



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Quest Middle School of West Little Rock

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

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Quest Middle School of West Little Rock ("Quest")

Grade Level(s) for the School: 6-12 Student Enrollment Cap: 490

Name of Sponsoring Entity: Responsive Education Solutions ("ResponsiveEd")

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. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Chris Baumann

Address: 1301 Waters Ridge Drive City: Lewisville

ZIP: 75057 Daytime Phone Number: (972) 316-3663 FAX: (866) 396-8657

Email: cbaumann@responsiveed.com

Charter Site

Address: 1815 Rahling Road City: Little Rock

ZIP: 72223 Date of Proposed Opening: August 2014

Chief Operating Officer

of Proposed Charter (if known): Charles Cook Title: CEO/Superintendent

Address: 1301 Waters Ridge Drive City: Lewisville

ZIP: 75057 Daytime Phone Number: (972) 316-3663

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

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

Applicant Response:

Quest is a distinct blend of effective teacher-directed instruction and emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest understands the need for the middle-school learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

In addition, Quest provides curriculum designed to teach wisdom. Knowledge is crucial but wisdom is a vital part of a middle school student's growth and maturity. Character education is taught at all levels. Students are taught leadership skills through our "7 Habits of Effective Teens" environment. The campus is dedicated to the idea that education, home, and family are closely connected. Though the atmosphere feels like a private school, there is no tuition to attend Quest.

Please see Section C.5. for a detailed explanation of Quest's educational program.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

A public hearing for Quest was held at Pleasant Valley Church of Christ at 10900 Rodney Parham Road in Little Rock, Arkansas, at 6:30 p.m., on Tuesday, August 27, 2013. Please see "**Attachment 2: Public Hearing Notices**" for documentation demonstrating that the following requirements of Arkansas Code Annotated s. 6-23-302 were met: (1) the notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located, (2) the notice of the public hearing was not published in the classified or legal notice section of the newspaper, (3) the last publication date of the notice was no less than seven days prior to the public meeting, and (4) within seven calendar days following the first publication of the notice of the public hearing, e-mails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

The public hearing was attended by approximately 80 persons from the local and surrounding communities, 57 of whom added their names to our sign-in sheet. Please see "**Attachment 3: Public Hearing Documents**" for copies of the following public hearing documents: (1) agenda, (2) sign-in sheet, and (3) PowerPoint presentation.

Please see "**Attachment 4: Community Support**" for evidence of parental and community support. As required by the application guidelines, evidence of parental and community support has been limited to five pages. In addition to the evidence provided, Quest has additional petitions for review upon request, as well as letters of support from the following individuals: (1) Mr. Mark Fortune, Director of Sales & Marketing for The Gadberry Group; (2) Alanna and Gary Newton, Parents; (3) Mr. Brad Cruse, DMD, Little Rock Dentistry; (4) Ms. Amy Bell, CPP, A.F. Ph., Studio Bella Photo and Design; (5) Ms. Laura Cruse; (6) Ms. Vicky Crook, Little Rock Business Owner; (7) Mr. Randy Hatchell, Little Rock Business Owner; (8) Ms. Kay Koonce, Resident of West Little Rock; (9) Ms. Nancy Greenwood, Resident of West Little Rock; (10) Mr. James Nelson, Uncle of 5th Grader at Roberts Elementary; and (11) Ms. Virginia Nelson, Parent. Finally, the "Quest Middle School of West Little Rock Action Group" has 219 registered parents, grandparents, and guardians.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

GOVERNANCE STRUCTURE

The governing structure of Quest is illustrated as follows: (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"), (2) Quest Board of Directors ("Quest Board"), (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

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

Quest Board

The Quest Board shall have final decision-making authority for Quest in the areas of: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) community complaints/concerns. The Quest Board shall be composed of not less than three (3) members selected by the majority vote of the members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Superintendent

The Superintendent shall have final decision-making authority for Quest in the area of hiring and termination of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for Quest, including, but not limited to: (1) personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

Regional Director

The Regional Director will have primary responsibility for the implementation of Quest's 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 Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director 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, ethical, and developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on-site meetings with staff.

Campus Director

The Campus Director 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 Quest will report to the Campus Director. Similarly, the Campus Director will have the responsibility of hiring and termination campus staff, including teachers, campus secretary, and instructional aides.

Teachers/Paraprofessionals

Teachers/Paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist students in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

SCHOOL DECISION-MAKING

Quest believes that parents, staff, students, and community will be an integral part of the school governance. The Superintendent, Regional Director, and Campus Director, with support from the Quest Board, will develop a Community Advisory Council ("CAC") to provide input to the Campus Director regarding the following issues: (1) general operation, (2) policy review, (3) long-range strategic plans, and (4) performance standards.

While the CAC will have no official authority in the operation or administration of Quest, it will serve as invaluable problem-solving body, assisting the Campus Director in maintaining a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, two volunteer parents/guardians of Quest students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Campus Director.

In addition to the CAC, every effort will be made to make parents/guardians partners in their children's education. Such efforts will include: (1) encouraging parents/guardians to serve as school volunteers; (2) promoting and strengthening parental responsibility and involvement; (3) encouraging parents/guardians to serve on school-based committees such as the CAC; and (4) recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

All students deserve a quality learning environment that allows them to engage in authentic learning tasks, beyond simply going through the act of attending school, taking notes, and taking tests. Studies have shown that this is especially true with young adolescents. Student motivation to learn is the prime factor that often determines success and progress. Regardless of a student's strengths or weaknesses, the need for an environment that creates authentic learning experiences is great. Students who enroll in Quest will have the opportunity to thrive in an educational environment designed to address their individual educational needs.

NEED

There is a profound lack of quality middle school options in the Little Rock School District ("LRSD"), especially for students in West Little Rock, based upon assessment scores focusing on percentage of students at each of the middle schools who scored proficient or advanced on the benchmark exams in Literacy and Mathematics. Please see Table 1 on "**Attachment 9: Need.**"

There is a significant trend in the reduction of students scoring advanced/proficient in literacy which decreased at five of the middle schools last year. The decrease ranged from a reduction of 2% to 9% over one year's time. In Mathematics, the outcomes are even more dramatic with a significant decrease in students scoring advanced/proficient at EVERY middle school in a range from a low of 2% decrease to a high of 8% decrease.

These decreasing academic achievement outcomes along with other factors are evidence of the need for a quality middle school option for students in West Little Rock. Some of the other factors include: (1) There is no middle school located in West Little Rock, which imposes travel requirements upon the students of the area who are to be served; (2) During the 2011-12 school year, LRSD was classified by the Arkansas Department of Education as a "Needs Improvement" district and is also classified as "Needs Improvement" in Math (The

2012-13 school year school improvement reports were not available for inclusion at this time); (3) There are significant areas of need identified in the Benchmark data and the comparisons of the data for the state and surrounding districts which is addressed under the Academic Achievement section below; (4) Even within LRSD where the students are assigned, there are no other options. Nearby, relatively higher-performing middle schools, such as Joe T. Robinson Middle School in the Pulaski County Special School District, are not an option for many students residing in West Little Rock due to the exemption restrictions of the Majority-to-Minority inter district transfer program between the Little Rock School District and the Pulaski County Special School District; and (5) The State Board of Education (SBE) has recognized the crucial need that students in LRSD's middle schools have an option (See SBE Minutes, April 9, 2012).

Quest will provide high quality educational opportunities to middle school students in school districts including Little Rock, Pulaski County, and North Little Rock.

MIDDLE SCHOOLS

Four public middle schools serve students in the West Little Rock geographic area: Forest Heights Middle School (Little Rock School District), Henderson Middle School (Little Rock School District), Joe T. Robinson Middle School (Pulaski County Special School District), and LISA Academy-West Public Charter School. While Forest Heights Middle School is not located in West Little Rock, students in West Little Rock are zoned to attend Forest Heights Middle School. The four other middle schools in the Little Rock School District (Cloverdale Middle School, Dunbar Magnet Middle School, Mabelvale Middle School, Mann Arts and Science Magnet Middle School, and Pulaski Heights Middle School) are also included in this report. As Dunbar Magnet Middle School is a magnet that pulls in students from across the district, Dunbar Magnet Middle School is also an option for West Little Rock students.

In examining the options for enrollment by students in the West Little Rock area, here is the information about the process which details why each school is not a viable option for many families: (1) Joe T. Robinson Middle School is not an option for Non-Black students who reside in the Little Rock School District due to the restrictions of the Majority-to-Majority inter district transfer program between the Little Rock School District and the Pulaski County Special School District; (2) LISA Academy-West Charter School is not an option for students who reside in the Little Rock School District due to reaching its enrollment cap resulting in its inability to accept any other students; (3) Dunbar Magnet Middle School's attendance zone does not include the western portion of Little Rock. Students from the western portion of Little Rock may apply to the Little Rock School District to attend Dunbar through an open enrollment registration process as out of zone students; and (4) Mann Arts and Science Magnet Middle School is a "Stipulation Magnet" school. The Magnet Stipulation requires that stipulation magnet schools have a student population which is fifty percent (50%) Black and fifty percent (50%) Non-Black.

DEMOGRAPHICS

Table 2 on "**Attachment 9: Need**" highlights the demographics of the middle schools, districts, and the state. Despite the proximity of the schools, the student bodies of the four main schools that serve West Little Rock are dissimilar. Henderson Middle School (LRSD) and Forest Heights Middle School (LRSD) serve higher percentages of free-and-reduced lunch students and minority students (above district and state averages). Joe T. Robinson Middle School (PCSSD) serves a slightly fewer percentage of FRL students and minority students than the PCSSD average.

Table 3 below highlights the demographics of Little Rock, Pulaski County, and the state. The three districts in Pulaski County serve a higher percentage of minority students than the minority percentage of the county's population. Specific data for West Little Rock is not accessible, as this area is incorporated in the Little Rock city limits and the Pulaski County limits.

ACADEMIC ACHIEVEMENT

Tables 4 and 5 on "**Attachment 9: Need**" highlight the achievement over time of the middle schools, the districts, and the state. Henderson Middle School (LRSD) and Forest Heights Middle School (LRSD) are two of the lower performing middle schools in the Little Rock School District, as both schools performed less well in math and literacy over time than the surrounding West Little Rock schools, districts, and state. Joe T. Robinson

Middle School (PCSSD) performed slightly above district average for middle schools in PCSSD and slightly below the state average.

SIMILAR SCHOOLS

Tables 6-9 on "**Attachment 9: Need**" compare the three main West Little Rock schools (Forest Heights Middle School, Henderson Middle School, and Pulaski County's Joe T. Robinson Middle School) to similar schools. Similar schools were chosen based on the percentage of free-and-reduced lunch students (FRL) and percentage of minority students.

Tables 6 and 7 on "**Attachment 9: Need**" show Forest Heights Middle School and Henderson Middle School performance compared to similar schools. In math, both schools performed less well than similar schools over time. In literacy, Forest Heights Middle School performance grew at a similar pace to other similar schools, while Henderson Middle School performed less well and grew slower than similar schools.

Tables 8 and 9 on "**Attachment 9: Need**" show Joe T. Robinson Middle School performance compared to similar schools. In math, Robinson Middle School performed slightly higher than other Pulaski County middle schools, but performed less well in math than similar schools in other districts. In literacy, Joe T. Robinson Middle School performed less well than similar schools.

INNOVATIONS

Quest is being designed around a highly successful educational model and will provide an individualized approach to learning for its students. This approach will assist in quickly addressing any academic deficits that students enrolling might have. The individualization also allows students who are academically successful, to have their educational needs addressed through the Quest "3D Learning System" which includes: (1) Diagnostics utilized to identify accurately, the placement and plan for each student's learning path; (2) Delivery of learning, and (3) Data which tracks progress on each student's educational journey. Past and present success proves that the ResponsiveEd models are effective for **all** students, regardless of nationality or socioeconomic status.

All learning at Quest will be student-centric, focused primarily on the need of each particular student. The role of the school is to increase capacity based on a focus on the 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. This innovative, individualized approach is currently one of the basic requirements for the U. S. Department of Education's District Race to the Top competition. Quest schools have a successful approach that results in a learning environment where students find hope and success.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

OVERVIEW

The Quest educational model is directly aligned to the school's mission to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

Quest is a distinct blend of effective teacher-directed instruction and emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest understands the need for the middle-school learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

INNOVATIVE AND INDIVIDUALIZED

Quest will be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Quest, from the first day students walk through the door, is differentiation (i.e., individualization). Each student comes to Quest 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 Quest learning system.

The unique quality of Quest is its distinct focus on the learning process rather than the teaching process. Quest accomplishes this through the Quest “3D Learning System”: (1) Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey); (2) Delivery (i.e., the process of transferring or replicating information); and (3) 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, Quest addresses the following diagnostic testing concerns through the use of an effective battery of diagnostic tests: (1) Grade Equivalency, (2) Credit or Grade Achievement, (3) Literacy Usage and Content, (4) Math Competency, and (5) Learning Style Inventories.

In so doing, the Quest 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. Quest 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: (1) Direct Instruction: a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information; (2) Independent Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary; and (3) Connected Instruction: a style of instruction centered on a project-based environment.

While the distribution will vary slightly according to the needs of the individual student, Quest will implement the following differentiated styles of instruction: (1) Direct Instruction: 50%, (2) Independent: 25%, and (3) Connected Instruction: 25%.

Based on this delivery method, the student's work environment will demonstrate the following characteristics: (1) students will be exposed to direct instruction for reading and mathematics; (2) learning labs will be utilized for independent instruction in social studies and science; (3) students will be involved in state testing preparation; (4) student will be involved in project-based “learning-style specific” learning experiences in social studies and science based on the content covered in the learning lab; and (5) students' learning styles are diagnosed and integrated by educators.

Data

Quest will implement data-driven decision making, three primary features of which are: (1) data will always focus on results rather than intentions; (2) data will always focus on relevance of information, and (3) data will always focus on redirection as necessary.

The heart of effective 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 school. 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 school.

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Interim 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 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. Interim and summative assessments provide an intentional purpose for 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. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

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, Quest will use the data to formulate learning plans and school activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

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.

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. School 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. School 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.

ENCOURAGING

Many 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. Students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who "get it." For that reason, Quest provides students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

Learners

At Quest, teaching is brought up to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Quest teachers are continually learning. Quest utilizes the dimensions of "Professional Learning Communities" to develop the whole-school concept of school culture. These Professional Learning Community dimensions include: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning, (4) supportive conditions, and (5) shared personal practice.

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

Climate

At Quest, the foundation of character development is more than an isolated curricular subject. Quest utilizes the “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include: (1) practicing quality choices; (2) knowing each student; (3) shepherding students; (4) blending professional and personal interactions; (5) providing honest, valuable, and significant feedback; (6) practicing the art of praising students; (7) training and teaching positive habits and characteristics; and (8) doing the “extra” to encourage students.

VIABILITY

Since its inception, the Quest model has been consistently rated “Exemplary” by the Texas Education Agency, the highest rating possible under the Texas accountability system. This proven track record of superior academic excellence is a strong indicator of future viability in West Little Rock.

SCHOOL DAY AND YEAR

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of the Little Rock 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. 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 will include, at a minimum, the required six hours of instructional time. Please see **“Attachment 5: 2014-2015 Calendar and Daily Schedule”** for a description of the length of the Quest school day and school year.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

READING AND READING COMPREHENSION

Quest will achieve measurable growth for students in reading and reading comprehension as demonstrated by student performance on benchmarks, end-of-course exams, and mandated state assessments. In Reading, specific subpopulation performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.

MATHEMATICS AND MATHEMATIC REASONING

Quest will achieve measurable growth for students in Mathematics and mathematic reasoning as demonstrated by student performance on benchmarks, end-of-course exams, and mandated state assessments. In Mathematics, specific subpopulation performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

Having already been approved by the Arkansas State Board of Education to operate three open-enrollment charter schools--including Quest Middle School of Pine Bluff--ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas excluding English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Quest 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, Quest 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, Quest will seek an outside consultant on a contractual basis to handle counseling duties.

B) Health services;

Applicant Response:

Quest will offer a health services program that will serve all students and provide immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

C) Media center;

Applicant Response:

Quest will seek a waiver for the requirement of a media center. Quest will provide on-site and online media to support and enhance its educational program.

D) Special education;

Applicant Response:

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

In accordance with 34 CFR 300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services is a component of the Quest overall general education Response to Intervention system. 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 in the general classroom after the provision of interventions, school personnel documents the provision of interventions and refer the student for a full and individual initial evaluation.

Quest will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed before 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.

Based on the requirements of 34 CFR 300.323, Quest shall have an IEP in effect for each identified student with a disability. Quest 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.

For a student who is new to Quest, 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.

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

Inclusion, differentiated instruction and interactive technology strategies will be implemented for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives

students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. This can be done for the special needs learner with and without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in terms of academia. Technology is also important as it allows us to engage in real-life learning opportunities and offers the opportunity to teach in multiple learning modalities.

Quest will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs (34CFR §300.114 - 300.116). In providing programs, services, and activities for students with disabilities, Quest 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.

Quest will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR 300.115). 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, Quest 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.

E) Transportation;

Applicant Response:

Quest has budgeted a significant amount of funds each year to implement a transportation program designed to ensure that all eligible central Little Rock students who wish to attend Quest may do so.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

While Quest will seek a waiver for Alternative Learning Environments, Quest will have high expectations for behavior and academics. Quest embodies key practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming. A couple of areas stand out as promoting success in serving all students. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school. Quest offers innovative, non-typical, approaches to the instruction, leading students to become lifetime learners.

G) English Language Learner (ELL) instruction

Applicant Response:

ELL STUDENT IDENTIFICATION PROCESS

Quest will utilize the following process to identify ELL students: (1) All students enrolling in Quest must submit a Home Language Survey as part of the registration packet; (2) If a student declares a language other than English on the survey, they become known as OTE (other than English) or potential ELL students; (3) The identification process includes an oral proficiency assessment (our district selects the Idea Proficiency Test) and a written proficiency assessment (our district selects the norm-referenced Stanford 10 to assess Total Reading and Total Language); (4) The students must master all three of these assessments to be classified as Non LEP;

(5) If, however, the students score anything below F (fluent) such as an A, B, C, D, E on the IPT, the students will automatically be classified as ELL or LEP; (6) The identification is not complete, however, until the Stanford 10 has been administered and the scores for Total Reading and Total Language are available; (7) Once the oral and written assessments are complete, the Language Proficiency Assessment Committee (LPAC) convenes to officially classify all of the students who have been assessed; (8) The district database template entitled "LEP Roster Report" is used to document all ELL activity beginning with enrollment date, assessment date, assessment score(s), parent notification date, LPAC date, and final classification; and (9) The LEP Roster Report is maintained on each PHS campus throughout the school year and is submitted to the District ESL Coordinator on a monthly-basis.

Following the identification process, the campus ESL teacher is responsible for providing ESL program services to all ELL/LEP-identified students using individualized ESL learning strategies on a regular basis.

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

Quest will utilize the following strategies to deliver effective ELL services: (1) Quest student computers will be imaged with English Discoveries (an ESL computerized program for ELL students); and (2) Cognitive Academic Language Learning Approach (CALLA) Learning Strategies are employed by Lead Teachers as an approach to teaching the cognitive academic language to our ELL students.

These programs/strategies are intended to be enhancements/enrichments for our ELL students to the core academic state requirements which are provided on a daily basis by our ESL-certified staff.

PROGRESS MONITORING

All tracking of currently enrolled ELL students is done via the LPAC, a group comprised of, at minimum, a parent of an ELL student at the campus and an ESL staff member. In addition, the committee may include campus administration. The committee does an End of Year Annual Review to determine whether or not the ELL students will be exited from or continue in the ESL program. The exit criteria is determined by state requirements and include, but are not limited to, the students' mastery of state required assessments and a subjective evaluation by the Lead Teacher certifying that the ELL student will be successful in an all English curriculum.

QUALIFIED ELL STAFFING

In addition to the HQ NCLB requirements, all campus ESL teachers are required to be ESL-certified. In addition, ESL teachers are required to complete the Sheltered Instruction model training via SIOP to be eligible to work with our ELL students.

H) Gifted and Talented Program.

Applicant Response:

A waiver will be sought for the inclusion of a gifted and talented program at Quest. Upon program assessment, if the need for such a program is determined, then Quest will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Students will have an opportunity for dual credit enrollment in their senior year. Quest will offer pre-advanced placement and eventually advanced placement classes in subsequent years.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Quest will be located within the city limits of Little Rock, Arkansas, in Pulaski County, and will be located within the boundaries of the Little Rock School District. Quest's use of a classical based curriculum will ensure students a solid foundation of content learning. It is expected that up to 220 students in grades six through eight in year one and up to 460 students in grades six through twelve within five (5) years, will come from Little Rock School District, North Little Rock School District, Pulaski County Special School District, Benton School District, Bryant School District, England School District, and Lonoke School District. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, the Little Rock School District contained 23,594 students; the North Little Rock School District contained 8,610 students; and the Pulaski County Special School District contained 17,245 students. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, the Benton School District contained 4,768 students; the Bryant School District contained 8,620 students; the England School District contained 721 students; and the Lonoke School District contained 1,838 students. In year one, approximately 140 students are anticipated to come from the Little Rock School District, approximately 50 from the North Little Rock School District, approximately 20 from the Pulaski County Special School District, and approximately 10 students from the other listed school districts combined.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Quest will draft and disseminate an Annual Progress Report in compliance with Rule 7.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

With feedback received by parents and the community, Quest 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.

Annual reports will be submitted for review to the ADE, as well as posted in the Arkansas Democrat Gazette (or any other newspaper with general circulation in the district) before November 15th. Data will also be made readily available to the general community via the Quest campus website. Printed copies of the reports will be available for review at Quest.

Quest 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 Quest, 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.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

STUDENT RECRUITMENT PLANS

When Quest is introduced into a new community, ResponsiveEd launches a professional, systematic, research-based, and dynamic public awareness campaign to provide equal opportunity for all parents and students to learn about and apply to the school. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the school. The responsibilities for this process are split between ResponsiveEd's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to: brochures, website, newspaper advertisements, press releases, radio advertisements, flyers, postcards, and direct mail.

In the months leading up to the first year of operation, ResponsiveEd conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public "Open House" meetings.

The intended and historically realized goals of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

ADMISSIONS AND ENROLLMENT PROCESS

Overview: Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school's charter; e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school's charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school --i.e., the close of the "open-enrollment period."

Lottery: If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

If a vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions: Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff.

Disciplinary History: The school shall exclude a student from admission who has been expelled from another public school district in accordance with Title 6 of the Arkansas Education Code.

Non-Discrimination: It is the policy of the school to prohibit discrimination in student admission on the basis of gender, national origin, race, ethnicity, religion, disability, or athletic eligibility.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

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

- Yes
- No

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

Applicant Response:

Not applicable. It is not believed that the use of a weighted lottery is required by federal court or administrative order.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

BOARD

See Section C.2. above.

SUPERINTENDENT (0.0 FTE)

See Section C.2. above.

REGIONAL DIRECTOR (0.25 FTE / \$80K-\$95K)

Job Description

See Section C.2. above.

Professional Qualifications

Master's Degree from an accredited educational institution preferred. Certification in Educational Leadership, School Principal, or Professional School preferred.

5+ years of experience in the following areas: (1) supervising a staff of 10 or more, (2) managing budgets, (3) vendor management, and (4) leadership of curriculum and instruction preferred.

Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.

Ability is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

CAMPUS DIRECTOR (1.0 FTE / \$60K - \$70K)

Job Description

See Section C.2. above.

Professional Qualifications

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

5+ years of experience in the following areas: (1) supervising a staff of 5 or more, (2) managing budgets, and (3) vendor management preferred.

Must have advance knowledge of federal and state education laws. Must be computer literate. Must have strong organizational, time management, communication, and interpersonal skills. Must be able to learn teaching curriculum software programs and instruct others on the utilization. Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs). Must have a clear understanding of goal setting for students and the individualized approach. 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. Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average. Three to five years of experience teaching at a Middle School level is preferred. Three to five years of experience as an administrator for a Middle School is preferred. Three to five years of experience developing and managing budgets for a Middle School is preferred. Three to five years of experience managing a Middle School that was Acceptable or Higher is preferred.

TEACHERS (12.12 - 15.26 FTE / \$40K - \$50K)

Job Description

See Section C.2. above.

Professional Qualifications

Must be "No Child Left Behind" (NCLB) Highly-Qualified (HQ) with a minimum of a Bachelor's degree (B.A. or B.S.) from a four-year accredited College or University. Must demonstrate content knowledge in the subject area(s).

Teaching experience in a Public or Private School is preferred.

Must have basic knowledge of federal and state education laws. Must be computer literate. Must have strong organizational, time management, communication, and interpersonal skills. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs). Must have a clear understanding of goal setting for students and the individualized approach. Must have the ability to communicate with all levels of students, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average. Must have excellent verbal and written communication skills.

SPECIAL EDUCATION TEACHER (1.05 - 1.36 FTE / \$40K - \$50K)

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.

Must have a Current Arkansas Standard Teaching License in Special Education (SPED). 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. Must demonstrate content knowledge in the subject area(s).

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

Same as teachers. Advanced knowledge of and compliance with federal and state special education law. Working knowledge of and compliance with individualized services for students with disabilities. Working knowledge of and compliance with the Admission, Review, and Dismissal (ARD) Committee process. Knowledge of the development and implementation of the Individual Education Plan (IEP) process. Knowledge of and compliance with the Transition process. Strong computer skills to implement multiple and diverse programs. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. 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. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.

INSTRUCTIONAL AIDE (2.09 - 2.61 FTE / \$15K - \$18K)

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

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

ADMINISTRATIVE ASSISTANT/CAMPUS SECRETARY (1.0 FTE / \$25K - \$35K)

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.

One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience is required.

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

STAFFING PLAN

Please see "**Attachment 6: 2014-2015 and 2015-2016 Salary Schedule and Budget Template**" for a staffing plan that clearly outlines both the types and numbers of positions to be filled at Quest and the salary scales for such positions.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

ACCOUNTING

Quest shall comply fully with the following: (1) generally accepted accounting principles (GAAP); (2) the Financial Accountability System Resource Guide; and (3) 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

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

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a 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 \$50,000. Quest shall adhere to the following objectives: (1) procurement of goods and services shall be in an impartial manner, based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.; (2) make all purchases in the best interests of the school and in accordance with funding source guidelines; (3) obtain quality supplies/services needed for delivery at the time and place required; (4) buy from responsible sources of supply; (5) obtain maximum value for all expenditures; (6) deal fairly and impartially with all vendors; (7) maintain dependable sources of supply; and (8) 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 Quest supplier relationships.

PERSONNEL

Business duties will be overseen by ResponsiveEd's CFO, Mr. James Taylor. Mr. Taylor has served as ResponsiveEd's CFO for the past three years, overseeing the financial management of the organization and its 60+ open-enrollment charter schools in Texas and Arkansas.

BUDGETS

The budget shall be developed prior to June 20, approved by the ResponsiveEd 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. Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the ResponsiveEd Board at each board meeting. 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. The budget shall be amended when a change is made increasing any one of the functional spending categories by the greater of \$1,000 or 10%.

Please see "**Attachment 6: 2014-2015 and 2015-2016 Salary Schedule and Budget Template**" for: (1) a balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and (2) a budget that includes costs for all personnel, programs, and expenses described in other sections of this application.

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

Applicant Response:

The ResponsiveEd Board shall arrange 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 Quest's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

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

Thomas & Thomas, LLP / J. Mason Andres meet the requirements of Act 993 of 2011 and are not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit. Quest will continue with the following practices to ensure programmatic quality: (1) continuous in-house academic program review; (2) immediate action as issues related to campus programs arise; (3) annual Campus Improvement Plan to identify areas that may be lacking; and (4) alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The facility is approximately 22,563 square feet and is presently vacant. The facility does not have a current usage. It was constructed in 2008 and has never been occupied.

Please see "**Attachment 7: Facilities Utilization Agreement.**"

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The proposed facility is owned by Two Rahling Centre, LLC. Except as described herein, the owner has no known relationship with: (1) members of the local board of the public school district where Quest will be located, (2) employees of the public school district where Quest will be located, (3) ResponsiveEd, or (4) employees/directors/administrators of ResponsiveEd.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

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

Applicant Response:

The facility does not currently meet ADA/IDEA accessibility requirements. The interior of the facility is currently shell space and has never been occupied. It was originally constructed for office retail but landlord will build to specification with construction rolled into the rental amount shown on the Facilities Utilization Agreement. Once the building finish out is begins, Quest will take all measures to meet ADA/IDEA compliance, which will include: ADA accessible restrooms, wheel chair ramps, elevators, assigned parking, etc. The facility is situated on 2.5 acres and is currently zoned for commercial use. There are no alcohol sales within 1,000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Not applicable. None of the individuals specifically identified by name in Section A of the application have any family or financial relationship with: (1) any other individual specifically identified by name in Section A of the application; (2) any individual or entity with whom ResponsiveEd or Quest has contracted, or intends to contract, to provide any services or products for Quest; and/or (3) the owner(s) of the facilities to be used.

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

Applicant Response:

There are no known potential conflicts of interest among the individuals involved with the proposed charter school. If a conflict is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

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

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

Applicant Response:

Parents are encouraged to be active and involved at Quest. The administration at Quest will strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of on-site informational campus meetings; annual gatherings allowing questions and parental/community feedback; district-wide informational newsletter available on-campus for distribution; web-based communication of campus/district news; and 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 Quest. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Quest, among other opportunities. Those who have the chance to volunteer will aid in lifting up Quest to its greatest level of potential.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

GENERAL INAPPLICABILITY

In order to meet the goals of the school, Quest seeks exemption from all provisions of Title 6 of the Arkansas Code Annotated ("Education Code"), State Board of Education rules ("Rules"), and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts ("Standards") that are generally not applicable in the open-enrollment charter school context, including, but not limited to, the following:

Education Code: Chapter 13 (School Districts) (including, but not limited to: 6-13-608 (Length of Directors' Terms), 6-13-619 (Monthly Meetings), 6-13-620 (Powers and Duties of School Boards), 6-13-622 (Budget Publication), 6-13-623 (Legal Counsel Employment), 6-13-625 (Liability Insurance), and 6-13-634 (School District Board of Directors-Size)), Chapter 14 (School Elections), and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules Governing School Board Zones and Rezoning, School Election Reimbursement, and all other Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001). Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-13-109 (School Superintendent); 6-15-1004 (Qualified Teachers in Every Public School Classroom); 6-17-301 (Employment of Certified Personnel); 6-17-302 (Public School Principals - Qualifications and Responsibilities); 6-17-309 (Certification - Waiver); 6-17-401 (Teacher's License Requirement); 6-17-427 (Superintendent License-Superintendent Mentoring Program Required); Chapter 17, Subchapter 4 (Certification Generally); 6-17-902 (Definitions); 6-17-919 (Warrants Void Without Valid Certificate and Contract); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules Governing Educator Licensure, Superintendent Mentoring Program, and all other Rules required to give effect to this waiver request.

Standards: 15.01 (School District Superintendent), 15.02 (Principals), 15.03 (Licensure and Renewal), and all other Standards required to give effect to this waiver request.

EMPLOYEE CONTRACTS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. Quest seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance

policy adopted by the ResponsiveEd Board. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-17-117 (Non-instructional Duties); 6-17-201 (Certified Personnel Policies and Committees); 6-17-301 (Employment of Certified Personnel); 6-17-302 (Public School Principals - Qualifications and Responsibilities); 6-17-919 (Warrants Void Without Valid Certificate and Contract); 6-17, Subchapter 15 (Teacher Fair Dismissal Act); 6-17, Subchapter 17 (Public School Employee Fair Hearing Act); 6-17-2301 et seq. (Classified School Employee Personnel Policy Law); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. Quest seeks the flexibility to develop its own employee compensation and leave package. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-17-111 (Duty-Free Lunch Period); 6-17-201 (Personnel Policies Requirements); 6-17, 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus); 6-17-908 (Teachers' Salary Fund-Authorized Disbursements); 6-17-1001 (Minimum Base Salary); 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law); 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law); 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act); 6-17, Subchapter 24 (Teacher Compensation Program of 2003); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

ACADEMICS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-15-902(a) (Grading Scale); 6-15-1005(b)(5) (Alternative Learning Environments); 6-16-102 (School Day Hours); 6-16-1204 (Implementation); 6-17-114 (Daily Planning Period); 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve); 6-18-503(a)(1)(C)(i) (Alternative Learning Environments); 6-20-2208(c)(6) (Gifted and Talented); 6-21-303 (Rules); 6-42, Subchapter 1 (Gifted and Talented); 6-48, Subchapter 1 (Alternative Learning Environments); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules for Gifted and Talented Program Approval Standards; ADE Rules Governing Waivers for Substitute Teachers; ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers; Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments); and all Rules required to give effect to this waiver request.

Standards: 9.0 (Curriculum); Standard 9.03.4 (38 Units of Credit); 10.02 (Class Size and Teaching Load); Standard 14.03 (Unit of Credit and Clock Hours for a Unit of Credit); 15.01 (School District Superintendent); Standard 18 (Gifted and Talented Education); Standard 19 (Supplementary Educational Opportunities); 19.03

(Alternate Learning Environments); 19.04 (Summer School and Adult Education Programs); and all other Standards required to give effect to this waiver request.

SUPPORT SERVICES

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-18, Subchapter 10 (Public School Student Services Act); Chapter 25 (Public School Library Media and Technology Act); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules Governing Public School Student Services and all Rules required to give effect to this waiver request.

Standards: Standard 16 (Support Services); and all other Standards required to give effect to this waiver request.

MISCELLANEOUS

In order to meet the goals of the school, Quest seeks exemption from the following specific miscellaneous provisions of the Education Code, Rules, and Standards:

Education Code

6-10-106 (Uniform Dates for Beginning and End of School Year): Quest will follow the school calendar for the Little Rock School District.

6-11-129 (Data to be Accessible on Website)

6-15-2302 (General Business Manager): Quest seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

6-16-105 (United States Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the United States flag.

6-16-106 (Arkansas Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the Arkansas flag.

6-17-201 et seq. (Committee for Each School District): Quest personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

6-17-204 (Incorporation into Teachers' Contracts): Quest seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

6-17-908(a)(4)(B) (Teachers' Salary Fund): Quest 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 ResponsiveEd Board.

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): Quest seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board 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.

Chapter 19 (Transportation): Quest seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

6-21-117 (Leased Academic Facilities): Quest seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Quest 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.

6-21-304 (Manner of Making Purchases): Quest seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, Quest will use either a state approved vendor or obtain a minimum of three quotes. Quest will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Rules

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Eye and Vision Screening

Standards

21.0 (Auxiliary Services)

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

Applicant Response:

Quest proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Quest may also receive some students from the neighboring Benton, Bryant, England, and Lonoke School Districts.

In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts--the Little Rock School District ("LRSD") and the North Little Rock School District ("NLRSD")--have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District ("PCSSD") has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the district in meeting its court-ordered desegregation obligations. As an open-enrollment public charter school, Quest must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words: "The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.*, Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989. The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990).

In conclusion, Quest would show that neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Charles Cook and Chris Baumann are two key individuals responsible for this application.

Charles Cook brings over 15 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult educational program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of ResponsiveEd, Charles gives oversight to over 60 charter schools throughout Texas and Arkansas. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at-risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach which fosters the students to become life-long learners. He gives leadership and vision to his staff of 1,200+ employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the United States. Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles also serves as the Treasurer of the Board for the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Chris Baumann serves as General Counsel for ResponsiveEd. In his role as General Counsel, Chris is responsible for managing legal services for ResponsiveEd, providing legal representation in matters involving the corporation, and spearheading ResponsiveEd's national expansion efforts. Chris is a member of the National School Boards Association Council of School Attorneys. An experienced presenter, Chris has delivered over 200 workshops and keynote speeches to educators and students in 32 states throughout the U.S. as well as cities throughout Mexico, England, and South Africa. In addition, he has over 20 years of experience in public and private education, over 10 years of which have been spent working with charter schools.

The founders will work to ensure a seamless transition when it comes time to turn the reigns of leadership over to their successors.

Please see "**Attachment 8: Statement of Assurances.**"

ATTACHMENT 1

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

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

Employer Identification Number:
75-2748762

DLN:
318338082

Contact Person:
RONALD BENJAMIN ID# 75883

Contact Telephone Number:
(214) 767-0157

Accounting Period Ending:
December 31

Form 990 Required:
Yes

Addendum Applies:
No

Dear Applicant:

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

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

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

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

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

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

Letter 847 (DC) (6)

EAGLE EDUCATIONAL REFORM LEARNING

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

EAGLE EDUCATIONAL REFORM LEARNING

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

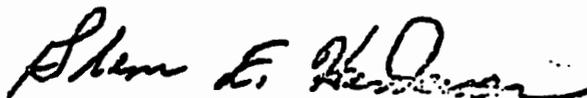
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director

OGDEN UT 84201-0046

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

RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029



007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

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

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

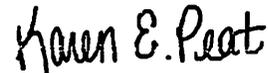
If you have any questions, please call us toll free at 1-877-829-5500.

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

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

Telephone Number () _____ Hours _____

Sincerely yours,



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

Enclosure(s):
Copy of this letter

ATTACHMENT 2

Ar¹Arkansas Democrat Gazetteette

Arkansas' *Largest* Newspaper

August 29, 2013

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Virginia Perry

Invoice for advertising placed in the Main News Arkansas Section (B)* of the Arkansas Democrat-Gazette in Little Rock, AR.

Friday, August 9, 2013	\$837.37
Monday, August 12, 2012	\$556.27 (included a 33% pick up discount from 8/9)
Monday, August 19, 2012	\$837.37
Total	\$2225.01

Thank you for your business.

Sandra Ward
Retail Advertising Sales Consultant
501-378-3571 (o)
501-749-7530 (c)

Quest

Middle School of West Little Rock

Excellent Secondary Public Education for All
TUITION FREE
Grades 6-8

Town Hall Meeting
Tuesday, August 27, 2013, 6:30 pm
Pleasant Valley Church of Christ (Auditorium)
10900 Rodney Parham Road, Little Rock



Quest Middle School of West Little Rock is designed to produce highly motivated and capable learners who intend to excel in high school and college. We combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction to create an environment of learning that stimulates intellectual curiosity and rewards achievement.

Responsive Education Solutions (ResponsiveEd.com) plans to submit an application to the Arkansas Department of Education to operate an open-enrollment public charter school to be known as Quest Middle School of West Little Rock. A public hearing and information session is being held to allow those in the community to learn more about the proposed school. Responsive Education Solutions and the proposed public school are in no way affiliated with Pleasant Valley Church of Christ, but are grateful for the church's generosity in hosting the community meeting.

Quest Middle School of West Little Rock

Edwin Strickland

Sent: Tuesday, August 13, 2013 1:35 PM
To: Suzanne.bailey@lonokeschools.org; jcollum@bentonschools.org; eddie.johnson@england.k12.ar.us; rrutherford@bryantschools.org; dexter.suggs@lrsd.org; jguess@pcssd.org; rodgerske@nlrsd.org
Cc: Mary.Perry@arkansas.gov; Keisha.Mattox@arkansas.gov; Chris Baumann; Virginia Perry
Attachments: img-813122416.pdf (207 KB)

Dear Superintendent:

The attached letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the Arkansas Department of Education in order to operate an open-enrollment public charter middle school in the West Little Rock area. The attached letter details the date, time and place of our upcoming public meeting along with our organizations primary and secondary contacts.

Dear Superintendent:

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the Arkansas Department of Education in order to operate an open-enrollment public charter middle school in the West Little Rock area. This campus will be known as Quest Middle School of West Little Rock. A public meeting will be held on August 27, 2013, at 6:30 p.m. at Pleasant Valley Church of Christ (Auditorium) located at 10900 Rodney Parham Road, Little Rock, Arkansas.

The primary contact for Quest Middle School of West Little Rock is:

Dr. Edwin Strickland
1301 Waters Ridge
Lewisville, TX 75057
Phone: 479.200.9948
E-mail: EStrickland@ResponsiveEd.com

The secondary contact for Quest Middle School of West Little Rock is:

Ms. Virginia Perry
1301 Waters Ridge
Lewisville, TX 75057
Phone: 940.536.8749
E-mail: VPerry@ResponsiveEd.com

Please feel free to contact me should you have any comments, questions, or concerns.

Sincerely,


Dr. Edwin Strickland
Arkansas Statewide Director
Responsive Education
Solutions

Cc: Ms. Mary Perry (Mary.Perry@Arkansas.gov)
Ms. Keisha Mattox (Keisha.Mattox@Arkansas.gov)

ATTACHMENT 3



AGENDA

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR

August 27, 2013

6:30 pm

6:00 p.m. – 6:30 p.m.

Sign in

Distribution of Agendas

6:30 p.m. – 6:35 p.m.

Welcome & Introductions *Gary Newton*

6:35 p.m. – 6:45 p.m.

Overview of Responsive Ed *Virginia Perry*

6:45 p.m. – 6:55 p.m.

Overview of Quest *Derrick Graves*

6:55 p.m. – 7:00 p.m.

Request for Support *Pablo Valarezo & Rachelle Bloser*

7:00 p.m. – 7:20 p.m.

Q&A *Virginia Perry, Emily Hirsch, Derrick Graves, Gary Newton*

7:20 p.m. – 7:25 p.m.

Thank You *Virginia Perry*

7:25 p.m. – 7:30 p.m.

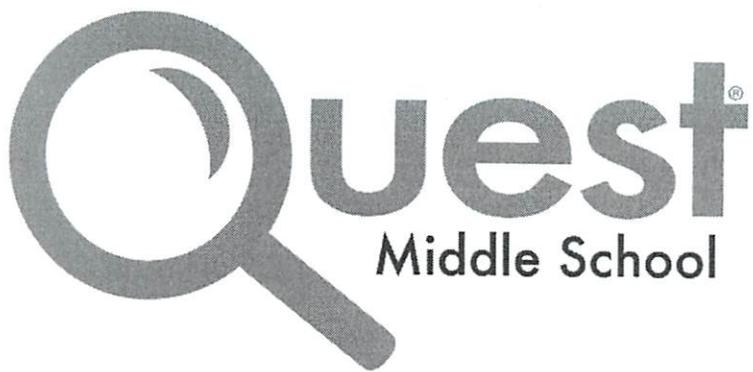
Collection of Support Documents *Emily Hirsch*



Sign In

Quest Middle School of West Little Rock Public Meeting
 Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
 August 27, 2013
 6:30 pm

Christy Harward	charward@carti.com	831-2033
Christine Ferguson	cfergason@yahoo.com	227-0967
Jonathan Houk	h.jonathan.r@gmail.com	501-804-2110
David Coldiron	kdcoldiron@sbcglobal.net	501-951-8884
Janet Logan	thomaslogan3@comcast.net	501-224-4039
Mark Fortune	m2fortune@gmail.com	501-580-0550
Shay Fortune	shay.fortune@gmail.com	501-350-1008
Scott Smith	ssmith@apsrc.net	501-492-4300
Wes Highfill	weshighfill@gmail.com	501 868 8045
Kara Stockwell	Kara.stockwell@yahoo.com	223-3423
Christie Greason	christiegreason@gmail.com	529-0475
Kristen Hayden	khanson@aristotle.net	868-7811
Randy Hayden	RandyHayden@sbcglobal.net	868 7811
Priscilla Inman	prissinman@gmail.com	580 2174
JENNIFER STEPHENS	jrockstephens@hotmail.com	680-5366
JUSTIN DUELLMAN	jduell@hotmail.com	416-8859
J.D. CROCKETT#1	JDCTHREE@COMCAST.NET	
Susanne Parker	susanneparker@yahoo.com	837-0890



Sign In

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR

August 27, 2013

6:30 pm

Emily Hirsch	ehirsch@responsived.com	870-321-1221
Br Jordan	bjordan@ualr.edu	870-566-7994
Brooke Wall	brooke.wall@sbcglobal.net	501-247-436
Jina Collins	margabuck@comcast.net	501-225-3813
PABLO X. VALAREZO	pxvalarez@gmail.com	501-626-9363
BRAD SCHUBERT	bdschubert.05@gmail.com	501-247-4614
CALEB P. ROSS PhD	caleb.p.ross@gmail.com	(717) 404-3186
Rachelle + Chuck Blosser	82stalle@att.net	501-944-3943
Lora Brown	lb-brown@comcast.net	501-868-6299
Ellen Lawson	ellenlawson@aol.com	501-367-8351
Sarah Gustafson	snggustafson@comcast.net	501-246-3137
Stefanie Larson	dlarson-3@sbcglobal.net	870 243 1133
Kim Salerno	kindawn1999@yahoo.com	501 868 8908
Laurie Dalton	laurie_a_dalton@yahoo.com	501 223 4947
Beth Noland	beth.noland@ymail.com	501-944-9805
Kim Fern	kfern2@aol.com	501-258-9150
Pam Fortner	pamfortner@sbcglobal.net	501-868-1740
Virginia Nelson	vnelson@comcast.net	501-944-6333



Sign In

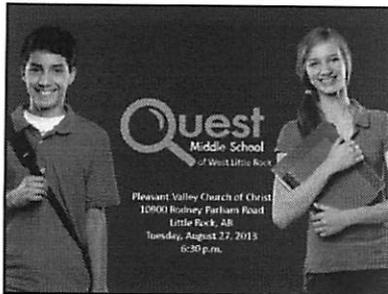
Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR

August 27, 2013

6:30 pm

Name	Email	Telephone
Michael Jack Long	Radidoc1@aol.com	501 223-4937
Pam Fuller	pam.fuller@sbcglobal.net	501-868-8264
Laura Cruse	laurakaycruse@gmail.com	646-457-7450
Laura Crone	lccrone@hotmail.com	501 590 2624
Lisa Mitchell	expectjoy@sbcglobal.net	501 247-0600
Carri Arman	doeestroyer@sbcglobal.net	537-6051
Shannen Adams	adamsfamfire@gmail.com	350-5471
Matthew Adams	matthewradams22@gmail.com	
Alan Jones	alan@aljsfunerals	501-221-2747
Michele Tretter	Lou and Tomette@aatt.net	501 626-2367
Natalie Valarezo	natvalarezo@gmail.com	626-9260
Bryan Salerno	''''	626-9260
Angy Bell	Macnany02@yahoo.com	658-6278
CARRIE CARTER	CARRIEHCARTER@GMAIL.COM	868-5212
Maura Beranek	mberanek@gmail.com	973-600-6844
Noelle Scuderi	scuderi1999@gmail.com	501-224-5577
JEFF ADAMS	adamsjeffrey@yahoo.com	501-868-6478



Quest Middle School
of West Little Rock

Pleasant Valley Church of Christ
10900 Rodney Parkers Road
Little Rock, AR
Sunday, August 27, 2013
6-8:30 p.m.

What is a Charter School?



- Public
- Tuition-Free
- Open Enrollment
- Accountable to State and Federal Academic Standards
- Publicly-Funded based on Enrollment
- An Option

Quest Vision



- Every student is important and can learn
 - Personalized Learning
 - High Expectations
 - Family is Important
 - Character DOES Matter
 - Exposure to Great Ideas

WELCOME



An Academic Education

- To encourage students to think analytically
- The study of the Arts, Humanities, and Great Literature
 - Exposure to Latin and Greek vocabulary
- The understanding of Math and Science in relationships to the world
 - Interweaving of subjects
 - An intense focus on Literacy

Responsive Education Solutions



- 5013c Non-Profit Organization
 - Established in 1998
- 3 existing campuses in Arkansas (Little Rock, Pine Bluff, and Bentonville)
- Locations across Texas, with 60+ campuses and 10,000+ students
 - Accredited by Texas Education Agency and AdvancedEd

Quest Mission

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.

Character Education

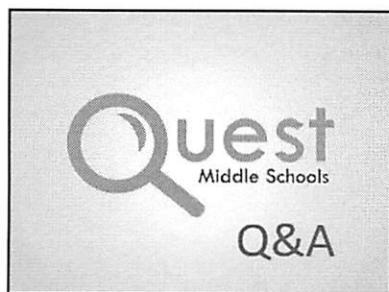
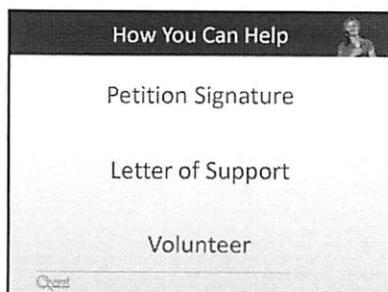
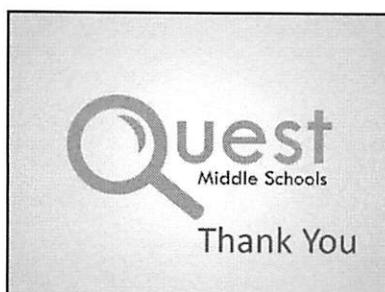
Knowledge without Values or Character is dangerous

"To educate a man in mind and not in morals is to educate a menace to society."

Character is emphasized separately, but more importantly, it is woven in and through all that we do

www.characterfirst.com
www.7habits4teens.com





ATTACHMENT 4

TIM GRIFFIN
2ND DISTRICT, ARKANSAS
ASSISTANT MAJORITY WHIP

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON HUMAN RESOURCES
SUBCOMMITTEE ON SOCIAL SECURITY

Congress of the United States
House of Representatives
Washington, DC 20515-0402

1501 NORTH UNIVERSITY AVENUE
SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

1105 DEER STREET
SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

1232 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5903

August 16, 2013

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Dr. Kimbrell:

I write today to express my support for Responsive Education Solutions' (ResponsiveEd) application to establish an open-enrollment public charter school in West Little Rock, referred to Quest Middle School of West Little Rock. ResponsiveEd currently operates over 60 charter schools in Texas and Arkansas and has a proven track record of providing highly-qualified teachers to enable their students to successfully pursue their academic studies.

I am committed to a strong educational system that prepares our children for success. Education is one of the keys to our nation's success, and each student deserves a rich, challenging curriculum to prepare them for a successful future. ResponsiveEd's Quest Middle School anticipates serving grades 6 – 8 with approximately 220 students in its first year of operation, and then intends to expand by adding one or more grades per year for enrollment in grades 6 – 12 of approximately 460 students. I believe the establishment of a new charter middle/high school in West Little Rock would provide parents with an additional option to provide the best possible education for their children and ensure a quality education for Arkansas's students.

Again, I urge you to support ResponsiveEd's application for Quest Middle School of West Little Rock to further improve on education in Arkansas. I thank you for your consideration of my request and my office contact for this issue is Peter Comstock at Peter.Comstock@mail.house.gov or (202) 226-8497.

Sincerely,



Tim Griffin
Member of Congress

August 19, 2013

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 304-B
Little Rock, AR 72201

Re: Support for Application of Quest Middle School of West Little Rock, an Open-Enrollment Public Charter School

To Whom It May Concern:

As a 1971 graduate of Parkview High School and a former teacher in Little Rock School District, I fully support Responsive Education Solutions' ("ResponsiveEd") application for a parent-initiated, open-enrollment public charter school in West Little Rock. The school is to be located within the boundaries of either the Little Rock or Pulaski County Special School Districts, and is to be referred to as Quest Middle School of West Little Rock.

I am impressed with ResponsiveEd as it operates over 60 open-enrollment public charter schools in Arkansas and Texas, with an enrollment of over 14,000 students in 2012-13. The mission of ResponsiveEd is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.

Similar to the introduction of Parkview High School to the school system in the early 1970's, the proposed campus anticipates serving grades 6 – 8 with approximately 220 students in its first year of operation. Quest Middle School of West Little Rock intends to add one or more grades a year for approximate enrollment in grades 6 – 12 of 460 students.

Quest Middle Schools are designed to produce highly motivated and capable learners who intend to excel in high school and college. Its administrators and teachers care about students and have a passion to see them reach their full potential. To realize this, they combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction. Quest has created an environment of learning that stimulates intellectual curiosity and rewards achievement.

This school appears to be in line with Dr. Suggs guiding principles for the Little Rock School District. Excellent education is the key to individual, family, regional and state economic development. Because every student, no matter his/her Zip Code, deserves excellent, accessible public education, I strongly encourage you to approve the application for Quest Middle School of West Little Rock.

Sincerely,



DELTA DENTAL OF ARKANSAS
Ed Choate
President & CEO
1513 Country Club Road
Sherwood, AR 72120

Telephone: 501-992-1600
Fax: 501-992-1601
Wats: 800-462-5410 ext 1601
echoate@deltadentalar.com



**"I support the establishment of Quest Middle School of West Little Rock,
a free, open-enrollment ResponsiveEd public charter school serving students in
grades six through eight."**

Name (Please print.)	City of Residence	Phone Number	Signature
John Doe	Little Rock	555-555-5555	<i>John Doe</i>
Jenni Hill	Little Rock	501-351-7541	<i>Jenni Hill</i>
Kara Stockwell	Little Rock	501-223-3423	<i>Kara Stockwell</i>
Eddie Lee	Little Rock	501-568-3759	<i>Eddie Lee</i>
Les Waite	Little Rock	501-580-1318	<i>Les Waite</i>
Jonda Rupert	Sheerwood	501-351-2528	<i>Jonda Rupert</i>
Jess White	N. Little Rock	501-350-3529	<i>Jess White</i>
Amanda Keith	Little Rock	501-773-1103	<i>Amanda Keith</i>
Sandy Hubbard	Little Rock	501-951-3232	<i>Sandy Hubbard</i>
TERREY NEW	LITTLE ROCK	501-748-5133	<i>Terrey New</i>
Katherine Moriot	Little Rock	501-748-5766	<i>Katherine Moriot</i>
Deddie Tarvin	Little Rock	501-351-3588	<i>Deddie Tarvin</i>
India Barnes	Little Rock	501.821.2562	<i>India Barnes</i>
Gina M. Leary-Jadrowski	Little Rock	501 517 0620	<i>Gina M. Leary-Jadrowski</i>
Cynthia Bennett	Little Rock	501-224-1718	<i>Cynthia Bennett</i>
Cathy Caddy	North Little Rock	501-988-5155	<i>Cathy Caddy</i>
<i>Krusten</i>	LITTLE ROCK	501-680-5105	<i>Krusten</i>
Rachel Jones	Little Rock	501-247-9122	<i>Rachel Jones</i>
Timothy Ciabocchi	Little Rock	501-772-6814	<i>Timothy Ciabocchi</i>
Vicki Kellogg	Little Rock	501-413-1132	<i>Vicki Kellogg</i>
Jud Shumate	Little Rock	501-305-9384	<i>Jud Shumate</i>



"I support the establishment of Quest Middle School of West Little Rock, a free, open-enrollment ResponsiveEd public charter school serving students in grades six through eight."

Name (Please print.)	City of Residence	Phone Number	Signature
John Doe	Little Rock	555-555-5555	John Doe
Marie McRae	Little Rock	501-224-0757	Marie McRae
Susan McRae	L.R.	501-240-9055	Susan McRae
Susan Tillemans	L Rock	660-6644	Tillemans
Tom C. Tillemans	L ROCK	501 247-4350	Tillemans
Alexandra Bule	LR	501 868 4025	Alexandra Bule
Richard Thompson	Little Rock	501-868-7614	Richard Thompson
DeDee Polite	L.R.	501 658-7887	DeDee Polite
Mark Fornum	LR	501 580 0550	Mark Fornum
Sally Fornum	LR	501 340 1006	Sally Fornum
Virginia Nelson	LR	581-944-6333	Virginia Nelson
James Nelson	LR	581-944-6333	James Nelson
Nicole Lashbrook	LR	501-868-4894	Nicole Lashbrook
LAWRENCE Diane Draz	LR	501-350-7047	LAWRENCE
Sherry Shelton	LR	501-570-0109	Sherry Shelton
Daniel Shelton	LR	501-570-0109	Daniel Shelton
Raven Scales	LR	501-570-0109	Raven Scales
Tom Tillemans	LR	501-868-6214	Tom Tillemans
Aubrey Harton	LR	501-868-2681	Aubrey Harton
JAY HARTON	LR	501-868-2681	JAY HARTON
AJL	LR	501-680-4449	AJL



"I support the establishment of Quest Middle School of West Little Rock, a free, open-enrollment ResponsiveEd public charter school serving students in grades six through eight."

Name (Please print.)	City of Residence	Phone Number	Signature
John Doe	Little Rock	555-555-5555	<i>John Doe</i>
Louis Trepper	Little Rock	501-626-2365	<i>Louis Trepper</i>
Michelle Heller	Little Rock	501-626-2367	<i>Michelle Heller</i>
BRAD SCHUBERT	LITTLE ROCK	501 2474614	<i>Brad Schubert</i>
Crystal Schubert	Little Rock	507-247-3283	<i>Crystal Schubert</i>
Amanda Mener	Little Rock	5076734099	<i>Amanda Mener</i>
Tim Must	LR	519-0513	<i>Tim Must</i>
Bryan Salerno	Little Rock	5015298685	<i>Bryan Salerno</i>
Heather Abed	Little Rock	5018681105	<i>Heather Abed</i>
Steve Abed	Little Rock	5018681105	<i>Steve Abed</i>
Kristen Hayden	Little Rock	501-868-7811	<i>Kristen Hayden</i>
Randy Hayden	Little Rock	501-868-7811	<i>Randy Hayden</i>
Jenna Seaw	Little Rock	5019600446	<i>Jenna Seaw</i>
Donna Wong	Little Rock	5014547619	<i>Donna Wong</i>
Jennifer Kitchens	Little Rock	501-351-0587	<i>Jennifer Kitchens</i>
Kim Salerno	Little Rock	501 868 8908	<i>Kim Salerno</i>
Kay Mueller	Little Rock	501-223-2548	<i>Kay Mueller</i>
Kristen McConnell	Little Rock	501-217-0475	<i>Kristen McConnell</i>
Kendra Harper	Little Rock	501-392-9362	<i>Kendra Harper</i>
Wendy Lynn	Little Rock	501-227-5966	<i>Wendy Lynn</i>
Natalie Valavero	LR	626-9260	<i>Natalie Valavero</i>

ATTACHMENT 5

2014-2015 Calendar

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of the Little Rock 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. 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.

2014-2015 Daily Schedule

Period	Time	Instructional Minutes
Journal Writing or Grammar Warm-Ups / Announcements	8:00 a.m. – 8:10 a.m.	10
Period 1	8:15 a.m. – 9:05 a.m.	50
Period 2	9:10 a.m. – 10:00 a.m.	50
Period 3	10:05 a.m. – 10:55 a.m.	50
Lunch A	10:55 a.m. – 11:25 a.m.	
Period 4 (B Lunch Students)	11:00 a.m. – 11:50 a.m.	50
Period 4 (A Lunch Students)	11:30 a.m. – 12:20 p.m.	50
Lunch B	11:50 a.m. – 12:20 p.m.	
Period 5	12:25 p.m. – 1:15 p.m.	50
Period 6	1:20 p.m. – 2:10 p.m.	50
Period 7	2:15 p.m. – 3:05 p.m.	50
		410

ATTACHMENT 6

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015	Salary 2014-2015	2015-2016	Salary 2015-2016
<i>Line#</i>	List Positions	No. FTEs		No. FTEs	
1	State Director	0.25	\$90,000.00	0.25	\$90,000.00
2	Campus Director/Principal	1	\$65,000.00	1	\$65,000.00
3	Campus Secretary	1	\$30,000.00	1	\$30,000.00
4					
5					
6					
7	Subtotal:		\$117,500.00		\$117,500.00
8	Fringe Benefits (rate used 31%)		\$36,671.75		\$36,671.75
9	Total Administration:		\$154,171.75		\$154,171.75

Regular Classroom Instruction:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
10	Teachers	12.12	\$41,234.00	15.26	\$41,234.00
11	Aides	2.09	\$23,850.00	2.61	\$23,850.00
12	Subtotal:		\$549,602.58		\$691,479.34
13	Teacher Fringe Benefits (rate used 31%)		\$155,973.87		\$196,382.95
14	Aide Fringe Benefits (rate used 31%)		\$15,557.09		\$19,427.76
15	Total Regular Classroom Instruction:		\$721,133.55		\$907,290.04

Special Education:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
16	Teachers	1.05	\$43,234.00	1.36	\$43,234.00
17	Aides	0.84		1.1	
18	Subtotal:		\$45,395.70		\$58,798.24
19	Teacher Fringe Benefits (rate used 31%)		\$14,168.00		\$18,350.93
20	Aide Fringe Benefits (rate used 31%)		\$0.00		\$0.00
21	Total Special Education:		\$59,563.70		\$77,149.17

Gifted and Talented Program:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 WAIVER		
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used _____)		
49 Total Guidance Services:		

Health Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 WAIVER		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

		2014-2015		2015-2016	
	List Positions	No. FTEs		No. FTEs	
58	WAIVER				
59					
60					
61					
62					
63	Subtotal:				
64	Fringe Benefits (rate used _____)				
65	Total Media Services:				

Fiscal Services:

		2014-2015		2015-2016	
	List Positions	No. FTEs		No. FTEs	
66					
67					
68					
69					
70					
71	Subtotal:				
72	Fringe Benefits (rate used _____)				
73	Total Fiscal Services:				

Maintenance and Operation:

		2014-2015		2015-2016	
	List Positions	No. FTEs		No. FTEs	
74					
75					
76					
77					
78					
79	Subtotal:				
80	Fringe Benefits (rate used _____)				
81	Total Maintenance and Operation:				

Pupil Transportation:

		2014-2015		2015-2016	
	List Positions	No. FTEs		No. FTEs	
82					
83					
84					
85					
86					
87	Subtotal:				
88	Fringe Benefits (rate used _____)				
89	Total Pupil Transportation:				

Food Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions		
91		
92		
93		
94		
95 Subtotal:		
96 Fringe Benefits (rate used _____)		
97 Total Food Services:		

Data Processing:

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions		
99		
100		
101		
102		
103 Subtotal:		
104 Fringe Benefits (rate used _____)		
105 Total Data Processing:		

Substitute Personnel:

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of Certified Substitutes <u>1</u>	0.285	0.355
107 Number of Classified Substitutes _____		
108 Subtotal:	\$11,751.69	\$14,638.07
109 Certified Fringe Benefits (rate used <u>31%</u>)	\$3,667.70	\$4,568.54
110 Classified Fringe Benefits (rate used _____)		
111 Total Substitute Personnel:	\$15,419.39	\$19,206.61

TOTAL EXPENDITURES FOR SALARIES:

112	\$950,288.39	\$1,157,817.57
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>220</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$1,434,620.00</u>	
2	No. of Students <u>220</u> x <u>\$44.00</u> Professional Development	<u>\$9,680.00</u>	
3	No. of Students <u>173</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$178,709.00</u>	
4	No. of Students <u>209</u> x <u>\$105.00</u> Other: <i>Explain Below</i>	<u>\$21,945.00</u>	
5	<u>Child Nutrition Program</u>		
2015-2016			
6	No. of Students <u>275</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,793,275.00</u>
7	No. of Students <u>275</u> x <u>\$44.00</u> Professional Development		<u>\$12,100.00</u>
8	No. of Students <u>216</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$223,128.00</u>
9	No. of Students <u>261</u> x <u>\$105.00</u> Other: <i>Explain Below</i>		<u>\$27,405.00</u>
10	<u>Child Nutrition Program</u>		
11	Total State Charter School Aid:	<u><u>\$1,644,954.00</u></u>	<u><u>\$2,055,908.00</u></u>
 Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	<u>Through other grants, or ResponsiveEd</u>	<u>\$300,000.00</u>	<u>\$100,000.00</u>
16	Total Other Sources of Revenues:	<u><u>\$300,000.00</u></u>	<u><u>\$100,000.00</u></u>
17	TOTAL REVENUES:	<u><u>\$1,944,954.00</u></u>	<u><u>\$2,155,908.00</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$154,171.75</u>	<u>\$154,171.75</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Legal Fees- AR Public School Resource Center</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
20	V - AD 2 <u>Administration Fee- ResponsiveEd</u>	<u>\$0.00</u>	<u>\$0.00</u>
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$9,360.00</u>	<u>\$11,450.00</u>
25	Equipment	<u>\$6,210.00</u>	<u>\$6,210.00</u>
	Other (List Below)		
26	Travel	<u>\$750.00</u>	<u>\$750.00</u>
27	Staff Development	<u>\$2,340.00</u>	<u>\$2,863.00</u>
28	Marketing	<u>\$2,000.00</u>	<u>\$2,000.00</u>
29	Miscellaneous	<u>\$2,250.00</u>	<u>\$2,250.00</u>
30	_____		
31	Total Administration:	<u><u>\$182,081.75</u></u>	<u><u>\$184,694.75</u></u>

Regular Classroom Instruction:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$721,133.55</u>	<u>\$907,290.04</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>AR Public School Resource Center, Other</u>	<u>\$2,000.00</u>	<u>\$2,000.00</u>
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	<u>\$14,744.00</u>	<u>\$18,467.00</u>
39	Equipment	_____	_____
	Other (List Below)		
40	Textbooks	<u>\$26,125.00</u>	<u>\$32,656.00</u>
41	Reading Materials	<u>\$627.00</u>	<u>\$784.00</u>
42	Testing Materials	<u>\$1,045.00</u>	<u>\$1,306.00</u>
43	Student Travel	<u>\$1,000.00</u>	<u>\$1,000.00</u>
44	End of Year and Student Incentives	<u>\$3,344.00</u>	<u>\$4,181.00</u>
45	Total Regular Classroom Instruction:	<u><u>\$770,018.55</u></u>	<u><u>\$967,684.04</u></u>

Special Education:			
46	Salaries and Benefits	<u>\$59,563.70</u>	<u>\$77,149.17</u>
	Purchased Services - List Vendors Below		
47	V - SE1 _____	_____	_____
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	<u>\$627.00</u>	<u>\$784.00</u>
53	Equipment	_____	_____
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u><u>\$60,190.70</u></u>	<u><u>\$77,933.17</u></u>

Gifted and Talented Program:			
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>WAIVER</u>	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	_____	_____

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 WAIVER	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	Supplies/other included with regular ed.	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	=====	=====

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1 Not budgeted until Federal grant awarded.	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	=====	=====

Guidance Services:

102	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1 Guidance Counseling	\$1,000.00	\$1,000.00
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	=====	=====

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Health Screening</u>	<u>\$12,540.00</u>	<u>\$15,675.00</u>
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	<u><u>\$12,540.00</u></u>	<u><u>\$15,675.00</u></u>

Media Services:			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 <u>WAIVER</u>		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:		

Fiscal Services:			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 <u>B&D Consulting (Chris Bell)</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
146	V - FS2 <u>Audit</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	Total Fiscal Services:	<u><u>\$12,000.00</u></u>	<u><u>\$12,000.00</u></u>

Maintenance and Operation:

2014-2015 Amount:

2015-2016 Amount:

158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Janitorial	\$28,800.00	\$28,800.00
160	V - MO2 Repairs & Maintenance	\$11,000.00	\$11,000.00
161	V - MO3 Utilities	\$72,000.00	\$72,000.00
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	\$6,500.00	\$6,500.00
165	Equipment	_____	_____
	Other (List Below)		
166	Miscellaneous	\$1,000.00	\$1,000.00
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	\$119,300.00	\$119,300.00

Pupil Transportation:

172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 Bus Service	\$99,000.00	\$99,000.00
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
	Other (List Below)		
180	_____	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	\$99,000.00	\$99,000.00

Food Services:

186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 Child Nutrition Program	\$21,945.00	\$27,431.00
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
	Other (List Below)		
194	_____	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	\$21,945.00	\$27,431.00

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Data Services, Internet</u>	<u>\$4,800.00</u>	<u>\$4,800.00</u>
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials		
207	Equipment	<u>\$44,673.75</u>	<u>\$12,375.00</u>
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	<u><u>\$49,473.75</u></u>	<u><u>\$17,175.00</u></u>
Substitute Personnel:			
214	Salaries and Benefits	<u>\$15,419.39</u>	<u>\$19,206.61</u>
	Purchased Services - List Vendors Below		
215	V - SB1 _____	_____	_____
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	<u><u>\$15,419.39</u></u>	<u><u>\$19,206.61</u></u>
Facilities:			
221	Lease/Purchase Contract for One Full Year	<u>\$496,386.00</u>	<u>\$496,386.00</u>
	Facility Upgrades - List Upgrades Below		
222	(upgrade to lessor, included in lease)		
223	<u>Furniture & Equipment</u>	<u>\$41,800.00</u>	<u>\$11,000.00</u>
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	<u>\$4,000.00</u>	<u>\$4,000.00</u>
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	<u><u>\$542,186.00</u></u>	<u><u>\$511,386.00</u></u>

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	N/A		
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	=====	=====
	Other Expenditures:		
	List Other Expenditures Below		
235	Security	\$2,000.00	\$2,000.00
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	=====	=====
242	Net Revenue over Expenditures:	=====	=====

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

ATTACHMENT 7

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Two Rahling Centre, LLC

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:

The building is presently vacant and was constructed about three years ago.

Address of Premises: 1815 Rahling Road, Little Rock, AR 72223

Square Footage: 22,563

Terms of Lease: Ten (10) year lease period

Rental Amount: \$41,365.50/mo.; \$496,386.00/yr

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2013

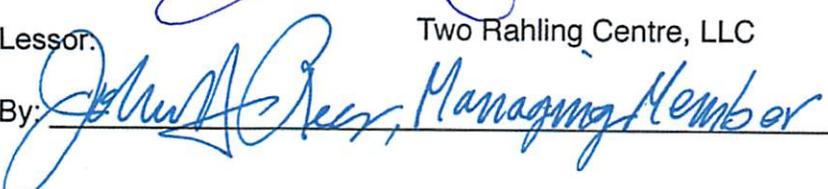
Statutory Language Concerning No Indebtedness:

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions

By:  Date 8-27-13

Lessor: Two Rahling Centre, LLC

By:  Date 8-21-13

ATTACHMENT 8

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
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 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 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 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 schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

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

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
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 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code 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 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 confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Marvin L. Reynolds
Signature of President of the Sponsoring Entity Board of Director

08/28/2013
Date

MARVIN L. REYNOLDS
Printed Name

ATTACHMENT 9

Table 1

School	Advanced/Proficient in Literacy			Advanced/Proficient in Math		
	2011-12	2012-13	Difference	2011-12	2012-13	Difference
Cloverdale Conversion Charter	45	43	-2	41	33	-8
Dunbar	73	69	-4	53	48	-5
Forest Heights	49	51	+2	43	38	-5
Henderson	54	45	-9	41	36	-5
Mabelvale	60	52	-8	52	45	-7
Mann Arts and Science Magnet	75	75	-	69	67	-2
Pulaski Heights	83	80	-3	74	70	-4

Table 2

	Enrollment	% FRL	% Minority	% Black	% Hispanic	% White	% Other
Cloverdale Middle School (LRSD)	704	90%	97%	77%	20%	3%	0%
Dunbar Magnet Middle School (LRSD)	735	81%	93%	84%	8%	7%	1%
Mabelvale Middle School (LRSD)	652	84%	93%	81%	12%	7%	1%
Pulaski Heights Middle School (LRSD)	780	44%	55%	50%	2%	45%	3%
Forest Heights Middle School (LRSD)	523	85%	91%	85%	4%	9%	2%
Henderson Middle School (LRSD)	708	90%	95%	85%	8%	5%	2%
Little Rock SD	23,594	72%	81%	67%	22%	19%	3%
Joe T. Robinson Middle School (PCSSD)	438	53%	51%	37%	8%	49%	5%
Pulaski County Special SD	17,245	57%	55%	43%	6%	45%	5%
Pulaski Co. 3-District ¹	-	66%	69%	57%	9%	31%	4%
Arkansas	-	61%	36%	21%	10%	64%	5%

¹ Little Rock School District, North Little Rock School District, and Pulaski County School District

Table 3

	Population	% Below Poverty Level	% Minority	% Black	% Hispanic	% White	% Other
Little Rock	196,537	17.8%	58.4%	42.3%	6.8%	46.7%	4.9%
Pulaski County	388,953	16.7%	46.3%	35.5%	6.0%	54.6%	4.8%
Arkansas	2,949,131	18.4%	26.8%	15.6%	6.8%	73.9%	4.4%

Table 4: Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth ²
Cloverdale Middle School (LRSD) ³	90%	97%	35%	41%	41%	41%	33%	-2%
Dunbar Magnet Middle School (LRSD)	81%	93%	60%	54%	57%	53%	48%	-12%
Mabelvale Middle School (LRSD)	84%	93%	47%	53%	47%	52%	45%	-2%
Pulaski Heights Middle School (LRSD)	44%	55%	71%	79%	74%	74%	70%	-1%
Forest Heights Middle School (LRSD)	85%	91%	38%	44%	42%	43%	38%	0%
Henderson Middle School (LRSD)	90%	95%	37%	34%	37%	41%	36%	-1%
Little Rock SD ⁴	72%	81%	52%	53%	52%	54%	49%	-3%
Joe T. Robinson Middle School (PCSSD)	53%	51%	65%	68%	66%	72%	70%	+5%
Pulaski County Special SD ⁵	57%	55%	58%	60%	60%	64%	59%	+1%
LISA Academy-West	35%	74%	89%	84%	84%	83%	77%	-12%
Pulaski Co. 3-District Avg.	66%	69%	55%	56%	56%	58%	54%	-1%
Arkansas	61%	36%	73%	75%	77%	78%	71%	-2%

² Growth measured from 2008-08 to 2012-13

³ Formerly Cloverdale Aerospace Technology Charter School (District conversion charter school) in 2010-11 and 2011-12

⁴ Grades 6 – 8 average

⁵ Grades 6 – 8 average

Table 5: Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth⁶
Cloverdale Middle School (LRSD)	90%	97%	30%	37%	35%	45%	43%	+13%
Dunbar Magnet Middle School (LRSD)	81%	93%	56%	67%	66%	72%	69%	+13%
Mabelvale Middle School (LRSD)	84%	93%	44%	50%	50%	60%	52%	+8%
Pulaski Heights Middle School (LRSD)	44%	55%	71%	81%	79%	83%	80%	+9%
Forest Heights Middle School (LRSD)	85%	91%	41%	47%	47%	49%	51%	+10%
Henderson Middle School (LRSD)	90%	95%	40%	45%	43%	54%	45%	+5%
Little Rock SD ⁷	72%	81%	52%	53%	52%	54%	60%	+8%
Joe T. Robinson Middle School (PCSSD)	53%	51%	60%	62%	63%	75%	70%	+10%
Pulaski County Special SD ⁸	57%	55%	56%	62%	60%	71%	65%	+9%
LISA Academy—West	35%	74%	93%	89%	88%	90%	84%	-9%
Pulaski Co. 3-District Avg.	66%	69%	55%	56%	56%	58%	62%	+7%
Arkansas	61%	36%	68%	73%	75%	82%	76%	+8%

⁶ Growth measured from 2008-08 to 2012-13

⁷ Grades 6 – 8 average

⁸ Grades 6 – 8 average

Table 6: Similar Schools to Forest Heights Middle School and Henderson Middle School, Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

School	Distri ct	Grad es	Enrol l- ment	% FRL	% Minor ity	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	Grow th
Belair Middle School	Pine Bluff SD	6-7	298	89%	97%	38%	53%	57%	50%	40%	+2%
Lakeside Middle School	Lakeside SD-	6-8	228	100%	87%	54%	57%	53%	55%	61%	+7%
Ridgeroad Middle School	North Little Rock SD	6-8	693	91%	88%	43%	47%	49%	53%	54%	+11%
Robert F. Morehead Middle School ⁹	Dollarway SD	6-8	308	92%	91%	35%	45%	50%	57%	46%	+11%
Southeast Middle School	Pine Bluff SD	6-7	389	85%	98%	49%	60%	56%	56%	57%	+8%
	Weighted Average			91%	92%	43%	51%	52%	54%	52%	+9%
Forest Heights Middle School	Little Rock SD	6-8	523	85%	91%	38%	44%	42%	43%	38%	0%
Henderson Middle School	Little Rock SD	6-8	708	90%	95%	37%	34%	37%	41%	36%	-1%

⁹ Previously Dollarway Middle School

Table 7: Similar Schools to Forest Heights Middle School and Henderson Middle School, Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enrollment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Belair Middle School	Pine Bluff SD	6-7	298	89%	97%	34%	41%	39%	55%	46%	+12%
Lakeside Middle School	Lakeside SD-	6-8	228	100%	87%	55%	59%	63%	73%	68%	+13%
Ridgeroad Middle School	North Little Rock SD	6-8	693	91%	88%	44%	47%	51%	66%	52%	+8%
Robert F. Morehead Middle School	Dollarway SD	6-8	308	92%	91%	28%	43%	44%	60%	57%	+29%
Southeast Middle School	Pine Bluff SD	6-7	389	85%	98%	37%	54%	52%	57%	55%	+18%
	Weighted Average			91%	92%	40%	48%	50%	62%	54%	+14%
Forest Heights Middle School	Little Rock SD	6-8	523	85%	91%	41%	47%	47%	49%	51%	+10%
Henderson Middle School	Little Rock SD	6-8	708	90%	95%	40%	45%	43%	54%	45%	+5%

Table 8: Similar Schools to Joe T. Robinson Middle School, Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enrollment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Elmwood Middle School	Rogers SD	6-8	881	58%	45%	77%	79%	81%	84%	79%	+2%
Goza Middle School	Arkadelphia SD	6-8	465	57%	43%	74%	77%	79%	81%	79%	+5%
Kirksey Middle School	Rogers SD	6-8	859	56%	49%	77%	82%	83%	82%	80%	+3%
Maumelle Middle School	Pulaski County Special SD	6-8	884	45%	48%	63%	67%	67%	71%	64%	+1%
Sylvan Hills Middle School	Pulaski County Special SD	6-8	890	55%	55%	52%	55%	60%	75%	62%	+10%
	Weighted Average			54%	49%	68%	71%	73%	78%	72%	+4%
Joe T. Robinson Middle School	Pulaski County Special SD	6-8	438	53%	51%	65%	68%	66%	72%	70%	+5%

Table 9: Similar Schools to Joe T. Robinson Middle School, Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enrollment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Elmwood Middle School	Rogers SD	6-8	881	58%	45%	81%	84%	83%	88%	88%	+7%
Goza Middle School	Arkadelphia SD	6-8	465	57%	43%	64%	74%	75%	84%	76%	+12%
Kirksey Middle School	Rogers SD	6-8	859	56%	49%	79%	84%	88%	88%	88%	+9%
Maumelle Middle School	Pulaski County Special SD	6-8	884	45%	48%	59%	67%	65%	78%	76%	+17%
Sylvan Hills Middle School	Pulaski County Special SD	6-8	890	55%	55%	56%	65%	66%	84%	69%	+13%
	Weighted Average			54%	49%	68%	75%	75%	84%	80%	+12%
Joe T. Robinson Middle School	Pulaski County Special SD	6-8	438	53%	51%	60%	62%	63%	75%	70%	+10%