90  |                                  |                   |                   |
| 91  | Maintenance and Operation:       |                   |                   |
| 92  | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 93  | Fringe Benefits                  | <u>          </u> |                   |
| 94  | Purchased Services               | <u>          </u> |                   |
| 95  | (include utilities)              | <u>223,000</u>    |                   |
| 96  | Supplies and Materials           | <u>6,000</u>      |                   |
| 97  | Equipment                        | <u>3,060</u>      |                   |
| 98  | Other (Describe)                 | <u>          </u> | <u>\$232,060</u>  |
| 99  |                                  |                   |                   |
| 100 | Pupil Transportation:            |                   |                   |
| 101 | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 102 | Fringe Benefits                  | <u>          </u> |                   |
| 103 | Purchased Services               | <u>          </u> |                   |
| 104 | Supplies and Materials           | <u>          </u> |                   |
| 105 | Equipment                        | <u>          </u> |                   |
| 106 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>     |
| 107 |                                  |                   |                   |
| 108 | Food Services:                   |                   |                   |
| 109 | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 110 | Fringe Benefits                  | <u>          </u> |                   |
| 111 | Purchased Services               | <u>55,536</u>     |                   |
| 112 | Supplies and Materials           | <u>          </u> |                   |
| 113 | Equipment                        | <u>          </u> |                   |
| 114 | Other (Describe)                 | <u>          </u> | <u>\$55,536</u>   |

(Budget Continued)

|     |  |         |                  |
|-----|--|---------|------------------|
| 115 |  |         |                  |
| 116 | Data Processing:   |         |                  |
| 117 | Salaries: (No. of Positions____)   | _____   |                  |
| 118 | Fringe Benefits  | _____   |                  |
| 119 | Purchased Services   | _____   |                  |
| 120 | Supplies and Materials   | _____   |                  |
| 121 | Equipment  | 22,000  |                  |
| 122 | Other (Describe)   | _____   | 22,000           |
| 123 |  |         |                  |
| 124 | Substitute Personnel:  |         |                  |
| 125 | Salaries: (No. of Positions____)   | 5,000   |                  |
| 126 | Fringe Benefits  | 1,414   | \$6,414          |
| 127 |  |         |                  |
| 128 | Facilities:  |         |                  |
| 129 | Lease/Purchase (contract for one total year including facility upgrades) | 131,700 |                  |
| 130 | <i>Please list upgrades:</i>   | _____   |                  |
| 131 |  | _____   |                  |
| 132 | Utilities (contract for one total year including facility upgrades)      | 30,600  |                  |
| 133 | Insurance (contract for one total year including facility upgrades):     |         |                  |
| 134 | Property Insurance   | _____   |                  |
| 135 | Content Insurance  | 75,000  | \$237,300        |
| 136 |  |         |                  |
| 137 | Debt Expenditures:   | _____   | \$0.00           |
| 138 | Other Expenditures:  |         |                  |
| 139 | (Security)   | _____   | \$26,000         |
| 140 |  |         |                  |
| 141 | <b>TOTAL EXPENDITURES</b>  |         | <b>1,782,777</b> |

## Estimated Budget Worksheet, Year Two

| <u>Line#</u> | <u>Revenues</u>  | <u>Amount</u> | <u>Total</u>  |
|--------------|--|---------------|---|
| 1            | State Public Charter School Aid:                                     |               |   |
| 2            | No. of Students (102) x <u>\$6,267.00</u> State Foundation Funding   |               |   |
| 3            |  |               | 639,234   |
| 4            | No. of Students (102) x <u>\$42.38</u> Professional Development      |               | 4,323   |
| 5            | <u>No. of Students (102) x eligible rate (\$1,033)*</u> NSLA Funding |               | 105,366   |
| 6            | Total State Charter School Aid                                       |               | \$748,923   |
| 7            |  |               |   |
| 8            | Other Sources of Revenues:   |               |   |
| 9            | Private Donations or Gifts   |               |   |
| 10           | Federal Grants (List the amount)                                     | 208,136       |   |
| 11           | Special Grants (List the amount)                                     |               |   |
| 12           | Other ( <i>Specifically Describe</i> )                               |               |   |
| 13           |  |               | 208,136   |
| 14           | Total Other Sources of Revenues                                      |               | \$0.00  |
| 15           |  |               |   |
| 16           | <b>TOTAL REVENUES</b>  |               | 957,059   |
| 17           |  |               |   |
| 18           | <u>Expenditures</u>  | <u>Amount</u> | <u>Total</u>  |
| 19           | Administration:  |               |   |
| 20           | Salaries: ( <i>No. of Positions 2.0</i> )                            | 78,000        |   |
| 21           | Fringe Benefits  | 22,054        |   |
|              |  |               | Administrative service fee<br>providing financial IT state<br>accountability and facility<br>support for the charter. |
| 22           | Purchased Services   | 105,706       |   |
| 23           | Supplies and Materials   | 2,000         |   |
| 24           | Equipment  |               |   |
| 25           | Other ( <i>Travel, Dues</i> )  | 5,000         | 212,760   |
| 26           |  |               |   |
| 27           | Regular Classroom Instruction:                                       |               |   |
| 28           | Salaries: ( <i>No. of Positions 5.5</i> )                            | 218,969       |   |
| 29           | Fringe Benefits  | 61,912        |   |
| 30           | Purchased Services   | 5,040         |   |
| 31           | Supplies and Materials   | 18,000        |   |
| 32           | Equipment  | 2,000         |   |
| 33           | Other ( <i>Travel, Dues</i> )  | 2,000         | 307,921   |

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

(Budget Continued)

|    |                                  |                   |                 |
|----|----------------------------------|-------------------|-----------------|
| 34 |                                  |                   |                 |
| 35 | Special Education:               |                   |                 |
| 36 | Salaries: (No. of Positions 1.0) | <u>37,211</u>     |                 |
| 37 | Fringe Benefits                  | <u>10,521</u>     |                 |
| 38 | Purchased Services               | <u>          </u> |                 |
| 39 | Supplies and Materials           | <u>          </u> |                 |
| 40 | Equipment                        | <u>          </u> |                 |
| 41 | Other (Describe)                 | <u>          </u> | <u>\$47,732</u> |
| 42 |                                  |                   |                 |
| 43 | Gifted and Talented Program:     |                   |                 |
| 44 | Salaries: (No. of Positions___)  | <u>          </u> |                 |
| 45 | Fringe Benefits                  | <u>          </u> |                 |
| 46 | Purchased Services               | <u>          </u> |                 |
| 47 | Supplies and Materials           | <u>          </u> |                 |
| 48 | Equipment                        | <u>          </u> |                 |
| 49 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>   |
| 50 |                                  |                   |                 |
| 51 | Alternative Education Program:   |                   |                 |
| 52 | Salaries: (No. of Positions___)  | <u>          </u> |                 |
| 53 | Fringe Benefits                  | <u>          </u> |                 |
| 54 | Purchased Services               | <u>          </u> |                 |
| 55 | Supplies and Materials           | <u>          </u> |                 |
| 56 | Equipment                        | <u>          </u> |                 |
| 57 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>   |
| 58 |                                  |                   |                 |
| 59 | Guidance Services:               |                   |                 |
| 60 | Salaries: (No. of Positions___)  | <u>          </u> |                 |
| 61 | Fringe Benefits                  | <u>          </u> |                 |
| 62 | Purchased Services               | <u>          </u> |                 |
| 63 | Supplies and Materials           | <u>          </u> |                 |
| 64 | Equipment                        | <u>          </u> |                 |
| 65 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>   |
| 66 |                                  |                   |                 |
| 67 | Health Services:                 |                   |                 |
| 68 | Salaries: (No. of Positions 0.5) | <u>17,000</u>     |                 |
| 69 | Fringe Benefits                  | <u>4,807</u>      |                 |
| 70 | Purchased Services               | <u>          </u> |                 |
| 71 | Supplies and Materials           | <u>          </u> |                 |
| 72 | Equipment                        | <u>          </u> |                 |
| 73 | Other (Describe)                 | <u>          </u> | <u>\$21,807</u> |

(Budget Continued)

|     |                                  |                   |                   |
|-----|----------------------------------|-------------------|-------------------|
| 74  |                                  |                   |                   |
| 75  | Media Services:                  |                   |                   |
| 76  | Salaries: (No. of Positions 0.5) | <u>17,000</u>     |                   |
| 77  | Fringe Benefits                  | <u>4,807</u>      |                   |
| 78  | Purchased Services               | <u>          </u> |                   |
| 79  | Supplies and Materials           | <u>          </u> |                   |
| 80  | Equipment                        | <u>          </u> |                   |
| 81  | Other (Describe)                 | <u>          </u> | <u>21,807</u>     |
| 82  |                                  |                   |                   |
| 83  | Fiscal Services:                 |                   |                   |
| 84  | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 85  | Fringe Benefits                  | <u>          </u> |                   |
| 86  | Purchased Services               | <u>          </u> |                   |
| 87  | Supplies and Materials           | <u>          </u> |                   |
| 88  | Equipment                        | <u>          </u> |                   |
| 89  | Other (Describe)                 | <u>          </u> | <u>          </u> |
| 90  |                                  |                   |                   |
| 91  | Maintenance and Operation:       |                   |                   |
| 92  | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 93  | Fringe Benefits                  | <u>          </u> |                   |
| 94  | Purchased Services               | <u>          </u> |                   |
| 95  | (include utilities)              | <u>23,000</u>     |                   |
| 96  | Supplies and Materials           | <u>6,000</u>      |                   |
| 97  | Equipment                        | <u>3,060</u>      |                   |
| 98  | Other (Describe)                 | <u>          </u> | <u>\$32,060</u>   |
| 99  |                                  |                   |                   |
| 100 | Pupil Transportation:            |                   |                   |
| 101 | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 102 | Fringe Benefits                  | <u>          </u> |                   |
| 103 | Purchased Services               | <u>          </u> |                   |
| 104 | Supplies and Materials           | <u>          </u> |                   |
| 105 | Equipment                        | <u>          </u> |                   |
| 106 | Other (Describe)                 | <u>          </u> | <u>\$0.00</u>     |
| 107 |                                  |                   |                   |
| 108 | Food Services:                   |                   |                   |
| 109 | Salaries: (No. of Positions___)  | <u>          </u> |                   |
| 110 | Fringe Benefits                  | <u>          </u> |                   |
| 111 | Purchased Services               | <u>55,536</u>     |                   |
| 112 | Supplies and Materials           | <u>          </u> |                   |
| 113 | Equipment                        | <u>          </u> |                   |
| 114 | Other (Describe)                 | <u>          </u> | <u>\$55,536</u>   |

|     |  |                    |                  |
|-----|--|--------------------|------------------|
| 115 |  |                    |                  |
|     |  | (Budget Continued) |                  |
| 116 | Data Processing:   |                    |                  |
| 117 | Salaries: (No. of Positions____)   | _____              |                  |
| 118 | Fringe Benefits  | _____              |                  |
| 119 | Purchased Services   | _____              |                  |
| 120 | Supplies and Materials   | _____              |                  |
| 121 | Equipment  | 5,000              |                  |
| 122 | Other (Describe)   | _____              | 5,000            |
| 123 |  |                    |                  |
| 124 | Substitute Personnel:  |                    |                  |
| 125 | Salaries: (No. of Positions____)   | 1,000              |                  |
| 126 | Fringe Benefits  | 283                | 1,283            |
| 127 |  |                    |                  |
| 128 | Facilities:  |                    |                  |
| 129 | Lease/Purchase (contract for one total year including facility upgrades) | 131,700            |                  |
| 130 | Please list upgrades:  | _____              |                  |
| 131 |  | _____              |                  |
| 132 | Utilities (contract for one total year including facility upgrades)      | 28,800             |                  |
| 133 | Insurance (contract for one total year including facility upgrades):     |                    |                  |
| 134 | Property Insurance   | _____              |                  |
| 135 | Content Insurance  | 75,000             | \$235,500        |
| 136 |  |                    |                  |
| 137 | Debt Expenditures:   | _____              | \$0.00           |
| 138 | Other Expenditures:  |                    |                  |
| 139 | (Security)   | _____              | 1,000            |
| 140 |  |                    |                  |
| 141 | <b>TOTAL EXPENDITURES</b>  |                    | <b>\$942,405</b> |

## ATTACHMENT 5 – SALARY SCHEDULES

*As mentioned in Standard 21 - Waivers, Premier High School of Texarkana does not intend to compensate campus personnel based on salary schedules, but based on pre-determined salary ranges competitive with similar positions in the local district. Below is a proposed list of initial salary ranges for positions at Premier High School of Texarkana.*

| <b>Position</b>                           | <b>Salary Range</b>                   |
|---|---------------------------------------|
| Campus Director/Principal                 | <b>\$40,564 - \$71,400</b>            |
| Teachers                                  | <b>\$28,490 - \$47,561</b>            |
| Teachers (Teaching Specialist)            | <b>Undetermined Stipend w/ salary</b> |
| Special Education Teacher                 | <b>\$28,490 - \$47,561</b>            |
| Administrative Assistant/Campus Secretary | <b>\$10.60/hr. - \$17.50 hr.</b>      |
| School Nurse (Part-time)                  | <b>\$15,000 - \$20,742</b>            |
| Media Specialist                          | <b>\$15,000 - \$20,742</b>            |
| Instructional Aide                        | <b>\$11.00/hr. - \$18.51 hr.</b>      |
| Curriculum Alignment Specialist           | <b>\$30,000 - \$50,000</b>            |

# ATTACHMENT 6 – 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.

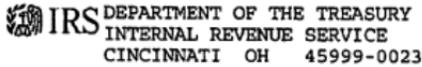
Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

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: *Martha Nicholas*  
Martha Nicholas



Date of this notice: 08-30-2011

Employer Identification Number:  
45-3121163

Form: SS-4

Number of this notice: CP 575 A

RESPONSIVE EDUCATION SOLUTIONS OF  
ARKANSAS  
425 W CAPITOL AVE STE 3200  
LITTLE ROCK, AR 72201

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-3121163. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

|          |            |
|----------|------------|
| Form 941 | 10/31/2012 |
| Form 940 | 01/31/2013 |

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.



**Application for Recognition of Exemption  
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at [www.irs.gov](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

|   |                           |  |
|---|---------------------------|--|
| <b>1 Full name of organization (exactly as it appears in your organizing document)</b><br>Responsive Education Solutions of Arkansas  |                           | <b>2 c/o Name (if applicable)</b><br>George J. (Jay) Bequette    |
| <b>3 Mailing address (Number and street) (see instructions)</b><br>425 W. Capitol   | <b>Room/Suite</b><br>3200 | <b>4 Employer Identification Number (EIN)</b><br>45-3121163      |
| City or town, state or country, and ZIP + 4<br>Little Rock, AR 72201  |                           | <b>5 Month the annual accounting period ends (01 - 12)</b><br>06 |
| <b>6 Primary contact (officer, director, trustee, or authorized representative)</b><br>a Name: Chuck Cook   |                           | b Phone: (972) 316-3663<br>c Fax: (optional)                     |
| <b>7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, Power of Attorney and Declaration of Representative, with your application if you would like us to communicate with your representative.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |                           |  |
| <b>8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |                           |  |
| <b>9a Organization's website:</b>   |                           |  |
| <b>b Organization's email: (optional)</b>   |                           |  |
| <b>10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |                           |  |
| <b>11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)</b> 08 / 30 / 2011   |                           |  |
| <b>12 Were you formed under the laws of a foreign country? If "Yes," state the country.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |                           |  |

**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See Instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.  Yes  No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.  Yes  No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.  Yes  No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.  Yes  No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust.  Yes  No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.  Yes  No

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Page 1, Article III
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Page 3, Article V
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name             | Title    | Mailing address                                 | Compensation amount (annual actual or estimated) |
|------------------|----------|---|--|
| Marvin Reynolds  | Director | 2405 S.W. 80th St.<br>Oklahoma City, OK 73159   | None   |
| Earl Little      | Director | 3314 Bluff View<br>Garland, TX 75043            | None   |
| Ben Klingenstein | Director | 3108 Sheryl Dr.<br>Flower Mound, TX 75022       | None   |
| Dan Maddalena    | Director | 1383 Forest Hill Circle<br>Lewisville, TX 75067 | None   |
| Chuck Cook       | Director | 1301 Waters Ridge Dr.<br>Lewisville, TX 75057   | None   |

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------|-------|-----------------|--|
| N/A  |       |                 |  |
|      |       |                 |  |
|      |       |                 |  |
|      |       |                 |  |
|      |       |                 |  |

**c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name                          | Title          | Mailing address                            | Compensation amount (annual actual or estimated) |
|-------------------------------|----------------|--|--|
| Responsive Education Solution | School Manager | P.O. Box 292730<br>Lewisville, Texas 75029 | \$270,000  |
|                               |                |  |  |
|                               |                |  |  |
|                               |                |  |  |
|                               |                |  |  |

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No
  - b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.  Yes  No
  - c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No
- 
- 3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
  - b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.  Yes  No
- 
- 4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No
  - b Do you or will you approve compensation arrangements in advance of paying compensation?  Yes  No
  - c Do you or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  Yes  No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source?  Yes  No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.  Yes  No  
~~The Conflict of Interest Policy was adopted along with the By-Laws~~
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No

- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases.  Yes  No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.  Yes  No

- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.  Yes  No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. See responses to questions 2 & 3 of this Part V.  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. See Part IV.  Yes  No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.  Yes  No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.  Yes  No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.  Yes  No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.  Yes  No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.  Yes  No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain.  Yes  No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.  Yes  No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.  Yes  No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data.  Yes  No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.  Yes  No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

**4a** Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See Instructions.)  **Yes**  **No**

- mail solicitations
- phone solicitations
- email solicitations
- accept donations on your website
- personal solicitations
- receive donations from another organization's website
- vehicle, boat, plane, or similar donations
- government grant solicitations
- foundation grant solicitations
- Other

Attach a description of each fundraising program.

**b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.  **Yes**  **No**

**c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.  **Yes**  **No**

**d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

**e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.  **Yes**  **No**

**5** Are you affiliated with a governmental unit? If "Yes," explain.  **Yes**  **No**

**6a** Do you or will you engage in economic development? If "Yes," describe your program.  **Yes**  **No**

**b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

**7a** Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.  **Yes**  **No**

**b** Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. See Part I, item 8 and Part V, items 2 and 3.  **Yes**  **No**

**c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

**8** Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.  **Yes**  **No**

**9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.  **Yes**  **No**

**b** Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**

**c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**

**d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**

**10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.  **Yes**  **No**

**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.  Yes  No
- 
- 12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a.  Yes  No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.  Yes  No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.  Yes  No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form.  Yes  No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.  Yes  No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.  Yes  No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.  Yes  No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  Yes  No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  Yes  No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.  Yes  No

**Part VIII Your Specific Activities (Continued)**

- 15 Do you have a close connection with any organizations? If "Yes," explain. See Part V, 2&3  Yes  No
- 16 Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain.  Yes  No
- 17 Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain.  Yes  No
- 18 Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain.  Yes  No
- 19 Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.  Yes  No
- 20 Is your main function to provide hospital or medical care? If "Yes," complete Schedule C.  Yes  No
- 21 Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F.  Yes  No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H.  Yes  No

**Note:** Private foundations may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

**A. Statement of Revenues and Expenses**

| Type of revenue or expense   | Current tax year           |                            | 3 prior tax years or 2 succeeding tax years |             | (e) Provide Total for (a) through (d) |
|--|----------------------------|----------------------------|---|-------------|---------------------------------------|
|  | (a) From 7/1/12 To 6/30/13 | (b) From 7/1/13 To 6/30/14 | (c) From To                                 | (d) From To |                                       |
| <b>Revenues</b>  |                            |                            |   |             |                                       |
| 1 Gifts, grants, and contributions received (do not include unusual grants)  | 1,791,933                  | 924,533                    |   |             | 2,716,466                             |
| 2 Membership fees received   |                            |                            |   |             |                                       |
| 3 Gross investment income  |                            |                            |   |             |                                       |
| 4 Net unrelated business income  |                            |                            |   |             |                                       |
| 5 Taxes levied for your benefit  |                            |                            |   |             |                                       |
| 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)             |                            |                            |   |             |                                       |
| 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)  | 1,791,933                  | 924,533                    |   |             | 2,716,466                             |
| 8 Total of lines 1 through 7   |                            |                            |   |             |                                       |
| 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) |                            |                            |   |             |                                       |
| 10 Total of lines 8 and 9  |                            |                            |   |             |                                       |
| 11 Net gain or loss on sale of capital assets (attach schedule and see instructions)   |                            |                            |   |             |                                       |
| 12 Unusual grants  |                            |                            |   |             |                                       |
| 13 Total Revenue<br>Add lines 10 through 12  | 1,791,933                  | 924,533                    |   |             | 2,716,466                             |
| <b>Expenses</b>  |                            |                            |   |             |                                       |
| 14 Fundraising expenses  |                            |                            |   |             |                                       |
| 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)  |                            |                            |   |             |                                       |
| 16 Disbursements to or for the benefit of members (attach an itemized list)  |                            |                            |   |             |                                       |
| 17 Compensation of officers, directors, and trustees   | 528,270                    | 427,552                    |   |             |                                       |
| 18 Other salaries and wages  |                            |                            |   |             |                                       |
| 19 Interest expense  |                            |                            |   |             |                                       |
| 20 Occupancy (rent, utilities, etc.)   | 161,600                    | 161,600                    |   |             |                                       |
| 21 Depreciation and depletion  |                            |                            |   |             |                                       |
| 22 Professional fees   |                            |                            |   |             |                                       |
| 23 Any expense not otherwise classified, such as program services (attach itemized list)   | 975,784                    | 263,872                    |   |             |                                       |
| 24 Total Expenses<br>Add lines 14 through 23   | 1,665,654                  | 853,024                    |   |             |                                       |

**Part IX Financial Data (Continued)**

| <b>B. Balance Sheet (for your most recently completed tax year)</b> |   | Year End:  |
|---|---|--|
|   |   | (Whole dollars)  |
| <b>Assets</b>   |   |  |
| 1   | Cash . . . . .  | 1  |
| 2   | Accounts receivable, net . . . . .  | 2  |
| 3   | Inventories . . . . .   | 3  |
| 4   | Bonds and notes receivable (attach an itemized list) . . . . .  | 4  |
| 5   | Corporate stocks (attach an itemized list) . . . . .  | 5  |
| 6   | Loans receivable (attach an itemized list) . . . . .  | 6  |
| 7   | Other investments (attach an itemized list) . . . . .   | 7  |
| 8   | Depreciable and depletable assets (attach an itemized list) . . . . .   | 8  |
| 9   | Land . . . . .  | 9  |
| 10  | Other assets (attach an itemized list) . . . . .  | 10   |
| 11  | Total Assets (add lines 1 through 10) . . . . .   | 11   |
| <b>Liabilities</b>  |   |  |
| 12  | Accounts payable . . . . .  | 12   |
| 13  | Contributions, gifts, grants, etc. payable . . . . .  | 13   |
| 14  | Mortgages and notes payable (attach an itemized list) . . . . .   | 14   |
| 15  | Other liabilities (attach an itemized list) . . . . .   | 15   |
| 16  | Total Liabilities (add lines 12 through 15) . . . . .   | 16   |
| <b>Fund Balances or Net Assets</b>                                  |   |  |
| 17  | Total fund balances or net assets . . . . .   | 17   |
| 18  | Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) . . . . .   | 18   |
| 19  | Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. |  |
|   |   | <input type="checkbox"/> Yes <input type="checkbox"/> No |

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See Instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed.  Yes  No  
 If you are unsure, see the instructions.

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  Yes  No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.  Yes  No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?  Yes  No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.

b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.

c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

**Part X Public Charity Status (Continued)**

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

**6** If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.



For Organization

.....  
 (Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)  
 .....  
 (Type or print title or authority of signer)

For IRS Use Only

.....  
 IRS Director, Exempt Organizations (Date)  
 .....

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. \_\_\_\_\_
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

**7** Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.  Yes  No

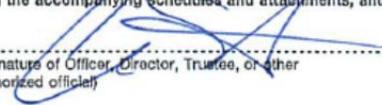
**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here



(Signature of Officer, Director, Trustee, or other authorized officer)

Chuck Cook  
Board Member

(Type or print name of signer)

(Type or print title or authority of signer)

8/30/11

(Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.  Yes  No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.  Yes  No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  Yes  No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.  Yes  No

3 In what public school district, county, and state are you located?  
**Texarkana, Miller County, Arkansas**

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  Yes  No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  Yes  No

**Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.  Yes  No

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

**Section II Establishment of Racially Nondiscriminatory Policy**

Information required by Revenue Procedure 75-50.

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.  Yes  No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?  Yes  No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.  Yes  No

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.  Yes  No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.  Yes  No



**Part I: Question 8**

Yes. Should it be granted a charter to open and operate a high school, Responsive Education Solutions of Arkansas ("RES AR") intends to enter into a contract with Responsive Education Solutions ("ResponsiveEd") to provide comprehensive turnkey school management services (e.g., operations, finance, curriculum development, academics, human resources, facilities, etc.). The anticipated amount to be paid to ResponsiveEd for such services is 10%-12% of the school's per pupil funding. The mailing address for RES AR is 425 W. Capitol, Suite 3200, Little Rock, AR 72201.

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#### **Part IV: Narrative Description of Activities**

RES AR was incorporated for the purpose of applying to the AR State Board of Education for a charter to operate a high school. The application will be to operate a charter high school known as Premier High School of Texarkana ("PHS"). PHS will be located in Texarkana, Miller County, Arkansas. PHS will focus on dropout prevention and recovery. Its mission is to provide hope for students through an innovative, encouraging, individualized learning environment, where they are academically successful and develop into lifetime learners. PHS will expand the educational options currently available to those students who have dropped out of school or who are at risk of doing so. PHS will accomplish this goal by implementing a program that is uniquely tailored to unique learning styles and needs of such students (e.g., flexible schedules, individualized instruction, smaller classes, character education, use of technology, etc.), thus fulfilling one of the primary purposes of Arkansas charter schools.

RES AR will devote one hundred percent (100%) of its time to the exempt purpose of operating PHS. PHS will operate for the benefit of its students 180 days out of each calendar year in accordance with Arkansas law. PHS will be funded through state general tuition support, federal and local grants, and contributions.

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**Part V 2a, b, c and 3a and b**

The members of the initial Board of Directors of the Company are also all of the members of the Board of Directors of the Company's highest paid independent contractor, Responsive Education Solutions. These directors are Marvin Reynolds, Earl Little, Ben Klingenstein, Dan Maddalena and Chuck Cook. Mr. Cook is the CEO of Responsive Education Solutions. Responsive Education Solutions is a 501(c)(3) organization and will manage the daily operations of the Company.

See Part I, item 8.

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**Part VI, Question 1a**

RES AR will provide services to individuals; namely, RES AR will provide educational services to students as the sole purpose of the operation of Premium High School of Texarkana.

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## **Responses to Schedule B Questions**

### Schedule B, Section 1, Question 2b

The funds for operation of a charter school, should RES AR's application for a charter be granted, will be obtained consistent with the information outlined and provided in the Narrative Description of Your Activities provided in response to Part IV of this application. No agreement for funding exists at this time. An agreement will be executed if the AR State Board of Education grants RES AR's application for a charter to operate a school.

### Schedule B, Section II, Question 1

A copy of the nondiscriminatory policy of RES AR can be found in Article I of the RES AR Bylaws . A copy of the Bylaws is included with this application.

### Schedule B, Section II, Question 3

Notice of the nondiscriminatory policy of RES AR has not yet been published because the application of RES AR to operate a charter school has not yet been ruled upon by the AR State Board of Education. Therefore, RES AR is neither operating a school nor soliciting students to attend the school as of the filing of this application. Upon approval of the application to operate a charter school by the AR State Board of Education, the corporation will publish notice of its nondiscriminatory policy.

**Schedule B List of Incorporators, Founders,  
Board Members, and Donors of Land or Buildings**

**Incorporator:**

Cal McCastlain  
Dover Dixon Horne PLLC  
425 W. Capitol, Suite 3700  
Little Rock, AR 72201

**Founders/Board Members:**

Marvin Reynolds  
2405 S.W. 80<sup>th</sup> St.  
Oklahoma City, OK 73159

Earl Little  
3314 Bluff View  
Garland, TX 75043

Ben Klingenstein  
3108 Sheryl Dr.  
Flower Mound, TX 75022

Dan Maddalena  
1383 Forest Hill circle  
Lewisville, TX 75067

Chuck Cook  
1301 Waters Ridge Dr.  
Lewisville, TX 75057

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# Form 1023 Checklist

## (Revised June 2006)

### Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

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*Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.*

**Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.**

- Assemble the application and materials in this order:
  - Form 1023 Checklist
  - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
  - Form 8821, *Tax Information Authorization* (if filing)
  - Expedite request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
  
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
  
- Employer Identification Number (EIN)
  
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
  - You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.
  
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

|            |  |            |  |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
  - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 1, Article III
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 3, Article V
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
  - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service  
P.O. Box 192  
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, KY 41011



**ATTACHMENT 7 – PARENTAL AND COMMUNITY SUPPORT  
(Texas Representatives for ResponsiveEd)**

**State Board of Education**

1701 North Congress Avenue  
Austin, Texas 78701-1494  
(512) 463-9007



**Barbara Cargill**  
Chair  
The Woodlands, District 8

**Bob Craig**  
Vice Chair  
Lubbock, District 15

**Mary Helen Berlanga**  
Secretary  
Corpus Christi, District 2

**Lawrence A. Allen, Jr.**  
Fresno, District 4

**David Bradley**  
Beaumont, District 7

**George Clayton**  
Richardson, District 12

**Marsha Farney, Ph.D.**  
Georgetown, District 10

**Charlie Garza**  
El Paso, District 1

**Patricia Hardy**  
Fort Worth, District 11

**Mavis B. Knight**  
Dallas, District 13

**Terri Leo**  
Spring, District 6

**Gail Lowe**  
Lampasas, District 14

**Ken Mercer**  
San Antonio, District 5

**Thomas Ratliff**  
Mt. Pleasant, District 9

**Michael Soto, Ph.D.**  
San Antonio, District 3



U.S. Department of Education  
Office of Innovation and Improvement  
Washington, D.C.

August 10, 2011

Gentlemen,

Please consider Responsive Education Solutions as a grant recipient for expansion of their Charter Schools. Responsive Education services a variety of students with their different education models.

I have worked to expand school choice and Charter School success in Texas since 1997 and Chuck Cook, CEO of Responsive Education and his staff have a solid program. They have a polished and professional atmosphere and are rapidly becoming one of our largest alternative public education systems in Texas.

Thank you for any exceptional consideration of their application and please contact me if anything else is needed.

Sincerely,

A handwritten signature in black ink, appearing to read "David Bradley".

David Bradley

CAPITOL:  
P.O. Box 12068, Room 1E.3  
Austin, Texas 78711  
(512) 463-0108  
(512) 463-7579 (Fax)  
Dial 711 for Relay Calls

DISTRICT:  
5000 Legacy Drive  
Suite 494  
Plano, Texas 75024  
(972) 403-3404  
(972) 403-3405 (Fax)



**FLORENCE SHAPIRO**  
Texas State Senator  
District 8

COMMITTEES:  
Education, Chair  
Finance  
Administration  
Transportation and  
Homeland Security

President Pro Tempore  
2005

August 3, 2011

Office of Innovation and Improvement  
US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

To whom it may concern:

I write this letter to support Responsive Education Solutions' (RES) application for the Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools. RES is one of the largest charter district in the state of Texas with campuses in metropolitan areas around the entire state.

RES provides needed options for the students of Texas who may need an educational setting focused on developing a personal strategy for the student's success. The strength of RES rests in providing educational opportunities in a multitude of settings. Not only do they operate campuses focused on elementary students through their Vista Academies but they also tackle the needs of at risk high school students through their Premier High Schools. They operate these campuses while excelling in the state's academic accountability ratings. RES has proven their success by replicating these quality schools around the state.

Chuck Cook, the CEO of Responsive Education Solutions, is to be lauded for his efforts to tackle the problems faced by students failed by our traditional public education system. Continuing this history of finding solutions that Texas sorely needs, RES has recently opened the Foundation School for Autism where hopefully they can provide guidance on innovative ways to educate these students.

RES has a track record of success and continues to seek innovative and effective solutions to ensure students receive the education they desperately need. As such, I recommend them for this grant to expand and replicate high quality charter schools.

Sincerely,

A handwritten signature in cursive script that reads "Florence Shapiro".

Florence Shapiro  
Texas State Senator  
Chair, Senate Education Committee

**ATTACHMENT 7 – PARENTAL AND COMMUNITY SUPPORT  
(Arkansas Support)**



**Premier High School of Texarkana**

*"I support the establishment of Premier High School in Texarkana, Arkansas."*

| Name             | City of Residence | Phone Number  | Signature       |
|------------------|-------------------|---------------|-----------------|
| Paquita Keener   | Texarkana, Tx     | 903-490-4085  | Paquita Keener  |
| MARK Grigsby     | Tex, Ark          | 903-29-3225   | Mark Grigsby    |
| Bobbie J. Walker | Tex Ark           | 870-774-2457  | Bobbie Walker   |
| Jackie Hill      | Tex, Ark          | 903-276-4266  | Jackie Hill     |
| Denise Chappell  | Texarkana, Ar     | 903-490-8871  | Denise Chappell |
| Kasey Kelley     | Tex. Tex.         | 903-556-0588  | Kasey Kelley    |
| DAVID E. LEE     | TEXARKANA, AR     | 870-773-0500  | David E. Lee    |
| Lloyd Douglas    | TEXARKANA, AR     | 903-293-8422  | Lloyd Douglas   |
| Samuel Robinson  | TEXARKANA, ARK    | 870-772-7419  | Samuel Robinson |
| Laura Robinson   | TEXARKANA, ARK    | 870-772-7419  | Laura Robinson  |
| Kirk Gladney     | TEXARKANA, AR     | 703-490-6467  | Kirk Gladney    |
| MATW Strickland  | TEXARKANA, AR     | 870-772-0179  | Matw Strickland |
| Nicole Caycedo   | Texarkana Tx      | 903-792-5541  | Nicole Caycedo  |
| Jessica Carroll  | Texarkana Tx      | 903-792-5541  | Jessica Carroll |
| Kim Williams     | Texarkana Ark     | 7737118       | Kim Williams    |
| Nonna Qualls     | Texarkana Ar      | 903-748-7334  | Nonna Qualls    |
| Monica Richard   | Texarkana, TX     | (903)490-1166 | Monica Richard  |
| Orzine Ties      | Texarkana, AR     | (903)691-7866 | Orzine Ties     |
| Moriah Belk      | Texarkana, TX     | 903-794-8810  | Moriah Belk     |
| Dewayne Lowery   | Texarkana, AR     | 870-773-0576  | Dewayne Lowery  |



## Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

| Name                  | City of Residence | Phone Number   | Signature             |
|-----------------------|-------------------|----------------|-----------------------|
| PAT COATS             | Texarkana, AR     | 501 733-1523   | Patricia Coats        |
| Oliver C. Thompson Jr | TEXARKANA, TX     | 703-949-9025   | Oliver C. Thompson Jr |
| Jiffany Strickland    | Texarkana, AR     | (770) 648-9148 | Jiffany Strickland    |
| Vernetta Cheatham     | Texarkana, AR     | (870) 648-6787 | Vernetta Cheatham     |
| Tanesia Sanders       | TEXARKANA AR      | (903) 224-5202 | Tanesia Sanders       |
| Barbara Sanders       | Ashdown, AR       | (903) 503-5851 | Barbara Sanders       |
| Elsie Washington      | Texarkana, AR     | 903-691-8105   | Elsie Washington      |
| Bridget Stucky        | Texarkana, AR     | 903 908 1211   | Bridget Stucky        |
| Donte Williams        | Texarkana, AR     | 903 908 1211   | Donte Williams        |
| Alfred Wallace        | Texarkana, AR     | 870 648 8159   | Alfred Wallace        |
| Yalard Noh            | Tex AR            | 903-278-0345   | Yalard Noh            |
| Kawanna Strickland    | Tex AR            | (870) 774-0729 | Kawanna Strickland    |
| Retia Fields          | Tex AR            | 903-200-0358   | Retia Fields          |
| Billy Willis          | Tex. Ark.         | (870) 772-0791 | Billy Willis          |
| Gerald Deloney        | TEX, TX           | 903-830-9795   | Gerald Deloney        |
| TIFFANY MATHIAS       | TEX TX            | 903-276-9298   | Tiffany Mathias       |
| Stephen Leslie        | Texarkana         | (903) 556-5204 | Stephen Leslie        |
| Olympia Forte         | Texarkana         | 870 930-4321   | Olympia Forte         |
| TERESA HARRISON       | Texarkana         | (903) 506-5956 | Teresa Harrison       |
| April Ross            | Texarkana, TX     | 903-277-1028   | April Ross            |

Brittany Johnson Texarkana TX 903 559 3763  
 Brittney Stone  
 Quikima Walker Texarkana AR (903) 550-1384  
 Quikima Walker  
 Quinto-Watson Texarkana, AR (903) 276-6702  
 Lita Watson



## Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

| Name                  | City of Residence               | Phone Number | Signature          |
|-----------------------|---------------------------------|--------------|--------------------|
| Christina Martin      | Texarkana, AR                   | 870-772-0964 | Christina Martin   |
| Lesia Smith           | Texarkana, AR                   | 870-773-9493 | Lesia Smith        |
| April Alfred          | Texarkana, TX                   | 903-791-8670 | April Alfred       |
| Donna Alfred          | Texarkana, TX                   | 903-791-8670 | Donna Alfred       |
| IANYA JONES-MARTIN    | TEXARKANA, AR                   | 501-772-9928 | Ianya Jones-Martin |
| Arnold, Debra         | Texarkana, AR                   | 870-330-9452 | Debra Arnold       |
| Jessica Martin        | Texarkana                       | 870-772-4170 | Jessica Martin     |
| Mary Young            | Texarkana                       | 870-772-9467 | Mary Young         |
| Amiska Clark          | Texarkana                       | 903-244-4783 | Amiska Clark       |
| Shirley Hunt          | Texarkana, TX                   | 903-319-7644 | Shirley Hunt       |
| Marcus Galewood       | TEX, TX                         | 903-826-4167 | M. Galewood        |
| Kurt Kerrell Galewood | TEX, TX                         | 403-826-4167 | K. Galewood        |
| J.B. Barnes           | TEX, TX                         | 903-733-4762 | J.B. Barnes        |
| Brandon Kelley        | Texarkana, Ark <sup>71854</sup> | 903-824-3655 | Brandon Kelley     |
| Mary Watson           | Tex                             | 903-306-5830 | Brandon Watson     |
| Willa Shicks          | Texarkana, AR                   | 870-648-6644 | Willa Shicks       |
| Dennis H. Epps        | TEXARKANA, TX                   | 903-748-5876 | Dennis Epps        |
| Denise Epps           | Texarkana, TX                   | 903-826-9866 | Denise Epps        |
| Margie Holst          | TEXARKANA, TX                   | 903-314-2084 | Margie Holst       |
| Steve Holst           | Texarkana, TX                   | 903-244-0875 | Steve Holst        |
| Thomas O'Neil         | TEXARKANA, AR                   | 903-691-8252 | Thomas O'Neil      |

Shamille Hendrix Texarkana, AR 810-648-2459 Shamille Hendrix



## Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

| Name                  | City of Residence | Phone Number                | Signature             |
|-----------------------|-------------------|-----------------------------|-----------------------|
| Charlette Norman      | Texarkana         | <del>870</del> 870-772-5397 | Charlette Norman      |
| Cliff Norman          | Texarkana         | 870-772-5397                | Cliff Norman          |
| Wilola Casteel        | Texarkana         | 870-774-0841                | Wilola Casteel        |
| Shanda Turrentine     | Texarkana         | 870-773-1120                | Shanda Turrentine     |
| Brent Turrentine      | Texarkana         | 870-773-1120                | Brent Turrentine      |
| Delois Morine         | Texarkana         | 870-330-4654                | Delois Morine         |
| Johnnie Morine        | Texarkana         | 870-330-4654                | Johnnie Morine        |
| Taylor Hawks          | Texarkana         | 870-773-6117                | Taylor Hawks          |
| Angelnette Wilson     | Texarkana         | 870-773-0378                | Angelnette Wilson     |
| Tonie Jones           | Texarkana         | 903-949-4730                | Tonie Jones           |
| Kiffrey Mullins       | Texarkana         | 682-310-8223                | K. Mullins            |
| Ereda Thomas          | Texarkana         | 870-773-6193                | Ereda Thomas          |
| Gladys Brown          | Texarkana         | 870-773-2049                | Gladys Brown          |
| Shandrika Boyd        | Texarkana         | 870-216-2294                | Shandrika Boyd        |
| Antonette Scoggins    | Texarkana         | 870-772-5914                | Antonette Scoggins    |
| Kayce Dawson          | Texarkana         | 903-244-7632                | Kayce Dawson          |
| Zedrick Miller        | Texarkana         | (870) 330-1975              | Zedrick Miller        |
| Ranese Robinson       | Texarkana         | (870) 330-1433              | Ranese Robinson       |
| Brandon Cheatum       | Texarkana         | (318) 470-5906              | Brandon Cheatum       |
| Mary Hope             | Texarkana         | (903) 691-8872              | Mary Hope             |
| Downie Potts          | Arkansas          | 903-691-3699                | Downie Potts          |
| Todd Watson           | Texarkana         | (903) 244-8923              | Ismael Todd Watson    |
| Orland Watson         | Texarkana         | (903) 244-0084              | Orland Watson         |
| Phillip (in) E. White | Arkansas          | (903) 276-6704              | Phillip (in) E. White |



Premier High School of Texarkana  
Petition of Support

Please sign below if you support the opening of Premier High School of Texarkana.

| Name       | Address                                 | Telephone    | Email Address                        |
|------------|---|--------------|--------------------------------------|
| MIKE KELLY | 5810 SUMMERWOOD LANE<br>TEXARKANA, ARK. | 903 278 0818 | mike@<br>LEGACY GROUP COMMERCIAL.COM |
|            |   |              |                                      |
|            |   |              |                                      |
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## **ATTACHMENT 8 – STATEMENT OF ASSURANCES**

### **OPEN-ENROLLMENT PUBLIC 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 intend to draw students.
2. The proposed 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. In accordance with federal and state laws the proposed 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.
4. The proposed 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 statutes or regulations governing public school not waived by the approved charter.
5. An 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.

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

6. The proposed 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.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. 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.
10. 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.
11. The proposed 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.
12. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 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 Arkansas Code Annotated § 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 local governmental entities.
13. The facilities of the proposed 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.

14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know 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 State Board of Education 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.

Marvin Reynolds

Date: August 26, 2011

Signature of  
President of the Sponsoring Entity Board of Directors

Marvin Reynolds  
Print or type name



**II. TERM OF LEASE**

The primary term of this Lease shall be for a period of Three Year beginning on \_\_\_\_\_ and ending \_\_\_\_\_. Following the end of the initial term of the Lease, Lessor does hereby give and grant to Lessee up to two (2) additional terms of ONE (1) YEAR each on the same terms and conditions as set forth herein. The Lease and Lease extensions shall automatically renew until notice of termination shall be given by the Tenant in writing at least 30 days prior to expiration of the initial term of the Lease or any lease extensions thereafter.

All payments shall be payable on or before the first day of each month during the term of this lease or any extension thereof. There shall be no proration of rent for any unused portion of any monthly possession of the leased premises.

**III. RENTAL**

Tenant shall pay to the Landlord rental for each one (1) month period of this Lease for the leased premises the amount of:

|              |          |
|--------------|----------|
| Year 1       | \$10,975 |
| Option Years |          |
| Year 2       | \$10,975 |
| Year 3       | \$10,975 |

which shall include the following building use and amenities:

- A. The exclusive use of the named office in Suite Number 300 of the third floor, and all facilities located therein;
- B. All necessary use of communication wires and devices on the third floor

and basement;

- C. Access to hallways, elevators, and stairwells on the first and second floors;
- D. \_\_\_\_\_ parking spaces at the Landmark parking lot, at no additional charge;
- E. Common use of second floor break room, second floor conference room, second floor reception room, and second floor restrooms;
- F. Tenant shall have full use of existing NEC Telephone system;
- G. Computer cat-5 wiring to hub and server locations;
- H. Security system included - (monitoring available for addn. charge);
- I. Twenty-four hour building access by use of magnetic locking system;
- J. Custodial care one day each week and refuse collection at the alley entrance;
- K. Water, sewer, electric and gas utilities;
- L. Heating and air conditioning; and
- M. Light bulbs for building fixtures including service for replacement, repair or maintenance.

Tenant shall punctually pay the rentals to the Landlord at the Landmark Building, Suite 507, 210 North State Line in Texarkana, Arkansas 71854, on or before the first day of each month or at such other location as the landlord may, from time to time, designate. There shall be a grace period of five (5) days, after which there shall be a late fee due and payable, in the amount of five percent (5%) of the Lease payment then due.

Upon termination of the lease and/or occupancy by the Lessee, the premises

shall be cleaned and repaired restoring the leased premises to the same condition of the premises at the inception of this lease, ordinary wear and tear excepted, including the return of all keys. Keys shall be purchased by Tenant at a price of TEN DOLLARS (\$10.00) per key. Said keys and cards will be repurchased at the end of the lease for ZERO DOLLARS (\$0) each by the Landlord. A master list of all persons in possession of magnetic keys and other keys shall be maintained by the Tenant and a copy shall be delivered to the landlord. The list shall be kept current at all times. One parking permit will be issued for a deposit of \$0.00 per permit and will be refunded upon return of the parking permits in good condition capable of reuse.

#### **IV. DEPOSIT**

Tenant tenders herewith upon the execution of this Lease, a deposit of TEN THOUSAND NINE HUNDRED SEVENTY FIVE (\$10,975.00) receipt of which is hereby acknowledged. The deposit will be held by the Landlord as security for the faithful performance of all obligations under this lease. The deposit will be refunded within 30 days after termination of the lease and the fulfillment of all obligations of the Tenant including any repairs or maintenance required to restore the leased premises to the required state of repair. The Tenant's obligations are not limited to the deposit amount.

#### **V. TIME OF ESSENCE**

Time is of the essence for each provision of this Lease.

#### **VI. COMMON AREA MAINTENANCE**

Landlord shall maintain the elevators, lobby, stairs, loading facilities, sidewalks, freight elevator and all other common areas of the Building in good repair for the use of Tenant and other Tenants of the Building. The Landlord shall keep the lobby and

staircases of the Building properly lighted.

#### **VII. COVENANT OF PEACEFUL POSSESSION**

Landlord covenants that he has lawful and exclusive possession of the property herein leased and that, except as otherwise specifically provided herein, Tenant shall have the right to peaceful and uninterrupted possession of the leased premises throughout the primary term hereof and any extension thereof.

#### **VIII. USE OF LEASED PREMISES**

The premises herein leased are to be used for financial services and other professional services and related uses. Tenant covenants that they will not use the leased premises for any other purpose without the prior written consent Landlord.

#### **IX. MAINTENANCE**

Landlord shall, at his cost, maintain the leased premises and the common areas of the building in good condition including, but not limited to, the roof, plumbing and electrical systems. The heating, ventilating and air conditioning systems shall be properly serviced by Landlord in order to provide a comfortable working environment for employees of Tenant.

#### **X. UTILITIES**

Landlord shall provide the leased premises with electricity, gas, water and trash service to the extent of a three (3) yard dumpster picked up twice per week. Tenant agrees to set the thermostats to consume minimum utilities when the premises are not in use and turnoff lights when the premises are not in use.

#### **XI. FIXTURES AND SURRENDER OF PREMISES**

All furniture, equipment, security systems (including wiring installed by Tenant in connection with any security system), communication systems, fixtures, and other outfitting installed by Tenant in the leased premises are to remain the property of the Tenant and may be removed by the Tenant upon the expiration of this Lease provided all terms, conditions and covenants of this Lease have been complied with by Tenant; and the Tenant shall repair any damage caused by the removal of said furniture, equipment, security systems (including wiring), communication systems, fixtures and other outfitting. Otherwise, upon termination of this Lease for any valid reason, Tenant shall surrender possession of the leased premises in the same condition as existed at the inception of this lease, ordinary wear and tear excepted. Any repair to the leased premises shall restore the leased premises into the condition in which it was found at the inception of the occupancy and shall be completed by the Tenant, at the Tenant's sole cost, not later than the last day of the term of this Lease or any extension thereof. In the event that such repairs have not been so completed, Landlord shall have the prerogative and right, upon Tenants having quit its occupancy of the premises, to make such repairs; and, in that event, Tenant shall promptly (but in no event later than ten days after presentment of a statement of costs) reimburse Landlord for the actual and reasonable costs of any such necessary repairs.

## **XII. RESPONSIBILITY TO THIRD PARTIES**

Tenant may carry at times during the term of this Lease general public liability insurance against claims for bodily injury, death or property damage occurring upon, in or about the leased premises, as Tenant desires for his own protection.

## **XIII. FIRE CLAUSE**

Landlord shall, at his cost, during the continuance of this Lease, carry fire and extended coverage insurance on the Building up to the full insurable value of the Building and appurtenances, excluding furniture, equipment and fixtures placed thereon by Tenant. In the event the leased premises are damaged by fire, tornado or other cause, Landlord must, at his sole cost and risk, proceed immediately to rebuild or repair the premises to substantially the condition it was in before the damage. During the time the Tenant shall be unable to occupy any part of the leased premises as a consequence of such damage covered by Landlord's fire and extended coverage insurance, there shall be a diminution or abatement of rent in proportion to the amount of the leased premises which cannot be used for the purposes intended by this Lease.

Landlord shall submit within 10 days from the date the damage occurred, and notice thereof, any acceptable plan for completion of such repairs; and failing that, Tenant may terminate this lease by written notification to Landlord. On the notification, all rights and obligations under this lease will cease.

Any fire and extended coverage insurance carried upon the furniture, equipment and fixtures placed in the leased premises by Tenant shall be carried by the Tenant and Landlord shall have no responsibility therefor.

#### **XIV. COMPLIANCE WITH ORDINANCES**

Tenant agrees to comply with all statutes, ordinances and regulations of the Federal, State, County and City Governments in its occupancy of the leased premises.

#### **XV. LANDLORD'S ACCESS**

Landlord shall have access to the leased premises at all reasonable times for the purpose of maintenance and care of the premises. In the event of any emergency, Tenant will immediately permit Landlord to perform any acts related to the safety, protection and preservation of the leased premises.

#### **XVI. SHOWING PREMISES TO PROSPECTIVE LESSEES**

In order to facilitate Landlord's efforts to properly develop the building and to obtain Tenants to lease Suite No. 300 of the third floor after Tenant's departure therefrom, Tenant agrees that he will cooperate with the Landlord in allowing access to the Suite 300 of the third floor of the Building during the time of Tenant's occupancy thereof, at appropriate times during regular business hours; provided, however, that Landlord shall not bring any third party into Suite 300 of the third floor of the Building during Tenant's occupancy (except as otherwise required by law or other provisions contained in this Lease Agreement) without the express and particular agreement of the Tenant and, in no event shall the Landlord's taking access as provided herein interfere with Tenant's use of the leased premises or impinge upon Tenant's need for security and privacy. In the event that Landlord should desire to bring any third party upon the leased premises during Tenant's occupancy thereof, he shall, as a pre-condition thereof, upon request of Tenant, provide full identification and information regarding any such third party sufficient to enable Tenant to reasonably pass upon the suitability of

giving access to any such third party.

#### **XVII. MECHANIC'S LIEN INDEMNITY**

Tenant agrees to keep the leased premises free from any liens arising out of any work performed for, materials furnished to, or obligations incurred by Tenant and to indemnify and save Landlord harmless from and against any such liens. If any such liens shall, at any time, be filed against the leased premises or any part thereof as a consequence of an obligation incurred by Tenant, then Tenant shall cause the same to be discharged of record within twenty (20) days of the date of filing of such lien; provided, however, that Tenant shall have the right to contest the validity or amount of any such lien if such contest shall act to stay the enforcement of such lien against the leased premises.

#### **XVIII. PARTIAL INVALIDITY**

If any term, covenant, condition or provision of this Lease is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

#### **XIV. COVENANTS BINDING**

The covenants, conditions and agreements contained in this Lease shall be binding upon Landlord and Tenant and their heirs, successors and assigns.

#### **XX. NOTICES**

All notice or notifications required or permitted under this Lease shall be given or exercised in writing and shall be deemed to have been properly served when received

via the United States mail, certified or the equivalent, postage prepaid, return receipt requested, and addressed to Landlord at 210 N. State Line Ave., Suite 507, Texarkana, Arkansas 71854 and addressed to Tenant at \_\_\_\_\_.

The person and the place to which notices are to be mailed may be changed by either party by notice to the other.

#### **XXI. DEFAULT BY TENANT**

In the event Tenant shall fail to pay any monthly rental within five (5) days from the date payment becomes due, then Landlord shall notify Tenant in writing, by certified mail, return receipt requested, of the default in making said payment and, if such default is not cured by Tenant within fifteen (15) days from the date said written notice is received by Tenant, Landlord shall have the right to immediately cancel this Lease or pursue any remedy or remedies which may be provided herein or which are available at law or in equity. A late charge of five percent (5%) shall be due and payable by the Tenant on any rental payment which is more than five (5) days late. In case of default by the Tenant in any of the covenants contained herein, including the rental covenant, the Landlord may enforce the performance of this Lease as follows:

- A.** This Lease may be forfeited at Landlord's option and discretion if any such default continues for a period of thirty (30) days after receipt of the Landlord's notice to the Tenant of such default and his intention to declare the Lease forfeited, such notice to be sent to the Tenant by certified mail, return receipt requested, and unless the Tenant shall have completely removed or cured such default or is engaged in removing or curing such default prior to the expiration of said thirty (30) day period, this

Lease shall cease and come to an end as if it were the day originally fixed herein for the expiration of the term hereof. The Landlord, his agent or attorney, shall have the right, by judicial process, to reënter and remove the Tenant. Upon repossession of the premises by judicial process, the Landlord, his agent or attorney, may resume possession of the premises without prejudice to any remedies for arrears of rent or breach of contract, and relet the same for the remainder of the term of this Lease for the best rent the Landlord, his agent or attorney, may obtain, for the account of the Tenant, and the Tenant shall make good any deficiency; or

- B.** Landlord may take possession of the lease premises and collect from Tenant all damages sustained by reason of such breach; or
- C.** Landlord may pursue any remedy or remedies which may be available at law or in equity.

## **XXII. DEFAULT BY LANDLORD**

If Landlord defaults in performing any term or covenant relating to maintenance of the building that Landlord must perform under this agreement, Tenant may, after not fewer than 48 hours' notice to Landlord, remedy the default by any necessary actions and, in connection with this remedy, may pay reasonable expenses and employ counsel. Thereafter, Landlord must, on demand, pay Tenant all sums expended or obligations incurred by Tenant in connection with remedying Landlord's default; or in the alternative, Tenant shall have the right to offset such amounts paid on behalf of Landlord against future rents due under this agreement. In the event Landlord defaults under any other obligations hereunder and fails to cure same with thirty (30) days of the

receipt of notice from Tenant, Tenant may terminate this Lease.

### **XXIII. TAXES**

Landlord will pay all real property taxes and general and special assessments (hereinafter called real property taxes) which shall, during the term hereof, be levied, assessed, imposed or become due and payable in connection with the Building.

Tenant will pay all taxes, assessments and charges of every type and nature whatsoever which shall, during the term hereof, be levied, assessed, imposed or become due and payable in connection with any furniture, equipment or fixtures placed upon the leased premises by Tenant.

### **XXIV. ALTERATIONS**

Tenant shall not make any major alterations or additions to the leased premises of a permanent nature without the prior written consent of the Landlord.

### **XXV. TERMINATION OF PRIOR AGREEMENTS**

All prior lease agreements between Landlord and Tenant respecting the property covered herein are hereby terminated. This Agreement supercedes and takes the place of any such prior agreements and constitutes the entire agreement between the parties.

### **XXVI. CONSTRUCTION OF LEASE**

Landlord and Tenant acknowledge that this instrument is the result of negotiations between the parties in which both contributed to the drafting thereof and shall not be construed against either of them.

### **XXVII. AMENDMENT**

No amendment, modification, or alteration of the terms of this Lease is binding

unless in writing, dated subsequent to the date of this Lease and duly executed by the parties.

**XXVIII. RIGHTS AND REMEDIES CUMULATIVE, ETC.**

The rights and remedies provided by this Lease are cumulative and either party's using any right or remedy will not preclude or waive its right to use any other remedy. These rights and remedies are in addition to any other rights the parties may have by law, statute, ordinance or otherwise.

Any consent or approval to be provided by either party under this Lease shall not be unreasonably withheld or delayed.

**XXIX. ATTORNEYS' FEES AND COSTS**

If, as a result of either party's breach of this Lease, the other party employs an attorney or attorneys to enforce its rights under this Lease, the breaching or defaulting party will pay the other party the reasonable attorneys' fees and costs actually incurred to enforce this Lease .

**DATED this** \_\_\_\_ day of \_\_\_\_\_, 2011.

**LANDMARK DEVELOPMENT CO.**

**BY:**

\_\_\_\_\_  
**DAVID J. POTTER II, Landlord**

**BY:**

\_\_\_\_\_  
\_\_\_\_\_, **Tenant**