



# ARKANSAS DEPARTMENT OF EDUCATION

## **AGENDA CHARTER AUTHORIZING PANEL**

October 16, 2014

Arkansas Department of Education

ADE Auditorium

8:30 AM

Back  Print

### **Action Agenda**

#### **A-1 Hearing of Open-Enrollment Public Charter School Application: Ozark Montessori Academy, Springdale, Arkansas**

*Ozark Montessori Academy is a proposed open-enrollment public charter school to be located within the Springdale School District. The sponsoring entity is Ozark Education, Inc. Students in grades K-8 will be served with a maximum enrollment of 280. The applicant has notified affected districts of this proposed public charter school. The applicant is requesting to be granted an open-enrollment charter.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.*

*Presenter: Cindy Hogue*

#### **A-2 Hearing of Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School, Redfield, Arkansas**

*Redfield Tri-County Charter School is a proposed open-enrollment public charter school to be located within the White Hall School District. The sponsoring entity is Redfield Tri-County Charter School. Students in grades 5-12 will be served with a maximum enrollment of 375. The applicant has notified affected districts of this proposed public charter school. The applicant is requesting to be granted an open-enrollment charter.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.*

*Presenter: Cindy Hogue*

#### **A-3 Hearing of Open-Enrollment Public Charter School Application: Rockbridge Montessori School, Little Rock, Arkansas**

*Rockbridge Montessori School is a proposed open-enrollment public charter school to be located within the Little Rock School District. The sponsoring entity is Rockbridge Montessori School. Students in grades K-8*

*will be served with a maximum enrollment of 325. The applicant has notified affected districts of this proposed public charter school. The applicant is requesting to be granted an open-enrollment charter.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.*

**Presenter:** *Cindy Hogue*

2014-2015 Application Cycle

# **Ozark Montessori Academy Summary**

Ozark Montessori Academy

Springdale, Arkansas

## Ozark Montessori Academy

**Sponsoring Entity:** OZARK EDUCATION, INC.  
**IRS Status:** 501(c)(3) non-profit status  
**Grade Levels:** K-8  
**Student Enrollment Cap:** 280  
**Address of Proposed Charter:** 922 E. Emma Ave, Springdale AR 72765

### Mission Statement

The mission of Ozark Montessori Academy is to empower diverse K-8 students to become independent, creative, and socially responsible learners through adherence to the principles and models of instruction set forth by Maria Montessori.

### Information on the School District in Which the Charter Would Be Located

Springdale School District

67.34% free and reduced-price lunch (2013-2014)

Needs Improvement School District (ESEA 2013)-Literacy and Mathematics

### Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The sentence "Students will be assigned to grade level in accordance with Arkansas kindergarten admission cutoff, e.g., age 5 on or before September 15th." Note: In Arkansas the date for kindergarten admission cutoff, e.g., age 5 on or before is August 1<sup>st</sup>.

### Documentation Provided in Support of the Charter

#### Petition of Support Included in Application

19 Signatures

#### Letters of Support Included in Application

Representative Micah S. Neal	Arkansas House of Representative
Kathy Smith	Senior Program Officer, Walton Family Foundation
Eddie Cantu	Pastor, Centro Cristiano Hispano
Carolyn Mendoza	Parent
Theresa Saenz	Parent

2014-2015 Application Cycle

# ADE

# Evaluation and

# Applicant

# Responses

Ozark Montessori Academy

Springdale, Arkansas

# OZARK MONTESSORI ACADEMY

## PART A GENERAL INFORMATION

Sponsoring Entity: **OZARK EDUCATION, INC.**  
IRS Status: **501(c)(3) non-profit status**  
Grade Levels: **K-8**  
Student Enrollment Cap: **280**  
Address of Proposed Charter: **922 E. Emma Ave, Springdale AR 72765**

## PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

### *Evaluation Criteria:*

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

**Fully Responsive**

## **PART B EXECUTIVE SUMMARY**

The Arkansas Department of Education requires all applicants to include an executive summary.

### *Evaluation Criteria:*

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

## **PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER**

### **C1: PUBLIC HEARING RESULTS**

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### *Evaluation Criteria:*

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

**Fully Responsive**

## **C2: GOVERNING STRUCTURE**

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

### ***Evaluation Criteria:***

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

**Fully Responsive**

## **C3: MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### ***Evaluation Criteria:***

- A mission statement that is clear and succinct

**Fully Responsive**

## C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### *Evaluation Criteria:*

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

### **Fully Responsive**

### **Concerns and Additional Questions**

Explain how the assessment, class assignment, advancements, and grade level and data recording will be monitored and implemented in mixed age grouping.

- **Grade level and class assignments:** Students will be assigned to grade level in accordance with Arkansas kindergarten admission cutoff, e.g., age 5 on or before September 15th. Students will automatically promote to the next grade cohort the following fall. In general, academic retention or, by contrast, skipping grades, is discouraged in the Montessori model as teachers are trained to differentiate for all levels of learning in their classroom. Montessori teachers pull materials from lower or higher classroom levels if a student's ability level falls outside of the three-year age span of the group. Grade skipping or retention is advised primarily based on social development indicators. In the rare event that a developmental or academic need for retention or grade-skipping is determined, a team to include the Program Director, SPED teacher, PLC Leader, Counselor, classroom teacher, and parents/guardians will be assembled to make a determination.
- **Grade Level Distribution.** Grade cohorts will be randomly and equally divided into mixed-age classrooms. See the table below:

	GRADE 1	GRADE 2	GRADE 3	TOTAL CLASS SIZE
MIXED CLASSROOM A	8	7	7	22
MIXED CLASSROOM B	7	8	8	23
TOTAL AGE COHORT	15	15	15	

**• Assessment.**

- 1. Formative:** Formative assessments of individual students will be conducted through classroom observations and notated on the Montessori Compass software application—an online gradebook that aligns Montessori curriculum with the CCSS—as described on pages 22-23 of the application. In addition, STAR Reading and Math assessments will be administered to individual students in their classrooms throughout the year to monitor individual and group progress on CCSS skills.
- 2. Summative:** Students will be assessed individually in the classroom for Dibels, STAR, and Technology Portfolios. For standardized assessments, i.e. CCSS, Benchmark, and ITBS, students will be divided by traditional grade levels, determined by birthdays, for test administration by Arkansas-certified teachers.

**• Data collection and monitoring:** Test data will be stored on the Arkansas Public School Computer Network system by individual (birthday-based) grade level in keeping with traditional public school protocol, and monitored accordingly. Individual test scores will also be recorded in each student’s Personal Work Plan to inform teacher lesson planning and parent conferences. The Program Director will monitor student scores by traditional grade level cohort, and also by mixed-age classroom to evaluate traditional grade level progress as well as mixed-grade classroom achievement and teacher effectiveness. Grade level progress monitoring will inform school-wide curricular planning and decision-making. Mixed-grade, teacher effectiveness monitoring will inform administrative decisions about teaching assignments and professional development.

## **C5: ACADEMIC ACHIEVEMENT GOALS**

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

### ***Evaluation Criteria:***

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

**Fully Responsive**

## **C6: EDUCATIONAL PROGRAM**

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### ***Evaluation Criteria:***

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

**Fully Responsive**

## C7: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### *Evaluation Criteria:*

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

### *Evaluation Criteria:*

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

**Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)**

### Concerns and Additional Questions

#### **Guidance Program:**

**Explain how the charter will retain a counselor in the event that the waiver is not approved.**

In the event a waiver is not approved, the charter will staff a .5 Arkansas-certified counselor at a salary commensurate with the SPED teacher salary for the first two years of operation. To prevent this added expense from putting us at financial risk, we would eliminate one bus purchase and one driver position for the first two years, possibly reducing our ability to achieve our mission by accommodating student

transportation needs. For this reason, a waiver is requested based on the plan to accommodate student needs described in the application and below:

Explain who is responsible for referring a child for help in the event the counselor is not available. Explain who “responsible staff” are and how it is determined which staff receive training on crisis management.

All certified staff will be responsible to refer students who demonstrate need of counseling services indicated by emotional instability, inappropriate behavior, or disclosure of personal issues that indicate a need for professional support or intervention. If the staff member suspects abuse, that staff will be required to follow all Mandatory Reporting laws. However, if the staff member does not suspect abuse but does observe that the child is in need of support beyond that provided by the supportive Montessori learning environment, then the staff member will bring the issue to the attention of the Program Director. The Program Director may refer the student for outside professional counseling or social services directly (with signed permission from the parents/guardian), or, if a need for professional referral is not indicated, work with other Leadership Team members to provide support services available internally (i.e., ELL, SPED, mentor, other supportive staff trained in Crisis Management). If the Program Director is unavailable, this responsibility will fall on the Dean of Students and/or a designated Leadership Team member.

Crisis Management training will be provided to the Leadership Team by a licensed professional counselor (LPC) with experience and training in child and adolescent psychology. In addition to providing staff training, the LPC trainer will be contracted to assist the Program Director in creating a Plan of Action for screening and intervention for students in need of counseling services.

A budget line item of \$1,000 for this training and planning will be added to the budget under “Guidance Services” and subtracted from “Net Revenue.”

Explain who will perform the duties of the counselor as described in this section if a waiver is granted and there is not a counselor in place for the first two years of operation.

The text below is taken from the Public School Student Services Act of 2011, which describes the duties of the Guidance Counselor. The duty assignments for OMA’s first two years of operation are in italics:

(1) Guidance and counseling services, which shall include, but are not limited to:

(A) *The availability of individual and group counseling to all students; OMA will partner with the following service provider to offer on- and off-campus counseling services:*

*Ozark Guidance Center*

*School-Based Program  
Springdale, AR*

*Therapists will bill Medicaid/ARKids as well as private insurers for services. Uninsured patient services will be provided using available community support and sliding-scale fee services.*

**(B)** Orientation programs for new students at each level of education and for transferring students; *An orientation program will be developed by the Leadership Team and implemented by all certified staff prior to the first day of school, and by the Program Director and Administrative Assistant for students who are admitted on or after the first day of school.*

**(C)** Academic advisement for class selection by establishing academic goals in elementary, middle, and high school; *At OMA, instruction is individualized at the classroom level through the eighth grade. As part of their Montessori training, classroom teachers will assist students in establishing academic goals through a Personal Work Plan. PWP's will be implemented at the classroom level, including any variation of learning plan or curricular selections.*

**(D)** Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs; *the Program Director and Leadership Team*

**(E)** Utilization of student records and files; *Program Director and all certified staff in accordance with HIPAA requirements.*

**(F)** Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community; *Leadership Team*

**(G)** The following up of early school dropouts and graduates; *NA*

**(H)** A school-initiated system of parental involvement; *Leadership Team*

**(I)** An organized system of informational resources on which to base educational and vocational decision making; *Leadership Team*

**(J)** Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students; *Program Director and all certified staff*

**(K)** Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests; *NA*

(L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and *Leadership Team and teachers*

(M) Guidance in understanding the relationship between classroom performance and success in school; *All certified staff*

**Transportation:**

Explain the possible conflict of interest in encouraging students to enroll in an after school program owned and operated by the charter’s sponsoring entity.

The sponsor entity will partner with a local service provider to offer an on-campus after-school program option. The sponsoring entity will use fair, open, and ethical procurement practices to find the highest quality service at an affordable price for families. The service provider must be a DHS-licensed provider that accepts DHS childcare assistance vouchers, a sliding fee scale, or other subsidized funding to accommodate low-income families so no child is turned away for inability to pay. In the event that no bidders come forward after a due diligence search and a public ad in the Legal section of the local newspaper, the sponsoring entity will offer services that meet the necessary criteria. In this event, a separate bank account will be opened for the program, and all fees for service, grants, and donations collected by the program will be used to fund and better the program including staffing, materials, and equipment. No mixing of charter funds occur, however, staff employed by the charter may be hired by the after-school program under separate contract. Also, a partnership for shared space may mutually benefit both the school and the after-school program.

**C9: GEOGRAPHICAL SERVICE AREA**

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

***Evaluation Criteria:***

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

**Fully Responsive**

## **C10: ANNUAL PROGRESS REPORTS**

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### *Evaluation Criteria:*

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

## **C11: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

### *Evaluation Criteria:*

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

**Fully Responsive**

## **C12: PRIOR CHARTER INVOLVEMENT**

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

### *Evaluation Criteria:*

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## C13: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### *Evaluation Criteria:*

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

### **Fully Responsive**

### **Concerns and Additional Questions**

Provide the accepted subject area for the bachelor's degree for the Dean of Students. Provide a line item in budget for the dean of students.

Dean of Students candidates possessing a bachelor's degree from an accredited institution and with less than three years leadership experience in one of the areas described in the application (education, school transportation, school food service, or business) should have a bachelor's degree in business or a master's degree (or certificate) in Education Leadership. The ideal candidate will have a master's degree in Business or Education Leadership, as well as three years of on-the-job leadership experience in one of these areas.

Dean of Students 2017-2018 starting salary: \$45,000 - \$55,000, commensurate with experience.

## C14: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

### *Evaluation Criteria:*

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- 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;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;

- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

**Fully Responsive**

## **C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

### ***Evaluation Criteria:***

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

**Fully Responsive**

## **C16: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES**

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### ***Evaluation Criteria:***

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## **C17: FACILITIES**

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

### ***Evaluation Criteria:***

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - Members of the local board of the public school district where the charter school will be located;
  - The employees of the public school district where the charter school will be located;
  - The sponsor of the charter school; and
  - Employees, directors and/or administrators of the charter school.

**Fully Responsive**

## **C18: CONFLICTS OF INTEREST**

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

### ***Evaluation Criteria:***

Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

**Fully Responsive**

## **C19: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

### ***Evaluation Criteria:***

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

**Fully Responsive**

### **Concerns and Additional Questions**

Confirm that the charter will meet all USDA and Arkansas Nutrition guidelines.

Ozark Montessori Academy will meet all USDA and Arkansas Nutrition guidelines.

The budget indicates that a food service vendor has been secured. Confirm that all federal bidding and procurement laws are followed in securing a vendor.

Ozark Education, Inc., follows all federal bidding and procurement laws in securing vendors.

## **C20: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### ***Evaluation Criteria:***

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

**Fully Responsive**

## **C21: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

### ***Evaluation Criteria:***

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and fulfilling the charter's mission

### **Concerns and Additional Questions**

**SEE LEGAL COMMENTS**

## **C22: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### ***Evaluation Criteria:***

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

### **Concerns and Additional Questions**

**SEE LEGAL COMMENTS**

## **C23: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### ***Evaluation Criteria:***

- The plan to ensure the sustainability of the charter in the future.

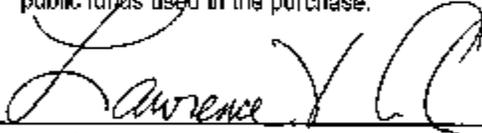
**Fully Responsive**

### **ADDITIONAL COMMENTS:**

Statement of Assurances document is not signed. Provide a signed copy of the Statement of Assurances.

**SEE BELOW.**

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.



Signature of President of the Sponsoring Entity Board of Directors

20 July 2014

Date

LAWRENCE V. ASH

Printed Name

2014-2015 Application Cycle

# **Legal Review of Waivers Requested**

Ozark Montessori Academy

Springdale, Arkansas

**Ozark Montessori Academy  
Waivers Requested in Original Application  
2014 Open Enrollment Application**

**1. Licensure**

Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom)

Ark. Code Ann. § 6-17-302 (concerning employment of certified personnel)

Ark. Code Ann. § 6-17-309 (concerning certification to each particular grade of subject matter)

Ark. Code Ann. § 6-17-401 (concerning teacher licensure requirements)

Ark. Code Ann. § 6-17-902 (concerning definition of teacher)

Ark. Code Ann. § 6-17-919 (concerning warrants void without valid teaching license and contract)

Standards for Accreditation Section 15.02 and 15.03

ADE Rules Governing Educator Licensure

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA teachers of core academic subject areas will meet the federal requirements for Highly Qualified Teachers as defined by the No Child Left Behind Act of 2001. All administrators and staff will comply with Arkansas required criminal background checks and will remain accountable to the Code of Ethics for Arkansas Educators. In non-core academic subject areas, OMA teacher applicants for full-time teaching positions who do not have a degree in their teaching assignment area or are not currently certified must show evidence of application to the Arkansas Alternative Licensure Program and/or documentation of completion or enrollment in an accredited degree program or Program of Study for teacher licensure. All OMA administrators and staff will be thoroughly trained to carry out the OMA mission and program.*

**Legal Comments:** None.

**Remaining Issues:** None

**2. Superintendent Licensure**

Ark. Code Ann. §§ 6-13-109

Ark. Code Ann. § 6-17-427

Standards for Accreditation 15.01

ADE Rules Governing the Superintendent Mentoring Program

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Program Director of OMA, reporting directly to the Board of Trustees, will lead the district and building administration of the school.*

**Legal Comments:** None.

**Remaining Issues:** None

**3. Teacher Fair Dismissal Act/ Public School Employee Fair Hearing Act**

Ark. Code Ann. §§ 6-17-1501 et seq.

Ark. Code Ann. §§ 6-17-1701 et seq.

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as the OMA employees may resign “at will,” i.e., without notice to their employer, just as OMA will have authority to dismiss employees “at will,” i.e., without notice or cause.*

**Legal Comments:** None.

**Remaining Issues:** None

**4. Minimum Salaries for Certified and Classified Staff**

Ark. Code Ann. §6-17-2203

Ark. Code Ann. § 6-17-2403

Sections 6 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Website.

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will pay certified and classified staff salaries and hourly rates commensurate with experience and competitive with salaries and rates of similar-sized schools and programs in our region.*

**Legal Comments:** None.

**Remaining Issues:** None

## 5. Start and End Dates for School Year

Ark. Code Ann. § 6-10-106

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA may extend the school calendar up to five days preceding the week of August 19 and five days following Memorial Day, not including inclement weather days, for a total of 188 school days.*

**Legal Comments:** Based upon the information provided, it appears applicant needs a waiver only of Ark. Code Ann. § 6-10-106(a)(1)(A). Please clarify.

*In response to the ADE review comments, the applicant wishes to clarify that it is requesting a waiver for Ark. Code Ann. §6-10-106 (a)(1)(A) and (f). As stated in its original waiver request, we will have an academic calendar that provides for 188 school days. The waiver is being requested so that the applicant's academic calendar may have an early starting date and a fixed ending date.*

**Remaining Issues:** None

## 6. Gifted and Talented

Ark. Code Ann. §§ 6-42-109 and 6-20-2208(c)(6)

Standards for Accreditation 18.0

ADE Rules Governing Gifted and Talented Approval Standards

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OCCA will provide individualized instruction, enrichment opportunities, and Advanced Placement courses to meet the needs of GT students.*

**Legal Comments:** Applicant should confirm that OCCA should read OMA.

*The applicant hereby clarifies its waiver request by substituting “OMA” for “OCCA”.*

**Remaining Issues:** None

## 7. Licensed Library Media Specialist

Ark. Code Ann. §§ 6-25-103 & 104

Standards for Accreditation 16.02.3

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will provide students access to books and media through classroom and digital library and media holdings. Teachers will be trained and will train students to access materials to support classroom learning and enrich literacy development.*

**Legal Comments:** None.

**Remaining Issues:** None

### **8. Alternative Learning Environments (ALE)**

Ark. Code Ann. §§ 6-15-1005(b)(5)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. § 6-48-101 et seq.

Standard for Accreditation 19.03

Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will accommodate the needs of students deemed at-risk through smaller class sizes, career counseling and training, social services access, life skills training, and other services designed to support success for all students.*

**Legal Comments:** None.

**Remaining Issues:** None

### **9. Adoption of Policy (Site-Based Decision Making)**

Ark. Code Ann. § 6-13-1303

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as all OMA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OMA administrator decision-making.*

**Legal Comments:** None.

**Remaining Issues:** None

## 10. United States Flag

Ark. Code Ann. §§ 6-16-105

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA may be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OMA will prominently display a United States flag in a prominent indoor area within its leased space and will display it at school events. OCCA students will be taught to show respect to the flag and pledge allegiance at appropriate times.*

**Legal Comments:** None.

**Remaining Issues:** None

## 11. Arkansas State Flag

Ark. Code Ann. §§ 6-16-106

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OMA will prominently display an Arkansas state flag in a prominent indoor area within its leased space and will display it at school events. OMA students will be taught to show respect to the flag.*

**Legal Comments:** None.

**Remaining Issues:** None

## 12. Daily Planning Period

Ark. Code Ann. §§ 6-17-114

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will provide teachers with non-teaching time adequate to perform their duties. Most teachers will be granted 200 minutes per week, but the 40 min. per day requirement may be adjusted according to the scheduling of our unique program.*

**Legal Comments:** None.

**Remaining Issues:** None

### 13. Personnel Policies Committee

Ark. Code Ann. §§ 6-17-203

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as all OMA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OMA administrator decision-making.*

**Legal Comments:** None.

### 14. Twelve-Month Contracts for Vocational Agriculture Teachers

Ark. Code Ann. §§ 6-17-802

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as the OMA budget will not have the funds to pay for an extended contract in the event an agriculture teacher is hired.*

**Legal Comments:** None.

**Remaining Issues:** None

### 15. Teacher's Salary Fund

Ark. Code Ann. §§ 6-17-908(a)(4)(B)

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees shall make all decisions regarding fringe benefits and insurance under advisement of the Community Advisory Board.*

**Legal Comments:** None.

**Remaining Issues:** None

### 16. Leased Academic Facilities

Ark. Code Ann. §§ 6-21-117

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as OCCA is not able to conform to the school facility standards as defined in the Arkansas*

*School Facility Manual. OCCA will provide a safe and comfortable learning environment that conforms to IDEA and ADA rules as well as passing all local fire, health, boiler, and business inspections.*

**Legal Comments:** Should OCCA should be changed to OMA?

*The applicant hereby clarifies its waiver request by substituting “OMA” for “OCCA”.*

**Remaining Issues:** None

### **17. Length of Director's Terms**

Ark. Code Ann. §§ 6-13-608

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws authorized by Ozark Education, Inc., a non-profit organization.*

**Legal Comments:** None.

**Remaining Issues:** None

### **18. Board of Director**

Ark. Code Ann. §§ 6-13-604, 6-13-608, 6-13-611, 6-13-613, 6-13-615, 6-13-616, 6-13-617, 6-13-618, 6-13-619

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws set by Ozark Education, Inc., a non-profit organization.*

**Legal Comments:** Ark. Code Ann. § 6-13-604 has been repealed. Explain how often meetings will be held and how they will be called if Ark. Code Ann. § 6-13-619 is not followed.

- a.) The applicant hereby withdraws its request for a waiver of Ark. Code Ann. §6-13-604.*
- b.) The Trustees' frequency of the Board of Directors meetings, and how they will be called, is contained in Section 2. of the original application on Page Seven (7) in Sections 7. (“Annual Meeting”) and 9. (“Special Meetings”) of “Article IV. Board of Trustees” of the “Governing Structure” portion of the Ozark Education, Inc. Bylaws.*

**Remaining Issues:** None

### **19. Duty Free Lunch Period**

Ark. Code Ann. §§ 6-17-111

*Ozark Montessori Academy seeks exemption from this portion of the Education Code as, being a very small school, staff may be needed to assist with supervision of students at lunch time when administrators are unavailable.*

**Legal Comments:** None.

**Remaining Issues:** None

---

### 30. Guidance Counseling Services

NOTE TO APPLICANT: Page 26 of the application reads that Ozark Montessori Academy would seek a waiver of a guidance program for years one and two of operation, but no waiver was request was requested in Section 21 of the Application. Please clarify.

*In response to the ADE review comments, the applicant wishes to clarify its application by requesting a waiver of Ark. Code Ann. §6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation; and Section 3.01.1 of the ADE Rules Governing Public School Student Services.*

*As described on Page Twenty-Six (26) of the application, the applicant will provide guidance counseling services in its first two (2) years of operation but requests the flexibility to do so through the use of its own trained staff and local social and professional services.*

**Remaining Issues:** None

---

Desegregation analysis fully responsive.

2014-2015 Application Cycle

# Application

Ozark Montessori Academy

Springdale, Arkansas



# ARKANSAS DEPARTMENT OF EDUCATION

## 2014 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

OZARK MONTESSORI ACADEMY

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

**OZARK MONTESSORI ACADEMY  
CHARTER APPLICATION 2014  
TABLE OF CONTENTS**

SECTION A: GENERAL INFORMATION  
SECTION B: EXECUTIVE SUMMARY  
SECTION C: NARRATIVE DESCRIPTION

1. Public Meeting Results	5
2. Governing Structure	6
3. Mission Statement	11
4. Educational Need	11
5. Innovations and Goals	15
6. Educational Program	20
7. Common Core Alignment	25
8. Student Services	26
9. Geographical Area	31
10. Annual Progress Report	32
11. Enrollment Criteria	33
12. Prior Charter Involvement	37
13. Job Descriptions	38
14. Business Office	41
15. Annual Audit	45
16. APSCN Agreement	46
17. Facility Description	46
18. Conflict of Interest	49
19. Lunch Program	51
20. Parent Involvement	52
21. Waivers	53
22. Desegregation Assurance	56
23. Future Success	57

**APPENDICES**

<b>APPENDIX A</b>	<b>501(c)(3)</b>
<b>APPENDIX B</b>	<b>Public Hearing Documentation</b>
<b>APPENDIX C</b>	<b>Parental and Community Support</b>
<b>APPENDIX D</b>	<b>School Calendar</b>
<b>APPENDIX E</b>	<b>Daily Schedules</b>
<b>APPENDIX F</b>	<b>Salary Schedule and Budget Template</b>
<b>APPENDIX G</b>	<b>Facilities Usage Agreement</b>
<b>APPENDIX H</b>	<b>Statement of Assurances</b>
<b>APPENDIX I</b>	<b>Prior Charter Involvement</b>
<b>APPENDIX J</b>	<b>Other Sources of Revenue</b>

**ARKANSAS DEPARTMENT OF EDUCATION  
2014 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: OZARK MONTESSORI ACADEMY

Grade Level(s) for the School: K-8 Student Enrollment Cap: 280

Name of Sponsoring Entity: OZARK EDUCATION, INC.

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: Dr. Christine Silano

Address: PO Box 114 City: Springdale

ZIP: 72765 Daytime Phone Number: (479) 601-2776 FAX: (479) 439-9235

Email: ozarkcca@gmail.com

**Charter Site**

Address: 922 E. Emma Ave. City: Springdale

ZIP: 72764 Date of Proposed Opening: August 10, 2015

**Chief Operating Officer**

of Proposed Charter (if known): Dr. Christine Silano Title: Executive Director

Address: PO Box 114 City: Springdale

ZIP: 72764 Daytime Phone Number: (479) 601-2776

The proposed charter will be located in the Springdale School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

- Name: Dr. Larry Ash Position: President State of Residence: AR
- Name: Atty. Paige Young Position: Vice President State of Residence: AR
- Name: Sandra Rodriguez Position: Member State of Residence: AR
- Name: Trenton Harris Position: Secretary State of Residence: AR
- Name: Christine Silano Position: Executive Director State of Residence: AR
- Name: Arturo Garcia Position: Hispanic Outreach Coord. State of Residence: AR
- Name: Rachel Gerner Position: Community Outreach Dir. State of Residence: AR
- Name: Amy Berry Chiodo Position: Teacher State of Residence: AR
- Name: Summer Lunsford Position: Teacher State of Residence: AR
- Name: Mary Lightheart Position: Montessori consultant State of Residence: AR
- Name: Whitney Jones Position: Financial consultant State of Residence: NY
- Name: Gasper Martinez Position: Financial consultant State of Residence: NY
- Name: Keith Whitescarver Position: Montessori consultant State of Residence: NY
- Name: Brittney Robison Position: Parent State of Residence: AR

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

20,141 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

Springdale Bentonville Rogers

Fayetteville Gentry Siloam Springs

Pea Ridge Huntsville Greenland

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

### **Applicant Response:**

The mission of Ozark Montessori Academy is to empower diverse K-8 students to become independent, creative, and socially responsible learners through adherence to the principles and models of instruction set forth by Maria Montessori.

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

### **Applicant Response:**

**EVERY OMA K-8 student** will be placed in a small school environment with multi-age classrooms and fewer grade transitions to promote a strong sense of community, role-modeling, and family involvement to assure academic gains.

**EVERY OMA K-8 student** will be diagnostically assessed in Common Core State Standards (CCSS) literacy and math knowledge and skills within two weeks of starting school to inform the development of a Personal Work Plan and serve as a baseline for measuring academic achievement throughout the school year.

**EVERY OMA K-8 student** will receive instruction from a Montessori-certified teacher using quality Montessori curriculum materials in an environment aligned with American Montessori Society (AMS) accreditation standards.

**EVERY OMA K-8 student** will receive integrated STEAM instruction incorporating 21st Century college and career preparation skills, including: computer coding; media production; graphic arts; internet research & safety; service learning projects; global diversity; and sustainability.

**EVERY OMA K-8 student** will have liberal access to and instruction in the use of classroom technology including: e-readers, laptops, design software, and media production equipment.

**EVERY OMA K-8 student** will receive instruction in a second language emphasizing multicultural studies. All students will be offered Spanish, but students may choose to work independently on a language of their choice.

**EVERY OMA K-8 student** will receive instruction in practical life skills, including: food preparation, personal hygiene, gardening, animal care, cleaning and maintenance of classroom and schoolyard spaces, simple repairs, child development, and first aid.

**EVERY OMA K-8 student** will receive instruction in character education emphasizing the Montessori values of grace, courtesy, respect, and responsibility.

**ALL OMA STUDENTS** will attend school for a longer school day and a longer calendar year to allow extra time to master core competencies for academic success.

### 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 Public 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.

#### **Applicant Response:**

The Ozark Montessori Academy Public Hearing was held on July 1st at 7:00 p.m. at the Jones Center Chapel, 922 E. Emma Ave. in Springdale.

19 people were in attendance at the meeting (see Appendix ).

Dr. Silano chaired the meeting. A video presentation about Montessori education was given. Dr. Silano described the vision for the proposed school. Ozark Education supporters came forward and shared how they became involved, and why they support establishing a charter school in Springdale.

The application process and timeline were explained. Attendees were invited to attend a Community Advisory Board meeting the following week. Attendees were invited to ask questions. After the meeting, several attendees stayed to network with one another. The tone of the meeting was very positive and encouraging to all.

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.

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:**

**GOVERNING STRUCTURE**

**Board of Trustees.** The legal entity governing the proposed school is Ozark Education, Inc. (OEI), a non-profit corporation in the state of Arkansas. The Board of Trustees of OEI will also serve as the governing body of Ozark Montessori Academy (OMA). The Board will elect its members according to the terms of the corporate bylaws. The bylaws specify that the Temporary Governing Board is a body of 5 or 7 members appointed by the Founder and will serve until the first Board of Trustees is elected by the school community at its first annual meeting no later than October 31st of the first school year.

**Electing Body.** The families of the students of OMA will elect the Board of Trustees by majority vote at one vote per family.

**Decision-making.** The Temporary Governing Board, and subsequently the Board of Trustees, has final decision-making authority in:

1. School finance, by means of approving or rejecting the district budget and emergency expenditures in excess of \$1,000 as submitted by the Program Director (hereafter referred to as the Director);
2. Student discipline, in that any expulsions recommended by the Director and/or Dean must be approved or rejected by majority vote of the Board;
3. Hiring and firing of staff, must be approved or rejected by the board after recommendation by the Director; and,
4. Hiring and firing of the Program Director under advisement of all stakeholders (the Community Advisory Board, parents, staff, and students). Stakeholders may present written recommendations to the Board of Trustees before final hiring and firing decisions are voted on.

**Executive Director.** The Executive Director of Ozark Education, Inc., shall be a non-voting member of the Board.

**Bylaws.** The following is a verbatim copy of the pertinent sections of the by-laws regarding the election and responsibilities of the governing board:

**ARTICLE II MEMBERS**

**Section 1. Non-membership Corporation.** The Corporation shall have no members. The Temporary Governing Board and then the Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

**Section 2. Qualifications.** To qualify for nomination to the Board of Trustees, candidates must possess one of the following credentials:

1. A bachelor's degree or higher from an accredited college or university, OR
2. At least 3 years business management experience, OR
3. At least 3 years success with fund-raising and/or grant writing, OR

4. At least 3 years leadership experience in community service or ministry.

**Section 3. Parent Member.** No more than one parent of an enrolled student may serve as a Trustee. The parent is exempt from the above qualifications.

**Section 4. Staff Members.** Staff members are prohibited from serving on the Board of Trustees.

### **ARTICLE III TEMPORARY GOVERNING BOARD**

**Section 1. Initial Governance.** Initial governance will be provided by a Temporary Governing Board of persons selected by the Executive Director of the Corporation. This Board will serve no longer than 15 months from the inception of this corporation. This Board, shall, among other things, manage a process for the election of the Board of Trustees.

### **ARTICLE IV BOARD OF TRUSTEES**

**Section 1. Number.** The Board of Trustees shall consist of not less than seven and not more than eleven persons. The Director of the Corporation shall be a non-voting member of the Board of Trustees.

**Section 2. Term.** Trustees shall be elected for three year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any year, unless a vacancy needs to be filled.

**Section 3. Powers.** The Temporary Governing Board and then the Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees or to officers of the Corporations such powers as it may see fit for specified periods of time.

**Section 4. Election.** The names of the members of the Temporary Governing Board are set forth in the Certificate of Incorporation. All successor Trustees shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each school family shall be accorded one vote per available position, regardless of the number of its children attending the school. Proxy voting is prohibited. Votes shall be tallied and announced at the meeting where the vote takes place. A group of volunteers, no less than three nor more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

**Section 5. Term Limits.** Trustee membership shall be limited to two consecutive three year terms. Previous Trustees shall be re-eligible for membership after a lapse of two years.

**Section 6. Resignation and Removal.** A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

**Section 7. Annual Meeting.** An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in October of each year. Written notice shall be given not less than 14 days nor more than 45 days of the time, place, and purposes of the meeting.

**Section 8. Regular Meetings.** In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held bi-monthly year-round, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

**Section 9. Special Meetings.** Special meetings of the Board of Trustees for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Trustees. Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone, facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting.

**Section 10. Quorum.** A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these Bylaws.

**Section 11. Meeting definition.** Every act of a majority of the Trustees present at a meeting duly held at which

a quorum is present, whether physically or by electronic means, shall be regarded as the act of the Board of Trustees.

**Section 12. Vacancies.** A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person to fill the vacancy until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

**Section 13. Compensation.** Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

**Section 14. Meeting Attendance.** Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

#### **ARTICLE V Committees**

**Section 1. Establishment.** The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

**Section 2. Standing Committees.** Each standing committee shall have a charge specific to its permitted activities. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school.

**Section 3. Ad Hoc Committees.** Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its report to the Board of Trustees and be dissolved. Members of ad hoc committees may be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees.

#### **ARTICLE VI Officers**

**Section 4. Duties.** Officers shall have the duties and responsibilities belonging to their office, including those that follow:

**a. The President** shall be the Chief Executive Officer of Ozark Education, Inc. (OEI), responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of OEI contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

**b. The Vice President** shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

**c. The Secretary** shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

**d. The Treasurer**, as Chief Financial Officer of Ozark Education, Inc, shall have oversight of the OMA Program Director and Director of Finance as they take responsibility for the financial records, investments, and other evidences of school properties and assets. The Treasurer shall be the chair of the OMA Financial Committee, which shall prepare an annual budget, in conjunction with the Director and the Director of Finance, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Director of Finance,

under the supervision of the Program Director, deposits all moneys and other valuables in the name and to the credit of OMA with such depositories as shall be designated by the Board of Trustees. The Treasurer, as chair of the OEI Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of OMA and provide a report on them to the Board of Trustees.

### **SCHOOL LEADERSHIP TEAM**

The Leadership Team will act as a Professional Learning Community (PLC) comprised of the Program Director, the Director of Finance, the Dean of Students, the PLC Leaders, and other department leaders as needed. The Leadership Team will be responsible for ensuring the achievement and curricular goals of the school are pursued fastidiously using scientific research, school data, and sound professional advisement.

The Leadership Team will meet weekly, and will follow the American Montessori Society School Accreditation Standards and Criteria: Standard 2: Governance, Leadership, and Continuous Improvement: Leadership Criteria strands 2.6-2.16 below:

- 2.6 Fosters a learning community through collaboration with all stakeholders.
- 2.7 Employs a system that provides for analysis and review of student performance and school effectiveness.
- 2.8 Provides teachers and students opportunities to lead.
- 2.9 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.
- 2.10 Manages curricular and extracurricular activities that are sponsored by the school.
- 2.11 Seeks and responds to community concerns in order to establish appropriate community expectations and to maintain stakeholder satisfaction.
- 2.12 Engages all constituents in a continuous process of improvement that:
  - Articulates the mission and vision of the school
  - Maintains a detailed and current description of students, learner outcomes, program effectiveness, and the school community
  - Employs goals and interventions to improve learner outcomes
  - Documents and uses the results to inform goals as outlined in a written 3- to 5-year Strategic Plan.
- 2.13 Engages and supports stakeholders in the process of continuous improvement.
- 2.14 Ensures that plans for continuous improvement are aligned with the mission and vision of the school and the expectations for student learning.
- 2.15 Annually monitors, updates, and communicates the progress and results of improvement efforts to stakeholders.
- 2.16 Annually evaluates and documents the effectiveness and impact of its continuous improvement process as outlined in the Strategic Plan.

### **PROGRAM DIRECTOR**

**Vision.** The Program Director will facilitate the ongoing development and implementation of a vision of achievement, innovation, and care for all stakeholders of the school community including students, staff, parents, and community partners as well as handling all financial and facilities business. The Director retains the authority to hire and dismiss any subordinate staff with board approval.

**Decision-making.** The Program Director retains final decision-making authority in the area of finance and purchasing in accordance with the school budget as constructed by the Accounting Director and voted on and approved by the Board of Trustees. School finance and purchasing decisions include vendor management; payroll administration; accounting; budgeting; cash management; financial reporting; and annual audits. The contingency fund may be accessed by the Director only with board approval for amounts exceeding \$1000. The Director retains the following administrative authority and responsibilities:

1. Student discipline, in accordance with the Student Handbook.
2. Implementing the Board-approved budget.
3. Hiring and dismissing school staff at will with Board approval.
4. Overseeing the day-to-day operations of the school with the assistance of the Dean of Students and Accounting Director.
5. Reporting to the Board including budget updates, discipline, and academic achievement reports.
6. Serving as the Instructional Leader of the school, responsible for curriculum alignment with American Montessori Society (AMS) accreditation standards, Common Core State Standards (CCSS), Arkansas Frameworks, guiding Professional Learning Communities, teacher and staff evaluations, and professional development.

7. Cultivating and communicating a vision for excellence in collaboration with the Community Advisory Board and the School Leadership Team.
8. Developing and maintaining a positive, high impact school culture that emphasizes rigor, relevance, and relationships.
9. Communicating with stakeholders in a variety of ways such as: formal and informal meetings, website, blog, newsletter, phone calls, and email.

**Director of Finance.** The Director of Finance will be responsible for Accounts Receivable, Accounts Payable, APSCN record-keeping and compliance, state/federal/private grants and donations, National School Lunch Program (NSLP) compliance and funds, board-approved school budget adherence, and school board presentations.

**Dean of Students.** The Dean of Students will address student behavior issues in accordance with Student Handbook policy; however, in the event of contested decisions or extenuating circumstances, the Director will have decision-making authority. In the event a student is recommended for expulsion, the Dean and Director will present documentation of behavior warranting expulsion before the Board of Trustees or its designated entity for approval or rejection. The Dean of Students will also assist the Director in operations management to include vendors, transportation, maintenance, food service, security, and technology. The Dean of Students will be responsible for operations continuity in the Director's absence. The Dean of Students will write purchase orders, train staff in operational matters, supervise classified non-instructional staff, attend state meetings/trainings in regards to operational compliance, maintain discipline records, and maintain operational records.

**PLC Leaders.** The Director will designate 4 PLC Leaders for grades K, 1-3, 4-6, and 7-8. The PLC Leaders will facilitate Professional Learning Community (PLC) meetings and activities within their grade range departments including student data collection, curriculum alignment, event/ field trip planning, real-world projects, job shadowing arrangements and college visits, assemblies, and departmental professional development. The PLC Leaders will be responsible for assuring that Montessori curriculum and instructional principles are adhered to and CCSS standards/Arkansas Frameworks are aligned with during lesson planning and assessment PLC meetings. The PLC Leaders will make recommendations to the Program Director for ongoing professional development to ensure high standards of implementation are met and maintained. Each PLC will be facilitated by a PLC Leader who will receive a stipend. PLC Leaders will participate in Classroom Walk-throughs on a bi-weekly basis to collect data to inform SMART goals. SMART goal formation will be based on data from the following sources: 1) Classroom Walk-throughs; 2) Student work products; 3) Teacher surveys; 4) Student discipline records; 5) Parent surveys; 6) Formative/ summative assessments; 7) Student surveys.

**Teachers.** Every faculty and staff member will participate in a Professional Learning Community (PLC). Teachers will be responsible to communicate with parent about student progress, class projects, and supporting Montessori learning in the home. Communication may include newsletters, conferences, open house, emails, phone calls, blogs, and websites.

**Community Advisory Board.** Parents, community members, staff, and students will be encouraged to serve on the Community Advisory Board, a body of twelve, which may form committees to address specific areas of need or populations of students. For example, a Primary Committee, Elementary I Committee, Elementary II Committee, Secondary Committee, Hispanic Committee, and/or a Marshallese Committee may be formed. The Advisory Board may make recommendations to the Leadership Team and/or the Board of Trustees to solicit changes and improvements in the governance of the school. The Community Advisory Board and sub-committees shall elect their own officers/representatives.

**Student Council.** Students grades 4-8 will be represented in Student Council, to be modeled after our local City Council. Each homeroom class may elect 3 representatives to serve on the council, for a total of 15 members when the school reaches capacity. The council members may elect officers among themselves or run a school-wide election for offices. Student officers may represent the student body at Board of Trustees and Community Advisory Board meetings, as well as make recommendations to the Leadership Team to solicit changes and improvements in the governance of the school. The Dean of Students may act as Advisor to Student Council or appoint a proxy.

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

**Applicant Response:**

The mission of Ozark Montessori Academy is to empower diverse K-8 students to become independent, creative, and socially responsible learners through adherence to the principles and models of instruction set forth by Maria Montessori.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Springdale Public Schools		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	77.03	77.40	82.01
Targeted Achievement Gap Group	70.21	71.91	77.48
African American	72.48	65.16	77.14
Hispanic	73.24	74.73	78.96
White/Caucasian	87.07	86.39	88.24
Economically Disadvantaged	70.55	71.74	78.40
English Language Learners/ Limited English Proficient	66.71	68.48	81.07
Students with Disabilities	34.96	51.88	82.61

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Springdale Public Schools	
Campus Name	Jones Elementary	
Grade Levels	K-5	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	72.30	73.71
Targeted Achievement Gap Group	72.73	73.68
African American	na	na
Hispanic	73.71	74.86
White/Caucasian	76.47	70.59
Economically Disadvantaged	73.30	73.79
English Language Learners/ Limited English Proficient	72.68	73.22
Students with Disabilities	27.78	38.89

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Springdale Public Schools	
Campus Name	J.O. Kelly Middle School	
Grade Levels	6-7	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	77.03	77.40
Targeted Achievement Gap Group	70.21	71.91
African American	72.48	65.16
Hispanic	73.24	74.73
White/Caucasian	87.07	86.39
Economically Disadvantaged	70.55	71.74
English Language Learners/ Limited English Proficient	66.71	68.48
Students with Disabilities	34.96	51.88

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Springdale Public Schools		
Campus Name	Springdale Alternative High School		
Grade Levels	10-12		
Campus Status	Priority		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	30.77	66.67	38.71
Targeted Achievement Gap Group	26.09	70.83	42.25
African American	na	na	na
Hispanic	16.67	65.52	39.39
White/Caucasian	46.15	72.22	39.34
Economically Disadvantaged	27.27	70.83	43.30
English Language Learners/ Limited English Proficient	16.67	60.61	64.62
Students with Disabilities	na	na	na

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

The above data was taken from the Arkansas Department of Education 2013 ESEA Report.

**REGIONAL DATA**

**Graduation.** With an average graduation rate of 82% in Washington County, and 89% in Benton County, the region is above the state average of 80%. Nonetheless, in a region of more than 57,000 school children, an 86% graduation rate means as many as 8,500 of the current students in this area will exit the system without a high school diploma ([www.greatschools.org](http://www.greatschools.org)). Demographically, 48% of the region's students are considered economically disadvantaged. Of those, the graduation rate drops to 74%.

**Achievement.** For the 13 school districts listed in proximity to the proposed location of Ozark Montessori Academy (OMA), the following data provide a snapshot of regional academic strengths and weaknesses. District literacy and math scores were chosen to compare average elementary level achievement.

**2012 REGIONAL DISTRICT ACHIEVEMENT**

DISTRICT	FRL	MINORITY	LITER. MATH	2012 AYP	
ARKANSAS	61%	36%	79%	75%	*
BCBSA	34%	21%	88%	82%	NI
Bentonville	30%	24%	90%	88%	NI
Farmington	39%	14%	83%	85%	A
Fayetteville	41%	31%	85%	84%	A
Gentry	65%	30%	82%	78%	NI
Gravette	51%	12%	82%	80%	NI
Greenland	61%	9%	76%	65%	NI
Haas Hall	1%	14%	100	100	A
NWACA	*	*	*	*	*
Pea Ridge	47%	9%	86%	89%	NI

Rogers	61%	49%	89%	82%	NI
Siloam Spr.	56%	37%	83%	81%	A
Springdale	67%	59%	78%	77%	A
West Fork	59%	7%	75%	70%	NI

\* = N/A NI = Needs Improvement

A = Achieving

Above data sources: ADE website and University of Arkansas Office of Education Policy

**AYP.** A few notable observations can be pulled from the data. Only five of the districts above are meeting their Adequate Yearly Progress goals, showing that there is still plenty of room for improvement across the region. A large percentage of students are not experiencing the academic success necessary for college or career advancement. In 2011, out of 109 Arkansas schools identified as "focus" schools, i.e., schools with a clear gap in achievement between at-risk (economically disadvantaged, English Learners, and Students with Disabilities) and regular students, or schools with low graduation rates, 10 of those schools were in Northwest Arkansas, and 8 of those were in the district in which the charter proposes to open, Springdale. Of the 10, 4 were elementary, 1 middle, 2 junior high, and 3 high schools.

**Graduation Rate.** In Springdale, additional areas to be addressed can be observed. The 2012 Springdale District Report Card documents an 80% graduation rate, meaning a projected 4,000 of the current 20,000+ students may not graduate or may not graduate on time. Of those who graduate and go on to college, the district college remediation level stands at 41%. 4 out of 10 Springdale graduates are not college or career ready.

**Achievement Scores.** This is also evidenced by Grade 11 Literacy Proficient & Advanced (P&A) rates of 68.5% among the general population, and only 53% P&A among the TAGG group (minority, economically disadvantaged, and special needs students). Springdale is notably more successful with math instruction at 83% P&A on EOC Algebra in the general population and 71.9% P&A in the TAGG group. But the Biology scores are very low at 41.5%. In an economy where science proficiency matters, Springdale graduates are at a distinct disadvantage.

**Need for Choices.** Although many Northwest Arkansas schools do not face the challenges described above, nevertheless many families are looking for choices for their children, a better fit or different environment than what their home district offers.

To provide a more promising option to the children in low-achieving schools, and a choice for families looking for a different educational program for their child, Ozark Montessori Academy endeavors to offer a recognized, effective program designed to engage and support at-risk and regular learners to increase the likelihood of high school graduation and college success.

## SPRINGDALE SCHOOL DISTRICT DATA

**Needs Improvement District.** The Springdale Public Schools (SPS) District, a "Needs Improvement" district, is the lowest-performing of the four large school districts in Northwest Arkansas. The average literacy proficient/advanced performance among the other three districts is 87.39%, while Springdale's performance stands ten points lower at 77.03. In math, the proficient/advanced performance among the other three districts averages 85.84%, compared to Springdale's math score of 77.4%.

**Priority School.** Springdale is also home to a Priority School. Priority schools represented the lowest 5% of Title I schools. Springdale's Alternative Learning Environment (ALE) high school was in fact the second-lowest performing high school in the state, with a running record of under 10% P&A on the 11th Grade Literacy for the years 2010-2012, under 22% P&A on the EOC Algebra for those 3 years, and less than 4% P&A on the Biology EOC for the same time period. Springdale has made a notable effort to correct this deficiency, however, raising 2013 scores to 33% in 11th grade literacy, 63% in EOC Algebra, and 19% in EOC Biology.

**Demographic Challenges.** Demographically, SPS is challenged with 74% of their testers falling into TAGG categories. SPS TAGG students are meeting Proficient/Advanced achievement levels at 70% in Literacy, and 72% in Math. The TAGG Graduation Rate of 78% indicates that many SPS students may be receiving diplomas without achieving the state minimum literacy and math skills necessary for college and career readiness.

**Neighborhood Schools.** In the neighborhood of the proposed charter, achievement in the three elementary, middle, and high schools is among the lowest in the district. The average literacy achievement for all TAGG testers in the three schools is 59.69. Average literacy achievement for TAGG students at the three campuses combined is 57.45. The average math achievement among all testers for the three neighborhood schools is 73.88. Neighborhood TAGG achievement in math is 74.86.

**Projected Outcomes.** Considering the size of the school district, these numbers indicate that a projected 25% of district students, over 5,000 students, may not graduate, or may graduate without college/career readiness skills. In light of current research, these students at-risk may benefit from the key features offered by the proposed charter school, including a smaller school size with fewer grade transitions; a hands-on, personalized Montessori curriculum model; highly-engaging STEAM (science, technology, engineering, arts, and math)-integrated service-learning opportunities; practical life and character education. Students not deemed at-risk may also benefit from the proposed model in that they will have access to a choice instructional model noted for improved outcomes based on current research (Appendix \_\_\_\_).

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

**Springdale High School.** The high school listed above, though nearest in proximity to the proposed charter as requested, may not accurately reflect the educational need for high school students in the neighborhood. Because it is an ALE, Alternative Learning Environment with its own LEA number, most students assigned to the school have been placed in the program due to falling behind academically. The majority of high school students in the charter neighborhood attend Springdale High School, with the following performance data as pulled from the ADE 2013 ESEA report:

**Springdale High School Status: Focus School**

	Literacy P&A	Algebra P&A	Graduation Rate
All Students	62.15	67.93	85.24
TAGG	53.72	64.14	82.52
African American	62.50	47.37	82.35
Hispanic	55.00	66.67	83.95
White	81.57	80.92	91.63
Economically Disadvantaged	54.58	63.96	84.53
English Language Learners	38.26	51.62	81.45
Students w/ Disabilities	10.71	36.36	73.47

Though the above data is more positive than that of the ALE described previously, nevertheless these averages reflect a serious need for innovative options for the numerous students at-risk in this community. The fact that the graduation rates for all sub-populations are notably higher than the Proficient & Advanced achievement levels of the groups supports the aforementioned statistic reported by Arkansas Higher Education officials, that 41% of Arkansas high school graduates are not prepared for college/career curriculum.

Describe the innovations that will distinguish the charter from other schools.

**Applicant Response:**

**INVOLVE FAMILIES**

**100% Family Involvement.** OMA will produce transformative outcomes for children by serving the entire family. We aim for 100% family involvement in OMA activities and will achieve this goal through a coordinated plan of ongoing and intensive engagement. Outreach will begin prior to enrollment, with open houses, information

sessions, and community gatherings focused on Montessori education. Once enrolled, families will experience an extended orientation/induction program designed to cultivate a robust school/home partnership focused on the success of all our students.

**Family Communication and Evaluation.** This partnership is grounded in frequent two-way communication, facilitated by language supports (included translated documents, interpretation supports, and native-speaking staff), home visits, quarterly parent education programming, and community meals and celebrations. The school will provide monthly communication with parents through written newsletters, blogs, updates, and in-person meetings. We will measure the success of our programming through attendance at family activities (including parent-teacher conferences), evaluations of parent education programs, and an annual satisfaction survey.

### **CLEARLY-DEFINED MODEL**

**Comprehensive Approach.** After studying children in a variety of countries and from a number of different cultures and backgrounds, Dr. Montessori came to the conclusion that the human mind is constructed to organize and learn from the environment. Based on this recognition, she developed a prepared environment carefully designed to support the child's "absorbent mind" and to assist their complete development (AMI/USA).

**Non-negotiable Expectations.** The Montessori curriculum has a set of non-negotiable expectations that ensure that the curriculum is consistent with Montessori philosophy and mission. These expectations are that each classroom:

- Includes one Montessori trained teacher at the appropriate age level for each class
- Features a mixed, three-year age group in each class
- Has an appropriate number of children to insure social development
- Is driven by a three-hour uninterrupted work period in the morning and a 2-3 hour work period in the afternoon
- Has a complete set of Montessori materials

Recent research on Montessori education demonstrates that programs that adhere to these expectations produce superior outcomes for students (Lillard, 2012).

**Differentiated Instruction.** Montessori education is built upon the tenet that all learners are individuals in style, pace, and interest. OMA's individualized curriculum allows children to strive for their own personal best. Teachers, students, and parents at OMA partner and develop Personal Goals and Personal Work Plans including establishing semester, and annual goals before the first fall Parent Conference. The teacher and student work together to develop monthly and weekly work plans, and parents receive a Weekly Report of their child's progress. In keeping with the Montessori instructional model, all students make daily choices about how to achieve their weekly goals, thereby increasing student engagement. Progress toward semester and annual goals are reviewed at each Parent Conference, three times per year. Providing students with differentiated instruction has been demonstrated to increase success and satisfaction in school (ERIC ED43572, Tomlinson, 2000).

**Mixed-Age Groupings.** Authentic Montessori classrooms span three years at the elementary level and two in the middle school program. These mixed-age settings provide several benefits to the student. They more closely model real-life situations where people of varying ages and experience work and live together. Children in this setting also benefit from peer tutoring opportunities that naturally occur. Older students model and motivate the younger students. The younger students aspire to what the older students can do. Skills are thus reinforced for not only the younger students but also the older students. The benefits of collaborative learning arrangements extend beyond academic achievement. The social climate of these classrooms enhances social relations, discipline and individual well being (Aronson, 2002; Johnson & Johnson, 1983; Maheady, 1998; Wright & Cowen, 1985).

**Integrated Teaching & Learning.** Montessori education emphasizes interdisciplinary teaching to encourage students to make connections across the curriculum and to their own personal lives. Emphasis will be placed on projects that require open-ended research and in-depth study using primary and secondary sources as well as other materials. The Montessori didactic materials were specifically designed to enable students to understand the connections in their learning. When students understand these connections in their learning activities, they become more motivated learners.

**Prepared Environment.** Montessori environments are designed to enable instruction to progress from the concrete, hands-on exploration to concept development to abstract understanding. Elementary classrooms at OMA will have an abundance of carefully sequenced Montessori materials to support this learning progression. As children progress to the middle school level, research and reference materials, along with an increasing use of information technology, will be used to pursue independent research projects that reinforce what has been

learned with the Montessori materials.

**Teacher's Role.** Montessori teachers are trained to be scientific observers of their students and the learning environment. These observations will guide teachers in their lesson presentations and in their evaluation of each student's progress. Teachers guide students by making changes in the environment and by offering invitations for inquiry and direct instruction. Teachers will work to create and sustain a classroom and school culture where demonstrations of respect, initiative, risk-taking and persistence in learning are the norm. In the younger grades, teachers will work with individuals or small groups. At the middle school level, teachers will provide more whole class instruction, but will challenge and extend the self-directed habits of the elementary years as students begin to direct the development of their own goals and pursue research and service learning projects.

### **COLLEGE & CAREER READINESS**

**STEAM Instruction (Science, Technology, Engineering, Arts, and Math).** Dr. Montessori stressed the importance of preparing students for life and work in the real world. By embracing an intentional approach to science, technology, engineering, arts, and math instruction at every grade level, OMA prepares students for the contemporary workplace and competitive career opportunities. Current projections show that jobs requiring STEM skills are growing at a faster rate than other industries (Locke, 2011). Integrating the arts ensures that STEM projects are aesthetically-pleasing, culturally relevant, and personally expressive for students, making learning more enjoyable.

**World Language Instruction.** The American Montessori Society (AMS) School Accreditation Standards state that the elementary curriculum shall include "additional/world language" studies (3.4.3). Second language instruction will serve multiple purposes at OMA. Students from bilingual homes will gain confidence as they instruct and assist peers from monolingual homes in a new language using a structured curriculum program. Bilingual students will also gain added college and career benefits through written literacy instruction in their home language. Students from monolingual homes will learn a second language at an early age, increasing second language mastery rates. All students will develop an appreciation for their own and others' cultures, in keeping with Montessori tradition. All students will gain valuable college and career skills as they increase verbal and written literacy in a second language.

OMA students will also receive overall academic benefits of second language instruction as found in research. A 1997 Kansas City, Missouri study (Cade, 1997) showed that, "over time, second language learners (1) have improved test scores; (2) are able to think divergently; (3) achieve in their first language; and (4) attract and maintain parent involvement.

On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, 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.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Reading & Reading Comprehension, Grades 1-2	Iowa Test of Basic Skills	OMA will exceed district average scores for grades 1-2.	In accordance with state testing calendar.
Reading & Reading Comprehension, Grades 3-8	PARCC CCSS Literacy Assessments	OMA will exceed district average scores for general and combined TAGG populations grades 3-8.	In accordance with state testing calendar.
Math & Math Reasoning Grades 1-2	Iowa Test of Basic Skills	OMA will exceed district average scores for grades 1-2.	In accordance with state testing calendar.
Math & Math Reasoning Grades 3-8	PARCC CCSS Math Assessments	OMA will exceed district average scores for general and combined TAGG populations grades 3-8.	In accordance with state testing calendar.
Technology Skills Grades K-8	Portfolios aligned with (ISTE) National Education Technology Standards for Students (NETS-S)	Each OMA student will complete a technology portfolio demonstrating 90% standards mastery.	Portfolios will be due on Wednesday of the 4th week in May.
Science, Grades 5 & 7	ACTAAP Benchmark Exams	OMA will exceed district average scores for general and combined TAGG populations grades 5 & 7.	In accordance with state testing calendar.
Kindergarten Literacy	Dibels	90% of OMA general kindergarten population will meet benchmark on the spring assessment	Spring assessment in accordance with state calendar.
All Grades Literacy	Renaissance Learning STAR Enterprise Assessments	Every OMA student will advance a minimum of one grade level per year.	5 school-wide literacy assessments per school year.
All Grades Math	Renaissance Learning STAR Enterprise Assessments	Every OMA student will advance a minimum of one grade level per year.	5 school-wide math assessments per school year

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

### **Applicant Response:**

#### **High Expectations for All**

The Ozark Montessori Academy mission is built on the premise that all students have the capacity to succeed when nurtured in an educational environment that targets individual student needs both academically and holistically. The above goals reflect that premise by specifying Targeted Achievement Gap Group (TAGG) students, a diverse sub-population of students at-risk due to any one or more of the following factors: low income, minority, English Language Learner, or special needs, as those who will most benefit from the enhanced education environment that OMA will offer. Within five years, it is the goal of OMA to demonstrate that an authentic Montessori instructional model including an enriched, prepared environment and specialized teacher training result in significant achievement levels for OMA students by notably increasing the scores of general and TAGG student populations on formative and summative assessments.

#### **Iowa Test of Basic Skills (ITBS)**

ITBS is a nationally norm-referenced assessment that will allow Ozark Montessori Academy to evaluate the effectiveness of our early childhood programming in comparison with achievement of students across the country. Our goal of exceeding the achievement of our local district demonstrates our commitment to success for all students, while maintaining a realistic perspective in our early years of operation.

#### **CCSS Assessments**

As a measure of our effectiveness in aligning our curriculum with the Common Core State Standards, OMA will administer the state-adopted PARCC assessments annually according to the state testing calendar. Our goal of exceeding the achievement levels of our local district demonstrates our confidence in the Montessori curriculum and our ability to implement it to meet the individual needs of our diverse urban population.

#### **National Education Technology Standards**

Our mission to prepare our students to be independent and creative learners means we must equip them with the 21st century skill sets they will need to adequately and appropriately express their learning using today's relevant mediums. The International Society for Technology in Education Standards (ISTE) provide age-appropriate learning goals that will help us ensure that every student acquires the tools necessary for college and career success. These standards include: creativity & innovation; communication & collaboration; research & information fluency; critical thinking, problem solving, & decision-making; digital citizenship; and technology operations & concepts. [learning.com](http://learning.com), an online digital curriculum, provides a structured, interactive approach to delivering the ISTE standards to all grade levels K-12. Our students will be assessed on their progress through the [learning.com](http://learning.com) curriculum by annually creating a portfolio of their learning including research, media projects, and graded exams to demonstrate their knowledge and skills.

#### **Science Benchmark**

The Ozark Montessori Academy mission to develop socially responsible learners includes a rich curriculum of outdoor education to enhance all types of science studies. Our goal of raising achievement among general and TAGG learners in the field of science will be measured through the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) at grades 5 and 7.

#### **Kindergarten Literacy**

Arkansas law requires that all kindergarten students participate in Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The Montessori Method of instruction emphasizes early literacy to ensure independence for all learners at an early age. We are confident that near the end of their first year in Montessori, at least 90% of our learners, regardless of special needs, will be equipped to achieve benchmark proficiency on the DIBELS

assessment.

### **Formative Assessments**

As a tool for ongoing formative assessment at all grade levels, OMA has chosen Renaissance Learning STAR Enterprise Assessments for math and literacy to measure progress. STAR assessments are notable for their ease and efficiency in measuring student progress and learning gaps in complete alignment with state frameworks and CCSS. As the Montessori philosophy adheres to the principle of minimal disruption to the child's natural learning cycle, many assessment tools commonly available, such as NWEA MAPS, can be disruptive to the learning environment because of the length of time required for each test and the cumbersome technical requirements and training for test administrators. In addition, MAPS does not provide a detailed analysis of standard-specific learning gaps, but merely a grade-equivalency or RIT score. The STAR provides individual and class reports analyzing student achievement on every CCSS strand, an extremely useful tool for informing CCSS lesson planning and remediation needs.

## 6. Describe the educational program to be offered by the charter school

### **Applicant Response:**

#### **History**

Maria Montessori's first school, the Casa dei Bambini, opened in a low-income district of Rome in 1907. The school's success was quickly reported throughout Italy, and additional schools soon opened in Rome and Milan.

Montessori's innovative instructional technique had become world news by 1910, drawing educators from 5 continents to Rome to learn her methods. The first U.S. Montessori school opened in 1911 in Scarborough, New York, followed by many others. Thomas Edison and Alexander Graham Bell were among Montessori's American celebrity supporters, and the press touted the "miracle children" who were schooled in the new method.

In recent years, both American Montessori Society (AMS) and Association Montessori Internationale (AMI) have made it a priority to extend Montessori education to greater numbers of children in the public sector. Today there are Montessori programs in more than 400 public schools, many of which are charter schools.

#### **Philosophy**

OMA has adopted the Montessori Method, a child-centered educational approach based on scientific observations of children from birth to adulthood. OMA will provide education services in accordance with this definition provided by the American Montessori Society (AMS): "It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive."

#### **Key Features of Instruction**

OMA has adopted the following components necessary for authentic Montessori implementation:

1. Multi-age classes that foster peer learning
2. Uninterrupted blocks of work time, three hours in the morning and two in the afternoon
3. Guided student choice of daily work activity
4. Authentic, high quality Montessori learning materials
5. A "prepared environment," meticulously organized and attractively arranged to entice learners
6. Certified Montessori teachers in each classroom who are trained to: adhere to Montessori's proven presentation and support models as they facilitate student work, develop a relaxed and positive learning environment through "peace" education, and carefully observe/record student learning in detailed record books.
7. In early childhood, students work with a variety of sensory-motor activities, designed to take the child up

several levels on Bloom's taxonomy as they learn to make incremental distinctions as one of their first skills. In the elementary years, students graduate from working with concrete materials into abstract, applying knowledge, understandings, and skills to real-world problems.

8. At the adolescent level, thought and emotion coupled with a greater understanding of social issues and adult challenges lead to a deeper exploration and interaction with questions of life through projects, and hence the need to acquire greater knowledge and understanding through research.

## **Benefits**

OMA students will benefit from the following key features of Montessori instruction:

1. Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.
2. Beginning at an early age, Montessori students develop order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate one's self, and to think about what one is learning), toddlers through adolescents.
3. Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.
4. Montessori students enjoy freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessori teachers understand that internal satisfaction drives the child's curiosity and interest and results in a joyous love of learning that is sustainable over a lifetime.
5. Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.
6. Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

## **Innovations**

The following innovations distinguish the Montessori classroom from traditional classrooms:

1. Consistency. The Montessori teacher, though a highly-regarded professional and an integral component of student success, nonetheless must adapt an attitude of humility in approaching his or her craft. The teacher is no longer the authority, with the generous amounts of freedom and responsibility that position carries in the traditional classroom. In Montessori, it is the founder, Maria Montessori, and her discoveries, principles, and materials that are trusted foremost. This loyalty to a single philosophy of education results in a consistency of quality and a sense of professional security that is frequently lacking in traditional education. Just as teachers look to Montessori to lead the way, Montessori points to the child as the true leader of his own learning. As she frequently said, "Follow the child." By devoting themselves to a comprehensive pedagogy, the faculty works together to implement the model with fidelity, virtually guaranteeing results.
2. Student-centered. Montessori taught her teachers that they are most successful when they become "invisible," i.e., when students are working with such focus and intensity that they forget the teacher is there. There is no competition among teachers to "take charge" of the students. The greatest compliment paid a Montessori teacher is that she has "worked herself out of a job," by developing a group of independent, intrinsically-motivated students.
3. Lack of interruption. Traditional school days, even when a block schedule is used, are composed of a series of interruptions. Students come to expect these interruptions, and many will not perform any kind of work because they are always "ready" for the next exciting event (class bell, office delivery, guest speaker, announcement, etc.) Montessori directors and teachers understand that their foremost task is to create a working environment that is prepared and protected from outside interference, enabling each student to forget about his/her surroundings and focus on the task at hand.

## **Common Core State Standards and Arkansas Frameworks Alignment**

Ozark Montessori Academy has adopted Montessori Compass, a quality online data storage software for Montessori schools. Compass, fully aligned with the Common Core State Standards, helps teachers track student progress through the myriad Montessori lessons designed to develop core competencies.

The teacher can approach Compass two ways to ensure that every standard is addressed for every student. The first is to click and open the standards in the order they appear in the CCSS. Next to each standard is a list of aligned Montessori lessons. The student moves through three levels on each lesson: introduction, practice, and mastery. The teacher may check off each level as the student reaches it. The second way the teacher may approach the alignment for each student is through the lessons. If a student chooses to work on a particular lesson, the teacher may open it on Compass to be reminded what CCSS standard the student needs to master for that lesson, and can then guide the student toward mastery of that standard as they support their learning.

The Program Director and Lead Teachers will work together to assess the quality of Compass alignment with CCSS, and strive to ensure that OMA students are fully prepared for mastery of the CCSS standards.

The Arkansas Frameworks, still in effect for Physical Education, Art, Music, Social Studies, and Science will be aligned by PLC groups during in-service days before and during the school year. Each PLC will be given responsibility for one or two subject areas to match Frameworks to Montessori-based lessons and activities to support instruction and assessment on each required standard. PLC members may consult Montessori alignment documents from other states to inform their work.

### **Curriculum Materials, Manipulatives, and Technology**

In keeping with AMS accreditation standards, each OMA classroom will have a full complement of materials and manipulatives required to implement a quality Montessori program. These materials and manipulatives were designed and tested by Dr. Montessori herself, and decades of testing internationally have proven her original designs to be superior to alternative materials. Dr. Montessori ensured that every manipulative or material her students worked with had an instructional purpose that was versatile, i.e., each item has a basic use, but as the child develops, more complex and rigorous tasks are completed using the item. Materials and manipulatives are designed to be handled by many students over periods of years, so they are constructed to last. Plastics are avoided in favor of natural materials such as wood, glass, metal, and ceramics to enhance the sensorial aspect of learning that is a key component of the science of Montessori instruction. Scientific observation shows that students learn faster and retain longer when they have sensorial interaction with their learning materials.

At least two laptops will be available in each classroom for student technology lessons and teacher record-keeping and planning, with additional devices added, especially in the upper grades, as more funds become available with increased enrollment.

In the upper elementary and secondary grades, 3-8, OMA classrooms will be equipped with adequate technology to ensure that teachers and students have ease of access for data collection and analysis, research, photo and video production, sound recording, and engineering. By our third year of operation, presentation equipment will also be available in each classroom including screens and projectors (the leased facility includes built-in projection features in the classrooms). One portable interactive white board will be purchased for the school in the second year, to be shared by classes for presentations. Additional interactive whiteboards will be purchased in subsequent years as funds become available.

Software available to teachers and students will include:

- a. Learning.com, an online K-12 curriculum software, will be available to every student including interactive lessons on keyboarding, research, and internet safety
- b. Rosetta Stone will be available in every classroom to support second language instruction.
- c. Montessori Compass will be available to Guides for record-keeping and planning, and accessible by parents and students to check progress.
- d. Microsoft Office for every computer.
- e. Free downloads of computer programming software for coding.
- f. Adobe Creative Cloud subscriptions, limited access to be shared for graphic design.

### **Differentiated Instruction**

Montessori instruction is differentiated by nature. In a traditional Montessori classroom, every student creates a Personal Work Plan with help from their classroom Teacher. Work Plans are created monthly for most students, but students who need more time may stay with one for 2-3 months. Work Plans are built using a template designed/adopted by the Teacher (see sample in Appendices). Students are responsible to learn from every required subject area, but they have choice as to how they would prefer to tackle the plan, and which learning style they prefer to use for the skills and knowledge they must acquire. Some students may prefer to finish all of their math requirements in a week, then work on literacy and other subject areas the rest of the month. Others prefer a more balanced work schedule. Students requiring remediation may choose from lessons designed for a lower grade level, but as the classes are mixed age and everyone is working on something different, there is no stigma in choosing less rigorous work than that of a peer. Competition is discouraged in the Montessori classroom.

## **Assessments**

As a part of their AMS-accredited certification training, Montessori Teachers are thoroughly trained to scientifically observe students and gather quantitative and qualitative data daily to inform decision-making. Dr. Montessori was a meticulous scientific observer of her students, and in keeping with her tradition and AMS standards, OMA teachers will be required to keep detailed observational notes which will be checked by an administrator on a weekly basis. These observational data, coupled with student work data, provide Teacher, PLC, and the Program Director a snapshot of each child's development and progress.

This ongoing Action Research informs the Teacher about each student's personal interests, strengths, and weaknesses, providing insights that, in combination with traditional assessments (see below) are vital to creating a personally meaningful Personal Work Plan each month. A student who struggles with mathematical concepts may need to slow down and spend more time in group math activities to master facts and understand concepts. The same child may excel in art and, at the suggestion of their Teacher, integrate math into an art project. The Teacher tracks all of these observations in a notebook or electronic device. The data can be used as a basis for consultation with other Montessori instructors and/or mentors for suggestions on supporting and further engaging the student. It can also aid with identifying and pairing a student with a peer who has attained mastery in the area in which they struggle.

In addition to assessments required for effective implementation of the Montessori curriculum model, the following assessments shall be administered to evaluate student progress, inform instruction, and comply with ADE accountability requirements:

1. Qualls Early Learning Inventory (QELI) for Kindergarten students and first graders who did not attend Kindergarten.
2. Iowa Basic Test (ITBS) reading comprehension and math problem-solving for grades 1 and 2
3. The English Language Development Assessment (ELDA) to assess reading, writing, listening, and speaking for students who are identified as speaking a primary language other than English in the home.
4. Partnership for Assessment of Readiness for College and Careers (PARCC) for grades K-8 to assess mastery of the Common Core State Standards. In preparation for Next Generation Assessments, the OMA budget includes funding to purchase the number of computers required to ensure required grade level assessments will be administered within the time window provided by the ADE.
5. Dyslexia Screening to ensure that children with dyslexia are identified for early intervention.
6. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for grades K-4 provides ongoing progress monitoring of literacy skills development.
7. Renaissance STAR Literacy and STAR Math for grades K-8 provide ongoing progress monitoring of literacy and math skills development.

## **Remediation**

As Montessori instruction is completely individualized, remediation rarely has to mean removing a child from the classroom for pull out services. The Montessori classroom provides a mixed-age environment, meaning children who fall behind will frequently be surrounded by older peers who consider it a privilege to show off their mastery by teaching a younger child. This natural desire to teach and learn from another is fostered from early childhood,

and continues into the upper grades in the compassionate environment that Montessori teachers are trained to provide. Having a variety of students at different levels allows students to eavesdrop on one another's lessons. A twelve-year old who struggles with adding fractions can, without embarrassment, listen in on the Teacher giving a lesson to a nine-year old, and then another nine-year old, and then another, until they are refreshed on how to approach a problem confidently without ever having to ask for help, if they choose not to. A child having difficulty with reading fluency may be asked to read stories to a younger peer, thereby improving her own ability while inspiring the younger reader and boosting her own confidence at the same time.

Dr. Montessori designed her curriculum specifically for students at risk and mentally disabled, therefore, it is considered a rare case to pull a student from the regular classroom environment, or to change the curriculum in any way, to accommodate a special need. However, if it is deemed that a student has a need that cannot be met with the regular class curriculum, Ozark Montessori Academy is committed to providing the accommodations the child needs.

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

**Applicant Response:**

The Ozark Montessori Academy Program Director (or other curriculum specialist on staff or in our network of professional advisors/consultants as provided at no cost by Ozark Education, Inc.) will be responsible for instructional leadership of the faculty including curriculum development and alignment. The Director will take the following steps to ensure alignment with the Arkansas Curriculum Frameworks and the Common Core State Standards:

1. OMA will adopt a previously-published document aligning American Montessori Society curriculum standards with CCSS, creating original crosswalk documents if necessary to ensure gaps are filled. One product currently available is built into the Montessori Compass software, which OMA has adopted for tracking student progress.
2. The Director will facilitate work sessions with the OMA faculty Professional Learning Communities (PLCs) to align Common Core State Standards with Montessori lessons and activities should the Compass tool show gaps, then work across the curriculum and in multi-grade teams to design learning projects that integrate content, skills, technology, and real-world problem-solving using Backwards Design (UbD) curriculum mapping. Work sessions will be held throughout the school year including inservice days and during weekly PLC meetings as needed.
3. OMA teachers will receive training from the Program Director in collaboration with grade level Lead Teachers in the development of Montessori-based formative assessments that address every CCSS standard and Arkansas framework. Because students are assessed and data is collected daily in Montessori classrooms, conventional assessment methods are used relatively infrequently. Montessori-certified teachers rely heavily on formal and informal observation of their students' work cycles as opposed to quizzes, giving preference to individual verbal re-tellings, and student project presentations to assess learning. This does not mean that assessment data is based on arbitrary measurements or subjective observations. On the contrary, the extensive training Montessori teachers receive in the practice of scientific observation of their students fully prepares them to make detailed and meaningful notations to inform analyses of student progress. These analyses of individual progress are then combined to provide a snapshot of overall classroom needs for instructional improvement.
4. Data from assessments described in section 6 of this document will be used to validate the effectiveness of the curriculum alignment. If data analysis indicates a CCSS standard is not satisfactorily addressed, the procedures outlined above will be revisited to assure an effective alignment.

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:**

A waiver is requested for years 1 and 2 of operation due to financial constraints. However, student counseling needs will be met by trained OMA staff and local social and professional services. A 1.0 FTE Guidance Counselor will be hired in the third year of operation. The Counselor will manage all aspects of individual student scheduling and placement, Smart Core compliance, parent involvement activities, individual and group counseling, crisis management, career education/counsel, and referrals for behavioral health assessments, as well as partnerships with local behavioral health providers and social service agencies. The Counselor will also work in tandem with the Director to oversee school admissions.

In the event the counselor is not available to manage student crises, the student in crisis may be referred to the Director, a PLC leader, the Special Education teacher, the ELL teacher, or the school nurse. Responsible staff will receive professional development training on crisis management. Interventions, as recommended by the counselor, may include referral to a social service agency or health professional, a parent meeting, conflict resolution between students, or disciplinary action.

The Counselor's duties will also include: preparation and upkeep of counseling records and maintenance of Smart Core forms.

In the first two years of operation, student counseling duties will be shared among staff. As part of their Leadership Team duties, PLC leaders, the Special Education teacher, the ELL teacher, and the Program Director will be required to take at least 3 professional development hours of training on student crisis management. The Leadership Team will be expected to identify whether a student needs a kind ear with time apart from the classroom, a parent conference, or a referral for a mental/behavioral health evaluation and/or services. If in the first two years of operation, if a Leadership Team member determines that a student is in need of support services, the student will be referred to the Program Director who will make a determination to refer for outside professional support as needed.

In the first two years of operation, the Program Director will be responsible for developing partnerships with mental/behavioral health care providers, parent involvement activities, and parent conferences in regards to student mental health care needs. OMA will seek a provider willing to provide services on campus, billing insurance or ARKids for students with coverage, in exchange for office space and the provision of services for uninsured students.

The Director and Guidance Counselor will ensure that OMA is compliant with all state and federal laws pertaining to confidentiality of records and personal information.

The Director and Guidance Counselor will ensure that all staff participates in state-required Mandated Reporter trainings. The Director and Guidance Counselor will ensure that students and families receive college and career planning information as well as preparation for transition to high school, job shadowing opportunities, college visit opportunities, and information about community social services as needed.

- B) Health services;

**Applicant Response:**

OMA will hire a .5 FTE nurse or contract with a qualified vendor for the first years of operation. The position will grow to 1.0 as the school grows. The .5 nurse will dispense medications, maintain health records, and manage student health cases in accordance with the Arkansas School Nurse's Association Practice Guidelines. The school nurse will also conduct (or refer for) staff trainings in first response to medical crises as well as professional development necessary for dispensing medications, operating medical equipment, and/or managing medical emergencies. Necessary equipment and supplies will be purchased to support the nurse's department.

OMA will observe the following plans and procedures for addressing student health issues when the nurse is not on campus:

All staff will be required to attend Red Cross first aid and CPR training, as well as any additional trainings as required by the ADE, the county health department, or specific trainings relative to particular student health issues. The school nurse will be responsible for arranging health care trainings for staff.

Mid-day medications for chronic conditions will be dispensed by the nurse. In the event that a student requires medication or a health procedure at other times during the day, at least two staff members, including one administrator and one teacher, will be trained to administer the required treatments.

Parents/guardians must sign a comprehensive waiver and permission for their child to receive minor treatments in the school setting, i.e., cough drops, acetamenophin, antacids, bandaids.

In the event of a medical emergency, the following Emergency Medical Plan will be implemented:

1. The supervising staff member will call for help by classroom phone, intercom, or cell phone. If a phone or intercom is not immediately available and the student is in need of rapid assistance, this step can be skipped until someone else at the scene is able to make the call.
2. The staff member will administer first aid or CPR until professional help arrives.
3. When additional staff arrives at the scene, if the student cannot be moved to a safe and private location, other students will be removed to another classroom or area.
4. Parent/guardian will be notified immediately.
5. Student health records will be pulled to show Emergency Personnel when they arrive. If the student is not transported away by Emergency Personnel, then the parent and administrator will determine whether the student is safe and well enough to remain in school for the remainder of the day.
6. The Program Director and Dean of Students will be trained First Responders, certified to conduct disaster response including triage, search & rescue, disaster psychology, and hazardous materials safety. The Program Director has experience as a CERT advisor at high schools in two states and will initiate a Student Emergency Response Team (SERT) at the OMA site to develop emergency response skills in secondary students. Parents and community members will be invited to participate in the training and become members of our CERT team as well. The Dean of Students will be responsible for arranging trainings and meetings.
6. The Program Director and Dean of Students will be trained in Risk Management to reduce the likelihood of accidents while OMA students are at school. The Dean of Students will be responsible for arranging trainings.
7. The OMA staff and students will be trained in evacuation procedures and Parent Orientation will include instruction in emergency evacuation plans to ensure the health and safety of students in the event of a building emergency. The Dean of Students will be responsible for arranging drills and trainings.

### C) Media center;

#### **Applicant Response:**

A waiver is requested for media center requirements. However, students will have access to quality media materials via classroom libraries which will be stocked at the beginning of the school year. Each teacher will be responsible for approximately 50 titles housed in their classroom the first year, not including donated titles, and the budget will include additional funds each year to grow classroom library holdings.

Students will have liberal access to e-readers, digital notebooks, and/or laptops for use in accessing online classroom library holdings as well as any free titles available through local public and state library systems. Professional development will be offered throughout the year to train teachers to access and utilize technology and digital and print resources.

Line 41 of the budget specifies \$6,000 for books the first year, and \$9,000 the second year. In the first year of operation, at an average cost of \$10.00 per book for e-books and used books, we will purchase approximately 600 titles, or 5 books per student. As our program grows, foundational funds, private donations, and technology grants will provide classrooms with laptops, e-readers, and digital notebooks in every classroom, giving students additional access to online library and database holdings, further increasing their access to fiction and non-fiction literature. By the second year of operation, our holdings will approximate 1,500 titles (in our second year we will spend \$9,000 on e-books and print books), totaling 8 volumes per student, with intent to grow our

collection with each passing year. Teachers and students will have access to holdings in multiple classrooms, they will not be limited to the holdings in their own classroom, as the classroom libraries, each with different titles, will be rotated.

Teachers will be trained in identifying materials aligned with CCSS to ensure Lexile levels (quantitative measures of reading level), critical thinking level (qualitative measures of reading level), and reader/task variables are aligned to meet range, quality, and text complexity requirements for attaining grade level proficiency on PARCC assessments.

We will choose an online e-book vendor that provides additional support services to allow multiple students to read a title at one time to allow for literacy circles or content-area research projects in the upper grades.

#### D) Special education;

##### **Applicant Response:**

A 1.0 FTE certified special education teacher will be on staff. The SPED teacher will be responsible for managing testing referrals, partnering with psychologists and other providers for assessments, writing and maintaining student Individual Education Programs (IEPs), and ensuring that accommodations and modification requirements specific to each IEP are met. The SPED teacher will also work individually and in groups with students as required by their IEPs. The SPED teacher will collaborate with classroom and content teachers and instructional assistants to provide inclusion and/or tutoring services as needed. The SPED teacher will also schedule and facilitate required parent and staff meetings in keeping with federal law. Health professional evaluations, therapies, and special equipment will be provided as required by the IEP or specified by referral in accordance with IDEA. Facility and transportation services will meet ADA requirements for special needs students.

OMA will adopt a Child Find plan for locating and identifying children in need of special education services. The Arkansas Child Find Procedural Guide outlines activities geared to assist schools, agencies, and families in identifying students in need of special education services. In accordance with the guide, OMA staff, under the supervision of the OMA SPED teacher, will use the following instruments to assist in identifying students in need of services:

1. Standardized achievement tests
2. Teacher grade book data
3. Inventories provided by the SPED teacher, school counselor, and Program Director \
4. Observations by teachers, parents, staff, and administrators
5. Hearing screening data provided by the school nurse
6. Vision screening data provided by the school nurse
7. Speech/Language observations and inventories
8. Developmental indicators observed by teachers, staff, and administrators
9. Behavioral data
10. Cognitive data

When a child is identified as in need of evaluation, the teacher, parent, staff, or agency will be complete a referral form to be sent to the OMA SPED teacher. The SPED teacher will work with the parent/guardian to make arrangements for external testing and diagnosis by qualified service providers. When a diagnosis or test results indicate a need for special education services is present, the SPED teacher will be responsible for developing an Individualized Education Plan for the student. The OMA Program Director will ensure that the necessary resources are provided to implement the IEP as written.

OMA will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll. Students with IEPs transferring from other schools will be provided, with an IEP meeting scheduled within 30 days of arrival. All students with disabilities will be placed in the Least Restrictive Environment (LRE) appropriate to their IEP. All students with disabilities deserve and will be provided the same rights and privileges afforded students in the general population as long as their IEP is honored.

OMA will follow all state and federal special education rules and regulations. Student and family confidentiality will be vigorously protected.

OMA will also partner with social service agencies in Springdale to ensure that families of children receiving special services will have access to community, state, and federal resources available to children with disabilities and their families.

The SPED Director will be provided with a budget for purchases necessary to support student needs.

#### E) Transportation;

##### **Applicant Response:**

OMA will purchase and staff two school buses. Two routes will be determined after enrollment, when transportation needs are determined. Routes will run before and after school, and during field trips. However, bus routes may be limited to the Springdale city limits.

All students will be encouraged to enroll in and attend a high quality before and after school program, one of which is owned and operated by our sponsoring entity, Ozark Education, Inc. This will cut down on transportation needs as parents may drop off and pickup students according to their family schedule, saving fuel and travel time for our school buses.

Busing needs were projected based on the percentage of students currently using school transportation in the Springdale school district.

#### F) Alternative education, including Alternative Learning Environments;

##### **Applicant Response:**

A waiver is requested. OMA will provide the key services offered by ALEs in Arkansas, including reduced class sizes, social service referrals, individualized/differentiated instruction, hands-on learning, and college and career guidance. Mixed-age groupings, service learning projects, and intensive parental involvement are additional key features of ALEs that will also be featured in the OMA program. Students with special needs including need for remediation in math or literacy, homelessness, poverty, abuse, pregnancy, family crises, and other challenges typical to ALE programs will find the OMA program offers a nurturing, family-like environment, relational one-on-one instruction, and ready access to social services. OMA's supportive, holistic approach to education will result in substantially improved outcomes for students at-risk.

#### G) English Language Learner (ELL) instruction

##### **Applicant Response:**

A 1.0 FTE ELL-certified teacher will be hired to manage state ELL requirements including testing and modifications, serving as our ELL Director. All OMA teachers will be trained in best practices and effective strategies for supporting EL learners through professional development offered by the ELL Director during the school year. OMA will comply with all state and federal regulations for serving second language learners. A translator will be provided for non-English speaking students and parents as needed, and school communications will be offered in English, Spanish, and Marshallese according to enrollment. The ELL Director will be provided with a budget to purchase items necessary to support ESL programming services.

#### H) Gifted and Talented Program.

##### **Applicant Response:**

A waiver for Gifted and Talented program requirements is requested. OMA is dedicated to differentiating instruction for all students, including Gifted and Talented children. Our commitment to differentiated instruction will allow GT students to work at a pace that is appropriate to their gifts and talents, increasing engagement and achievement. All OMA teachers will be trained in best practices and effective strategies for supporting GT learners, including three GT professional development hours per year. Project-based instruction inherent to the Montessori model will offer GT students multiple opportunities to polish their skills and display their talents throughout the school year. A variety of enrichment programming including early second language (Spanish), computer programming, multi-media production, and STEAM projects will afford GT learners extensive opportunities for extra-curricular enrichment.

If standardized test scores and/or teacher referral indicate that a student is academically gifted beyond the

scope of the OMA curriculum or staff's ability to provide a challenging program for the child, OMA will partner with one or more accredited online programs to provide advanced instruction using an ADE-approved curriculum.

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:**

OMA will be located within the city limits of Springdale, Arkansas, in Benton and Washington Counties, and will be located within the boundaries of the Springdale School District. It is anticipated that students will enroll in OMA from Springdale School District, Fayetteville School District, Bentonville School District, Rogers School District, Gentry School District, Siloam Springs School District, Pea Ridge School District, Huntsville School District, and Greenland School District. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, Springdale School District contained 20,141 students, Fayetteville School District contained 9,142 students, Bentonville School District contained 14,880 students, Rogers School District contained 14,452 students, Gentry School District contained 1,398 students, Siloam Springs School District contained 3,959 students, Pea Ridge School District contained 1,685 students, Huntsville School District contained 2,267 students, and Greenland School District contained 776 students.

In year one, with Grades K-6 open and 120 students anticipated, approximately 60 students are anticipated to come from the Springdale School District, approximately 15 from the Fayetteville School District, approximately 15 from the Bentonville School District, approximately 15 from the Rogers School District, and approximately 15 students from the other listed school districts combined. When the school has its entire grade span of Grades K-8 in place, and an enrollment cap of 280 students, approximately 140 students are anticipated to come from the Springdale School District, approximately 35 students from the Fayetteville School District, approximately 35 students from the Bentonville School District, approximately 35 students from the Rogers School District, and approximately 35 students from the remaining listed 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:**

Ozark Montessori Academy will comply with annual progress report requirements as enumerated in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.02.

We will begin by filing an Arkansas Consolidated School Improvement Plan (ACSIP) with the Department of Education annually, under the advisement of our stakeholders including our PLC committees, Community Advisory Board, Leadership Team, and Student Government. Our goals will be aligned with both state and national education goals.

We will provide and publish an annual report on progress toward our academic performance objectives in a newspaper in general circulation, namely Northwest Arkansas News, detailing our progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. Evidence of our progress will include state and national standards test results, attendance data, discipline data, grade inflation, if any. We will make copies of the report available on our website, by email to our parents and faculty, in our school lobby, and at Community Advisory Board meetings. Our authorizer will also receive a copy of our report as required. Once yearly we will hold a public meeting explaining our policies, programs, and goals, as well as reporting on our progress, achievement, and deficiencies, to the community. The community will have the opportunity to ask questions and make suggestions.

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

**Applicant Response:**

In accordance with state and federal law, Ozark Montessori Academy will not deny enrollment to any age-eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will OMA discriminate against students with special education, gifted and talented, or English Language Learner needs. OMA will not show preference to students based on socioeconomic status.

Notices of pending open enrollment will be published in the local English, Spanish, and Marshallese newspapers, announced on popular radio and television stations in English, Spanish, and Marshallese, and printed on fliers to be distributed to local libraries and social service agencies in and around the Springdale community.

In the event that OMA receives applications from more eligible, first-time enrollment students than it is able to accept by our deadline for the receipt of applications for the next school year, then we will employ a random, anonymous lottery process to ensure that all new applicants have an equal chance for admission. The lottery proceedings will occur at the Ozark Montessori Academy campus, under the supervision of an objective third party from the University of Arkansas Department of Education Reform which has worked with other Arkansas charter schools to ensure a systematic (in the event that the said entity is not available, another third party entity will be recruited to oversee the event), unbiased lottery process. A waiting list of non-selected applicants will be kept to fill seats opened by attrition on a first come/first served basis until the next random, anonymous lottery process when all wait-listed students may participate on an equal basis. Exceptions to the lottery process, per ADE Public Charter Law, include: children of founding members (not to exceed 10% of the total number of enrollees) and siblings of students currently enrolled. Prior to the lottery process event, applicants will be notified via postcard, email, and the OMA website of the time and place of the event. The ADE Public Charter School department will be notified of the event by email as well.

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

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

**Applicant Response:**

1. The Office for Education Policy (OEP), as a neutral third-party organization, will operate the OMA lottery. This group has experience with officiating similar processes for several different charter schools. Each student who applies during the open-enrollment time period will be given equal weight to qualify for the open seats, after sibling and board preference seats had been filled. For grades that are over-subscribed, the OEP would randomly generate numbers for all students with valid applications, thus creating an order. Those students who fall outside of the limited open seats would be put on the wait-list in this same order (example: for 15 open seats, the 16th student on the list would be first on the wait-list).
2. Students who receive seats are notified and given a time period to accept their admission. Attempts to contact are specified before the lottery, as well as the time frame for accepting. As students turn down or fail to accept seats in a timely manner, wait list students are given invitations in their wait-listed order.
3. The lottery will be advertised to potential parents, school staff, interested groups, and the media through the local news outlets described in question 11, our school website, and social media.

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:**

A weighted lottery has not been required in this school district at this time.

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

**Applicant Response:**

Christine Silano, Founder and Executive Director of Ozark Education, Inc., was employed as a teacher for Sequoia Village School, an entity of EdKey, Inc., Sequoia Choice during the 2005/6 school year.

13. 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:**

#### **All OMA Employees**

Philosophy. Upon hiring, all employees must agree to adhere to the basic tenets of Montessori pedagogy and act as proponents of Montessori education as demonstrated through words and actions in the workplace and in public arenas.

Duties. Show enthusiasm, care, and respect for one another, for students and their families, and for our workplace. Serve as an ethical role model for OMA students and staff in alignment with the 2008 ADE Rules Governing the Code of Ethics for Arkansas Educators.

Qualifications. Pass Criminal Background Check, Child Maltreatment Registry, and FBI Background Check. OMA is a Drug-free Workplace. Teachers, Dean of Students, Counselor, and Program Director must be willing to attend out-of-state Montessori certification training for up to six weeks in summer, with weekend trainings periodically during the school year.

#### **Program Director**

Duties. The duties of the Program Director include administrative and instructional leadership duties as assigned by the Board of Trustees, including: financial management; human resources; school operations; facilities management; public relations; school security; curriculum alignment; professional development; and visionary leadership. Duties may also include student and events supervision. In the first two years of operation, the Director will be responsible for the delivery of guidance counseling services per the Waivers section above.

Qualifications. The Program Director will have Arkansas Superintendent certification or a doctoral degree in education. Experience should include at least 10 years as a professional educator, 5 years in education leadership, and 1 year in business or school budget management. Competencies include computer literacy, communication skills, public speaking, public relations, knowledge of education law, knowledge of pedagogy, and understanding of school budgets. Montessori training or experience is preferred but not required.

#### **Dean of Students**

Duties. The Dean of Students will report to the Program Director, with the primary responsibility of overseeing student discipline. The Dean of Students will additionally act in the capacity of an assistant building administrator and school leader, including vendor management, facilities management, food services, transportation, and admissions process. Duties may also include student and events supervision.

Qualifications. The Dean of Students will have a Bachelor's degree from an accredited college or university. Experience should include at least 3 years of leadership in one of the following fields: education, transportation, food service, vendor management, human resources, or office management. Competencies include computer literacy, interpersonal skills, and presentation skills. Montessori training or experience is preferred but not required.

#### **Teacher**

Duties. Teachers will be responsible for lesson planning, grading and reporting, participation in department and Professional Learning Community meetings, advising student clubs and projects, parent conference and open house participation, curriculum alignment, tutoring, classroom management, test administration, and student supervision.

Qualifications. Teachers must have a bachelor's degree or higher from an accredited college or university. Teachers assigned to core academic classes (math, English, social studies, science, music, art) must be Highly Qualified according to No Child Left Behind 2001 standards. Teachers must be certified, enrolled, or agree to enroll in a certification or pre-certification Program of Study such as the Arkansas Alternative Licensing Program (ALP) or a college offering pre-requisite courses in preparation for certification within two years of hire date. Teachers must be computer literate, have strong writing skills, demonstrate passion for the teaching craft according to Montessori principles and practices, and produce results in terms of general student academic progress over time. Montessori training or experience is preferred but not required.

## **Special Education Teacher**

Special Education teachers must perform the duties and meet the qualifications of regular teachers, with the following additional requirements:

- A current Arkansas provisional or standard teaching license in special education.
- Knowledge of and compliance with: federal and state special education law; IEP and 504 Plan record-keeping and confidentiality regulations; individualized services for students with disabilities; diagnostic testing and referrals; knowledge and compliance with the Admission, Review, and Dismissal (ARD) Committee process, the IEP development and implementation process, the 504 Plan development and implementation process, and the Transition process.
- Facilitate meetings with teachers, students, staff, administrators, health care providers, and parents to aid OMA and all stakeholders in complying with federal and state regulations including IEP, 504 Plan, and RTI implementation.

## **ELL Teacher**

English Language Learner (ELL) teachers must perform the duties and meet the qualifications of regular teachers, with the following additional requirements:

- A current Arkansas provisional or standard teaching license with ELL endorsement.
- Knowledge of and compliance with: federal and state ELL regulations; ELL record-keeping and confidentiality regulations; knowledge of diagnostic testing and modification assignment for English Learners (ELs), and ability to coordinate and administer annual ELDA testing requirements.
- Ability to support OMA teachers, students, staff, administrators, and parents in complying with federal and state regulations for ELs.

## **Instructional Assistant**

Duties. Instructional aides will assist teachers with the following duties: monitoring learning centers, tutoring, lesson preparation, learning lab supervision, supervising games and club activities, and data entry.

Qualifications. Instructional aides will have at least 40 credits from an accredited college or university, and 1 year of successful experience working with children or adolescents. Competencies include computer literacy and interpersonal communication skills. Montessori training or experience is preferred but not required. Non-Montessori-trained IAs must attend Montessori Teacher Assistant training in accordance with AMS accreditation standards as a condition of continued employment with OMA.

## **Counselor**

Duties. The Counselor will be responsible for ensuring that student records and transcripts are properly reported in APSCN in accordance with state rules in cooperation with the School Registrar. The Counselor will plan and implement parent outreach activities such as Open House, Parent-Teacher Conferences, CAP Conferences, and Parenting Workshops. The counselor will work in tandem with the Director to oversee student admissions process. The Counselor will be available for student crises management and social service referrals, offer individual and small group counseling sessions, and ensure that students have access to quality professional social services on or in close proximity to school campus when needed.

Qualifications. A current Arkansas provisional or standard licensure as a guidance counselor or enrollment in an education counseling certification or pre-certification program or a master's degree or higher in education counseling with 1 year minimum pediatric counseling experience. Computer literacy. Montessori training or experience is preferred but not required.

## **Nurse**

Duties. Identify and treat health disorders among students. Provide staff in-service and student instruction in disease prevention and good hygiene. Refer students to health care providers as needed. Administer vaccinations and medications. Manage state BMI reporting. Maintain school health records as required by state, federal, and local regulations. Manage student medications according to all governmental regulations and NASN recommendations.

Qualifications. A current license as a registered nurse in the state of Arkansas. Certification by the American Nurse's Association (ANA) or the National Association of School Nurses (NASN). Minimum of 1 year pediatric

nursing experience. Computer literacy.

14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

**Applicant Response:**

Ozark Montessori Academy will conduct its business in accordance with the by-laws of Ozark Education, Inc., including:

1. Supervision of business affairs by the Program Director as assigned by the Board of Trustees. The Program Director is responsible for ensuring that financial activity aligns with Board-approved policy, funding source guidelines, and state and federal law within the confines of the adopted budget. The Program Director is also responsible for ensuring that all financial activity aligns with internal controls as adopted by the Board, developed so as to prevent misuse of funds.
2. A back office bookkeeping firm will be contracted with and/or a full-time accountant will be on staff to provide a comprehensive array of services to include payroll, accounts payable, accounts receivable, charitable donations, budget management, financial reporting, and procurements.
3. Adoption of an annual budget by the Board of Trustees. The accounting year shall run from July 1 to June 30. The budget will be developed by June 20, adopted by June 30, and submitted to the Arkansas Department of Education by September 1st. The budget will be used to monitor and evaluate the financial well-being of the school throughout the fiscal year.
4. Financial statements showing activity of the previous month, relative to the budget, will be presented by the Program Director at each Board meeting.
5. The Board of Trustees reserves the right to amend the budget as needed in accordance with the by-laws of Ozark Education, Inc.
6. Procurement. Ozark Montessori Academy will procure only services and products that are required to fulfill our mission or meet genuine education-related needs of our students and staff. Procurements will be made using Best Value Contracting considering quality, quantity, performance, price, delivery, dependability, ethical vendor practices, and convenience. Procurement decisions shall be impartial, with no favoritism based on previous relationship or factors other than those listed above. Conflict of interest, or the appearance thereof, will be avoided at all times.
7. Purchases will be procedural starting with a purchase order which must be signed by the Program Director and passed to the Administrative Assistant who will keep the school credit card, petty cash, and checks in a locked safe. The credit card, petty cash, and/or checks will be allocated twice monthly for budget-aligned purchases after purchase order approval by the Board Treasurer or designated substitute officer. Any use of contingency funds above \$1,000 must be approved by a majority of the Board of Trustees.
8. Ozark Montessori Academy shall comply with the following:
  - A. Generally accepted accounting principles (GAAPs).
  - B. The federal standards for financial management systems, 34 Code of Federal Regulations for Education 80.20.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

**Applicant Response:**

**BUDGET OVERVIEW**

Ozark Montessori Academy has hired EdTec, Incorporated, an independent firm providing finance and operational support to charter schools, to develop its financial plan. Whitney Jones and Gasper Martinez developed the financial projections.

*Whitney Jones, Client Manager*, is based in the New York City area and has experience in public finance and strategic planning. His interests in the education field began when he served as a teacher's assistant at the Howard University Middle School of Mathematics and Science, a Washington, DC charter school. Whitney comes to EdTec after spending several years in financial services. During this time, Whitney worked in various roles focused on investment analysis of municipal securities and advising senior managers on issues related to financial performance and operational efficiency. Whitney holds an MBA from New York University's Stern School of Business and a BBA from Howard University.

*Gasper Martinez, Director of Client Management & Development*, is based on the East Coast and comes with a background in education, technology, and affordable housing. Prior to his arrival at EdTec, Gasper worked with Citizen Schools, an after school provider that brings extended learning opportunities to middle school students through citizen-led apprenticeships. Gasper was a fellow with the Zero Divide Foundation, an organization that invests in community enterprises that leverage technology to benefit low-income and underserved communities. Gasper has experience both consulting and serving on charter school boards, having served on a California charter high school board. Gasper holds a BS in Management Science and Engineering from Stanford University.

**STUDENT ENROLLMENT ASSUMPTIONS**

It is expected that every available seat at OMA will be filled in the first year of operation based on lottery statistics from neighboring charter schools (provided by the University of Arkansas Department of Education Policy), showing a demand for seats in Northwest Arkansas at a rate of at least two applicants for every charter seat in the three schools currently operating in the region. In the first year of operations, the school will enroll 120 students across seven grade levels: K-6. In subsequent years, we will add new classes until we reach capacity of

280 students in Year 5. Demographics, attendance and other characteristics were informed by historical trends in the community based on ADE Report Card data.

### **Breakeven Analysis**

The school must enroll approximately 108 students to be financially viable. This figure considers the number of students the school needs to cover its fixed and variable costs.

The fixed costs for the school are compensation and benefits and property rental expenses. These expenses total approximately \$724K. The revenue per student – including the Walton Foundation grant - is \$10,333, and per pupil variable expenses are \$3,629. With these data points, the breakeven number of students was calculated as follows:

$$\text{Breakeven} = \$723,667 / (\$10,333 - \$3,629) = 107.94$$

This calculation indicates the school needs approximately 108 students, or it can miss its enrollment projections by 12 students. This total also represents 90% of the school's target first year enrollment. This suggests there is sufficient flexibility to maintain the current operations to remain financially viable.

### **Contingency One: Missed Enrollment Projections**

Ozark Montessori Academy has spent over a year developing relationships and goodwill in the community and the enrollment projections are attainable. However, in the event fewer students enroll than projected, the school is well-positioned to make adjustments to align our education program with our financial resources.

We would begin the process by reviewing our staffing levels. Ozark Montessori Academy aims to keep the student to teacher ratio low. The budget assumes 1 teacher for every 20 students. We recognize this is low and may be difficult to maintain. In the event of missed enrollment, the school will manage staffing so that the student to teacher ratio ranges between 20 and 25 to 1. For example, if enrollment projections are missed by 5 students, the number of full-time teachers would be reduced to 5 from 6. In this scenario, the student to teacher ratio would be 23 to 1.

Eliminating one instructional position will yield significant savings. Teachers will be paid an average of \$35,000. Additional employee benefits such as social security, retirement contributions, and unemployment insurance cost approximately \$7.6K. Reducing full-time staff by one teacher will save the school nearly \$42.6K.

Another area of potential savings is rental expense. The expense for Year 1 is \$117,409 or \$9,785 per month. The contracted space is intended to accommodate 120 students. However, if the school fails to meet this figure, we would renegotiate our contract with the Jones Center.

If actual enrollment misses the projections by more than 5 students, we would begin consolidating classrooms and reducing the amount of space we are leasing from the Jones Center. We are leasing both office and instructional spaces totaling 8,570 square feet and paying \$1.14 per month per square foot. Each classroom is approximately 1,142 square feet. Thus, if we consolidate the lower enrollment into 5 classrooms, the school will save \$15,642 over the course of the year ( $\$1.14 * 1,142 \text{ sq ft.} * 12 \text{ months}$ ). The potential savings are realistic given the Jones Center's flexibility.

The relationship with the Jones Center began in March, 2013. The school has a solid working relationship with the management. The management team understands the school's needs and has demonstrated flexibility regarding the terms of our leases because they believe in the mission of the school. For example, the original lease agreement was set to begin in August 2014. However, when the school did not receive the charter, the Jones Center was willing to suspend our payments and did not require the school to make payments.

### **Contingency Two: Students Enroll, But Do Not Show Up**

In the event that enrolled students fail to show up, our strategy will be dependent on the size of number of no shows. If this number is minimal (i.e. less than 10), we will focus on delaying some equipment and materials

purchases that are set to occur later in the year. Simultaneously, the school will continue to recruit students throughout the first several weeks to offset some of the no shows.

If the number of no shows is more significant, the strategy will be similar to the strategy outlined in the previous scenario. Staff members will be employed at will and, if students do not show up, we will reduce instructional staff to align with the number of students attending the school.

Additionally, we will approach management at Jones Center to renegotiate the terms of the lease agreement to align with our facilities needs.

### **Contingency Three: Unexpected Expenses**

The school is well positioned to manage unexpected expenses. The budget is built assuming all expenses incurred are paid in the year. After paying all of these expenses, the school's operating income is \$81K. We will begin leveraging this cushion to pay for unexpected expenses. The school aims to have positive net income in the first year to begin building savings. A reasonable operating income in the first year is 4%, and the current margin is 7.0%. This suggests the school can absorb an additional \$31.3K in unexpected expenses before falling below this threshold. In the event unexpected expenses begin to push operating income below this threshold, the school will explore various options to more effectively manage expenses and cash flow.

First, the school will review its payment schedules with vendors. For larger vendors, the school will seek to make payments over time to delay cash outflows. Additionally, the school will review its expenses and identify areas where materials and other equipment purchases can be delayed.

15. 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:**

A. The Board shall arrange annually for an audit of Ozark Montessori Academy's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-1133 or its successor by a CPA licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services.

B. The Board shall review the results of the audit and all comments provided by the auditor. The Board will develop a corrective action plan to amend material weaknesses noted by the auditor.

C. Ozark Montessori Academy requests the first year financial statement audit to be performed by a CPA rather than the Division of Legislative Audit. If approved, the applicant plans to have a financial statement audit performed by:

Rami Kassissieh, CPA | Partner  
Hudson Cisne & Co. LLP  
11412 Huron Lane | Little Rock AR 72211

Phone 501.221.1000 | Fax 501.221.9236  
rkassissieh@hc-cpa.com  
www.hc-cpa.com

Hudson Cisne & Co., LLP, meets the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements.

16. 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

17. 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:**

**922 E. Emma Ave.**

Ozark Education, Inc., has procured a Facility Usage Agreement, contingent on ADE authorizer approval of our school, with The Jones Trust of Springdale for use of The Jones Center at 922 E. Emma Ave. for a short term (2 year) lease agreement if needed. The facility is not owned or operated by the local school district. Ozark Education, Inc., currently leases space from the Jones Trust for preschool, summer day camp, homeschool, and after-school outreach programs.

The Jones Trust is a Charitable Operating Foundation, founded by the late Harvey and Bernice Jones of Springdale, Arkansas. The Jones Trust currently has over 550,000 SF of specialty space that include The Jones Center for Families, Center for Nonprofits @ The JTL Shop, and The Harvey Jones Education Building all located in Springdale, AR; also The Center for Nonprofits @ St. Mary's in Rogers.

The Jones Center was constructed in 1994, re-purposing the old Jones Truck Lines Terminal Building. The facility has over 78,000 SF in the main concourse area and over 10,000 SF in the Food Court area. The north wing of the main concourse area is defined as the "conference center" and includes a main ballroom and four breakout rooms. The Center section of the upper concourse includes the library/computer center, Administration and Advancement offices for the Jones Trust and Jones Center staff. The south portion of the concourse will continue to provide Community programs including child care, parenting classes, senior programs, health and safety classes and general community programs and events. The lower concourse or recreational area will continue to serve the community with the swimming pools, basketball courts, walking track, ice skating arena and fitness center.

**Leasable Area:**

The area of the Jones Center offered in this proposal is shown in Appendix attached hereto. This proposal includes the following areas:

Administrative Office Space 1,720 SF

Classroom Space (Existing classrooms and furnishings included) 6,850 SF

Total gross leasable area 8,570 SF

**Shared space:**

The Jones Center has recreation facilities including swimming pools, ice skating rink, gymnasium, and fitness room. Ozark Montessori Academy students will have access to these amenities at a discounted rate. The staff break room will be available to OMA staff. Parking will be available in common facility parking lots. No reserved spaces are available.

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 Jones Trust is a non-profit organization governed by a Board of Directors. The Jones Center for Families is a community center in the City of Springdale, owned and operated by The Jones Trust.

One person on The Jones Trust Board of Directors, Mr. Mike Luttrell, concurrently serves on the school board of the Springdale Public Schools.

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 is currently in compliance with ADA requirements.

There is a gas station which sells alcohol across the street on the southeast side of the facility. It is more than 1,000 feet from the building, but less than 1,000 feet from the grounds.

18. 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 prompt, an individual has a financial relationship with another individual or entity if he or she:

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

Christine Silano, Executive Director of Ozark Education, Inc., receives a salary from Ozark Kids, Inc., Montessori Preschool as a Program Director. She also serves as a non-voting member of the Temporary Governing Board.

In conjunction with her current role as Director of Ozark Kids, Inc., Montessori Preschool, Christine Silano is employer to the following individuals listed in Section A:

Amy Chiodo  
Arturo Garcia  
Summer Lunsford  
Mary Lightheart  
Rachel Germer

The above-listed employees may also opt to benefit from the open enrollment lottery waiver option afforded to founding members in Arkansas code, A.C.A. § 6.07.1.14.2.1 for their children.

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:**

**CONFLICT OF INTEREST PROCEDURES**

The following action will be taken in the event a Conflict of Interest (COI) is identified within the OMA organization:

If a COI is either reported or discovered, one of the following consequences may occur at Board discretion:

1. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be of no harm to students or the organization, the COI situation may be permitted and the employee, volunteer, or board member will be asked to step out of the room for discussion and voting on matters of benefit to the individual or individual's family or business; OR,
2. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be potentially or actually harmful to students or the organization, the COI situation will be terminated and the employee, volunteer, or board member may be reprimanded or disciplined if COI action is deemed willful, knowing, or negligent; OR,
3. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be potentially or actually harmful to students or the organization, the COI situation will be terminated and the employee, volunteer, or board member may be asked to resign or be dismissed.

To discourage potential Conflict of Interest activity, the Ozark Education, Inc., organization and its subsidiaries have adopted the following Conflict of Interest Policy to be signed by board members, employees, and volunteers:

**Conflict of Interest Policy**

The standard of behavior at Ozark Education, Inc., and its subsidiaries including Ozark Montessori Academy is that all staff, volunteers, and board members scrupulously avoid conflicts of interest between the interests of Ozark Education, Inc., and its subsidiaries, on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

I understand that the purposes of this policy are to protect the integrity of the Ozark Education, Inc., and its subsidiaries decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff and board members. Upon or before election, hiring or appointment, I will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and I will update it as appropriate.

In the course of meetings or activities, I will disclose any interests in a transaction or decision where I (including my business or other nonprofit affiliations), my family and/or my significant other, employer, or close associates will receive a benefit or gain. After disclosure, I understand that I will be asked to leave the room for the discussion and will not be permitted to vote on the question. I understand that this policy is meant to supplement good judgment, and I will respect its spirit as well as its wording.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**OEI BYLAWS**

Another stopgap measure to prevent Conflict of Interest discrepancies is found in ARTICLE X of the Ozark Education, Inc., bylaws, found in the appendices of this application.

19. 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:**

Ozark Montessori Academy will apply to participate in the federal Child Nutrition Program (CNP), including the School Breakfast Program and the National School Lunch Program (NSLP). Following federal contract procurement guidelines, it is the intention of OMA to contract with Crossroads Cafe & Catering, a local caterer, to provide foodservice for school meals. Crossroads operates catering services from a kitchen at the Jones Center, right on our campus, eliminating food delivery expense and ensuring fresh, hot food for our students. All meals and food preparation will meet NSLP and United States Department of Agriculture (USDA) standards. Additionally, the Crossroads kitchen will work in compliance with local, state, and national health and nutrition guidelines. Meal prices will be kept affordable, commensurate with those in the local school district. OMA will ensure equal treatment of those who qualify for free and reduced price meals. No one will be discriminated against based on race, gender, age, national origin, or disability. Upon receiving appropriate training, OMA staff may assist with serving food at meal times.

The Dean of Students, with the assistance of the Program Director and Administrative Assistant, will supervise food service as part of his/her assigned duties. School breakfast will be served in the classrooms, and lunch will be served in the Jones Center food court, in an area specifically designated for OMA students.

20. 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:**

OMA parents will have extensive opportunities for involvement with their children's education. Epstein's typology of parent involvement (2001) outlines six types of involvement that OMA will provide and support in the following ways:

1. Family obligation to provide the child's basic needs of health and safety. OMA will establish a network of social service relationships and partnerships to refer families who need assistance with food, shelter, clothing, and health services.
2. School obligation to communicate with families. OMA will employ a variety of communication tools including monthly paper and electronic newsletters, teacher blogs and weekly memos, automated and direct phone calls, parent access to online grade books, texting and/or email of daily grades, parent conferences, and an open door administrative policy.
3. Involvement at school. Parents and community will have extensive opportunities to participate and volunteer, including Open House, parent-teacher conferences, student performances and project presentations, field trips, athletic events, English and foreign language classes, Homeroom Moms, Watchdog Dads, and parenting education workshops.
4. Involvement at home. OMA parents will be expected to spend a minimum of 10 minutes per night per grade level monitoring their child's homework. Homework will include read aloud time for younger children, independent reading for older children, and project research for all students. Parents will not be required to sign a homework agreement, but families with difficulty assisting with homework will be encouraged to enroll their child in one of our partner after-school programs where their child will receive help with homework completion.
5. Involvement in governance. OMA parents may volunteer to serve on the Community Advisory Board and/or a subcommittee to have a voice in school decision-making. The Community Advisory Board provides parents and guardians the opportunity to ask questions, voice concerns, contribute ideas, and advocate for their children in a supportive group forum including staff and board member representation.
6. Collaboration with community organizations. OMA will actively participate in the life of the community by soliciting mentors, partnering with local businesses and nonprofits, and welcoming volunteers. For example, at the primary level, students may partner with the local historical society to collect Story Corps stories from an older relative using digital notebooks, documenting a story about their history in Northwest Arkansas, then setting up a gallery display with transcribed quotations and photos. At the secondary level, students may offer to build a website for the local Senior Center, visiting the center to take photos and videotape interviews with elders to feature on the website, then programming and maintaining the site as an ongoing service project.

21. 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 that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

**Applicant Response:**

**1. Teacher & Administrator Licensure**

Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919  
Standards for Accreditation 15.02 & 15.03  
ADE Rules Governing Educator Licensure

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA teachers of core academic subject areas will meet the federal requirements for Highly Qualified Teachers as defined by the No Child Left Behind Act of 2001. All administrators and staff will comply with Arkansas required criminal background checks and will remain accountable to the Code of Ethics for Arkansas Educators. In non-core academic subject areas, OMA teacher applicants for full-time teaching positions who do not have a degree in their teaching assignment area or are not currently certified must show evidence of application to the Arkansas Alternative Licensure Program and/or documentation of completion or enrollment in an accredited degree program or Program of Study for teacher licensure. All OMA administrators and staff will be thoroughly trained to carry out the OMA mission and program.

**2. Superintendent Licensure**

Ark. Code Ann. §§ 6-13-109 & 6-17-427  
Standards for Accreditation 15.01

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Program Director of OMA, reporting directly to the Board of Trustees, will lead the district and building administration of the school.

**3. Teacher Fair Dismissal Act / Public School Employee Fair Hearing Act**

Ark. Code Ann. §§ 6-17-1501 *et seq.*  
Ark. Code Ann. §§ 6-17-1701 *et seq.*

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA employees may resign "at will," i.e., without notice to their employer, just as OMA will have authority to dismiss employees "at will," i.e., without notice or cause.

**4. Minimum Salaries for Certified and Classified Staff**

Ark. Code Ann. §§ 6-17-2203, and 6-17-2403  
Sections 6 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted the District Websites

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will pay certified and classified staff salaries and hourly rates commensurate with experience and competitive with salaries and rates of similar-sized schools and programs in our region.

**5. Start and End Dates for School Year**

Ark. Code Ann. § 6-10-106

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA may extend the school calendar up to five days preceding the week of August 19 and five days following Memorial Day, not including inclement weather days, for a total of 188 school days.

**6. Gifted & Talented Programs**

Ark. Code Ann. §§ 6-42-109 and 6-20-2208(c)(6)

Standards for Accreditation 18.0

ADE Rules Governing Gifted and Talented Program Approval Standards

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OCCA will provide individualized instruction, enrichment opportunities, and Advanced Placement courses to meet the needs of GT students.

**7. Licensed Library Media Specialist**

Ark. Code Ann. §§ 6-25-103 & 104

Standards for Accreditation 16.02.3

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will provide students access to books and media through classroom and digital library and media holdings. Teachers will be trained and will train students to access materials to support classroom learning and enrich literacy development.

**8. Alternative Learning Environments (ALE)**

Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*

Standard for Accreditation 19.03

Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will accommodate the needs of students deemed at-risk through smaller class sizes, career counseling and training, social services access, life skills training, and other services designed to support success for all students.

**9. Adoption of Policy.** Ark. Code Ann. §§ 6-13-1303 Site-based Decision-making.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as all OMA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OMA administrator decision-making.

**10. United States Flag.** Ark. Code Ann. §§ 6-16-105 General Provisions.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA may be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OMA will prominently display a United States flag in a prominent indoor area within its leased space and will display it at school events. OMA students will be taught to show respect to the flag and pledge allegiance at appropriate times.

**11. Arkansas State Flag.** Ark. Code Ann. §§ 6-16-106 General Provisions.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OMA will prominently display an Arkansas state flag in a prominent indoor area within its leased space and will display it at school events. OMA students will be taught to show respect to the flag.

**12. Daily Planning Period.** Ark. Code Ann. §§ 6-17-114 Personnel.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will provide teachers with non-teaching time adequate to perform their duties. Most teachers will be granted 200 minutes per week, but the 40 min. per day requirement may be adjusted according to the scheduling of our unique program.

**13. Committee for each school district.** Ark. Code Ann. §§ 6-17-203 Personnel Policies.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as all OMA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OMA administrator decision-making.

**14. Twelve-month contracts for vocational agriculture teachers.** Ark. Code Ann. §§ 6-17-802 Personnel.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the OMA budget will not have the funds to pay for an extended contract in the event an agriculture teacher is hired.

**15. Teacher's Salary Fund.** Ark. Code Ann. §§ 6-17-908(a)(4)(B) Personnel.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees shall make all decisions regarding fringe benefits and insurance under advisement of the Community Advisory Board.

**16. Leased Academic Facilities.** Ark. Code Ann. §§ 6-21-117 School property and supplies.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OCCA is not able to conform to the school facility standards as defined in the Arkansas School Facility Manual. OCCA will provide a safe and comfortable learning environment that conforms to IDEA and ADA rules as well as passing all local fire, health, boiler, and business inspections.

**17. Length of Director's Terms.** Ark. Code Ann. §§ 6-13-608. School districts.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws authorized by Ozark Education, Inc., a non-profit organization.

**18. Board of Directors.** Ark. Code Ann. §§ 6-13-604, 6-13-608, 6-13-611, 6-13-613, 6-13-615, 6-13-616, 6-13-617, 6-13-618, 6-13-619 School boards.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to bylaws set by Ozark Education, Inc., a non-profit organization.

**19. Duty Free Lunch Period.** Ark. Code Ann. §§ 6-17-111.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as, being a very small school, staff may be needed to assist with supervision of students at lunch time when administrators are unavailable.

22. 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:**

Ozark Montessori Academy (OMA) proposes to locate its open-enrollment public charter school within the boundaries of the Springdale 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 Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville and Rogers School Districts, the Bentonville School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts; OMA may also receive some students from these districts as well.

In carefully reviewing the potential impact that OMA would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, OMA 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 affects the desegregation efforts of any public school district or districts within the state.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

**Applicant Response:**

**STRONG LEADERSHIP**

A high standard of instructional leadership has been set by the current Executive Director/Program Director Dr. Christine Silano who has a rich and varied background in academic research as well as practitioner experience. Dr. Silano's biography:

**Program Director**

Dr. Christine Silano's credentials include a Bachelor of Science in English and a Master of Science in Education from Southern Oregon University. After seven years teaching high school English and coaching a Debate team in Southern Oregon, Dr. Silano moved to Arizona with her family to teach middle school English to Navajo-American and Apache-American children at American Indian Christian School, where she wrote the middle school curriculum for private school accreditation. In Arizona she also taught in a charter school at the Sequoia Village school, a program of EdKey, Inc., helping to develop a blended learning program. In 2005 she completed a Principal Certification program at Northern Arizona University, including Sheltered Immersion Observation Protocol for second language learners. In summer of 2005, Dr. Silano moved to Arkansas, interning in leadership at Bentonville High School to earn Arkansas Building Administrator licensure, and helping to design and implement an Alternative Learning Environment (ALE), which she directed for four years. In 2012, Dr. Silano served as an Instructional Facilitator/Literacy Coach for the ALE program in the Springdale school district. At that time she also completed her Ph.D. in Curriculum and Instruction at the University of Arkansas, with research emphases on dropout prevention, parent involvement, and secondary literacy. Last year, Dr. Silano founded Ozark Education, Inc. (OEI), dedicated to providing high quality, hands-on learning opportunities to students from PreK-Adult. OEI programs include a Montessori preschool, after school technology classes for middle schoolers, and technology summer camps. Since embracing the Montessori method of education, Dr. Silano has attended two Montessori conferences, studied numerous research articles and books on the method, sat under the teachings of local Montessori teachers, and is planning to enroll in an AMS-accredited Montessori Administrator Certification Program upon charter authorization.

**Plans for Succession**

If the Program Director position should be vacated, the Dean of Students will act as an Interim Program Administrator and a Lead Teacher from the staff will act as Interim Curriculum Director while the board conducts a nationwide search for a new Program Director. If the position is vacated before year 3 when the Dean of Students position is added, the designated Interim Curriculum Director will facilitate the hiring/appointment of an Interim Building Administrator to supervise administrative operations until a qualified Program Director is identified and hired.

**FINANCIAL STABILITY**

Financial stability has been addressed through collaboration with EdTec, Inc., a nationwide charter consulting firm, to provide expertise in the design and implementation of a ten-year program budget. Monthly financial presentations by the Finance Director and/or the Program Director (if financial services are outsourced) to the OEI board, coupled with rigorously-implemented internal controls will ensure fiscal accountability and enhanced stability.

**Financial Consultants**

Whitney Jones, *Client Manager*, is based in the New York City area and has experience in public finance and strategic planning. His interests in the education field began when he served as a teacher's assistant at the Howard University Middle School of Mathematics and Science, a Washington, DC charter school. Whitney comes to EdTec after spending several years in financial services. During this time, Whitney worked in various roles focused on investment analysis of municipal securities and advising senior managers on issues related to

financial performance and operational efficiency. Whitney holds an MBA from New York University's Stern School of Business and a BBA from Howard University.

Gasper Martinez, *Director of Client Management & Development*, is based on the East Coast and comes with a background in education, technology, and affordable housing. Prior to his arrival at EdTec, Gasper worked with Citizen Schools, an after school provider that brings extended learning opportunities to middle school students through citizen-led apprenticeships. Gasper was a fellow with the Zero Divide Foundation, an organization that invests in community enterprises that leverage technology to benefit low-income and underserved communities. Gasper has experience both consulting and serving on charter school boards, having served on a California charter high school board. Gasper holds a BS in Management Science and Engineering from Stanford University.

## **CURRICULUM & INSTRUCTION ADVISORS**

OEI's educational advisors include national leadership contributing expert counsel in the development of administrative and student services as well as instructional planning.

### **National Center for Montessori in the Public Sector Director**

Dr. Keith Whitescarver is the Founding Director of the National Center for Montessori in the Public Sector. He also directs Grantify, an educational consulting firm. A nationally known historian who has written extensively about the history of the Montessori movement, Keith previously served on the faculties of the College of William and Mary, Ohio University, Wellesley College, and Lesley University. In addition, he taught social studies for ten years in public high schools in Atlanta. He received a B.A. in History from the University of Florida and an Ed.D. in History of Education from the Harvard Graduate School of Education.

## **CONTINUITY OF SERVICES**

The Program Director, Dean of Students, and Administrative Assistant will be trained to fulfill one another's roles to ensure that should one of the positions be vacated, there will be no interruption of services at school. For example, all three administrative staff will attend APSCN training. Future leaders will likewise be responsible to "wear many hats" by attending trainings outside of their job descriptions to ensure continuity of services in the event of staff changes.

## **COMMUNITY ADVISORS**

OEI has worked to develop a network of relationships with local community leaders, social service agencies, and families, all of whom share a strong desire to see Northwest Arkansas students achieve and maintain success for the benefit of its students and the betterment of the community. Current community advisors include leaders/members from the following organizations:

NWA Latin American Ministerial Alliance  
Arkansas Family Support Network  
Ozark STEM Foundation  
Northwest Arkansas Community College  
Camp War Eagle  
Hispanic Women's Organization of Arkansas  
The Jones Center for Families  
University of Arkansas College of Education  
Springdale Chamber of Commerce  
Childcare Aware of Northwest Arkansas  
Schmeiding After School Program  
MDA Central Casting Studios  
Arkansas Figure Skating Association  
Walnut Farm Montessori School  
Northwest Arkansas Food Bank  
Local Walmart Stores  
Ozark Natural Foods

APPENDIX A  
501(c)(3)

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

DEPARTMENT OF THE TREASURY

Date:

SEP 29 2013

Employer Identification Number:  
46-2583543  
DLN:

OZARK EDUCATION INCORPORATED  
C/O CHRISTINE SILANO  
PO BOX 114  
SPRINGDALE, AR 72764-0114

Contact Person:  
ROGER W VANCE ID# 31173  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
May 21, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

APPENDIX B  
PUBLIC HEARING



Christine Silano &lt;ozarkcca@gmail.com&gt;

---

## Notice of Charter Public Hearing in Springdale.

6 messages

---

**Christine Silano** <ozarkcca@gmail.com>

Thu, Jun 12, 2014 at 9:08 AM

To: jrollins@sdale.org, "Poore, Mike" <mpoore@bentonvillek12.org>, jdarr@rps.k12.ar.us, vicki.thomas@fayar.net, drbarrett@gentrypioneers.com, ken.ramey@sssd.k12.ar.us, rneal@prs.k12.ar.us, rallen@1hsd.org, ccudney@greenland.k12.ar.us, Martin Schoppmeyer <martinschoppmeyer@haashall.org>, Paul Hines <phines@bcsa.k12.ar.us>, "bcc: Tripp Walter" <twalter@apsrc.net>, Larry Ash <lvash@cox.net>, Paige Young <paige@arkansasplanning.com>, "Keisha Mattox (ADE)" <keisha.mattox@arkansas.gov>, "Sky Bledsoe (ADE)" <Sky.Bledsoe@arkansas.gov>

Cc: Amy Chiodo <amyberrychiodo@gmail.com>, Summer Lunsford <summerlunsford@yahoo.com>, Krystle Berry <hereandthere\_kb@yahoo.com>, Adri Luna <anava.ozarkcca@gmail.com>, Rachel Gerner <rachel.lynn.gerner@gmail.com>, Arturo Garcia <gazvigarcia@gmail.com>, Mary Lightheart <marylightheart@gmail.com>

Bcc: Kathy Smith <ksmith@wffmail.com>, Whitney Jones <Whitney@edtec.com>

At 7:00 p.m. on Tuesday, July 1, 2014, the charter school sponsor, Ozark Education, Inc., will hold a Public Hearing at The Jones Center chapel auditorium at 922 E. Emma Ave. in Springdale.

The purpose of the hearing is to inform community members and allow public comments and questions about our state application for an Open Enrollment Charter School proposed to open in Springdale, Arkansas, in the 2015-16 school year. The name of the proposed school is Ozark Montessori Academy.

Please see attached ad which was run in the NWA Media newspapers on Tuesday, June 10. The ad will run for two more weeks.

Thank-you.

Christi Silano

Christine Silano, Ph.D.  
Executive Director  
Ozark Education, Inc.

cell: (479) 601-2776  
website: [ozarkcca.org](http://ozarkcca.org)

*Smart Choice. Bright Future.*  
Ozark Education, Inc.

---

 **public hearing ad.pdf**  
43K

---

**Mail Delivery Subsystem** <mailer-daemon@googlemail.com>

Thu, Jun 12, 2014 at 9:08 AM

To: ozarkcca@gmail.com

Delivery to the following recipient failed permanently:

[ccudney@greenland.k12.ar.us](mailto:ccudney@greenland.k12.ar.us)

Technical details of permanent failure:

Google tried to deliver your message, but it was rejected by the server for the recipient domain [greenland.k12.ar.us](mailto:ccudney@greenland.k12.ar.us) by [ms20.tcnoc.com](mailto:ms20.tcnoc.com). [63.209.10.236].

The error that the other server returned was:

550 No such domain at this location ([ccudney@greenland.k12.ar.us](mailto:ccudney@greenland.k12.ar.us))

----- Original message -----

DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed;

d=gmail.com; s=20120113;

h=mime-version:date:message-id:subject:from:to:cc:content-type;

bh=WNgyFGY2PkDfMnuVJxYBu2yAviSW7iSHXsVEVW3RNXg=;

b=fJSvvm46T8nYmv1fjydCKVbwba9X1O8GomRrTV90VMcLDnfZpRsDg4ByG0yj0tm6JU  
XMBrcwLVotAMIBjy+LBtFh1jDgSSEnSTXvWJfCqQUHydMRE0v7vh+RfYLY67++zumM  
+1wqLBqa9XGUzT2/pJc29uBfWMu1kpE3rs8Yi1LruM8J25RCsJomoMIDQ5tGYsHnWG+Z  
8QMK2Gh3IDONcGjNW2IPDHHIXQ0WHByl3d9yPd9R1Oa+ub2iSnR9IO1vTKKTVBtJRsmw  
aJo+HOLXyd/0+pOXUyJh2stfGWvAl80zgeTphQRot0VODM7izltA2T1kFGQWXERm64QT  
22rg==

MIME-Version: 1.0

X-Received: by 10.140.39.164 with SMTP id v33mr30583291qgv.99.1402582125190;

Thu, 12 Jun 2014 07:08:45 -0700 (PDT)

Received: by 10.229.18.72 with HTTP; Thu, 12 Jun 2014 07:08:45 -0700 (PDT)

Date: Thu, 12 Jun 2014 09:08:45 -0500

Message-ID: <CACQyk\_LhY2\_=f\_Am5FnDbdLxq+vUSxUKpiOVPh2Mup\_yRvoBhg@mail.gmail.com>

Subject: Notice of Charter Public Hearing in Springdale.

From: Christine Silano <[ozarkcca@gmail.com](mailto:ozarkcca@gmail.com)>

To: [jrollins@sdale.org](mailto:jrollins@sdale.org), "Poore, Mike" <[mpoore@bentonvillek12.org](mailto:mpoore@bentonvillek12.org)>, [jdarr@rps.k12.ar.us](mailto:jdarr@rps.k12.ar.us),

[vicki.thomas@fayar.net](mailto:vicki.thomas@fayar.net), [drbarrett@gentrypioneers.com](mailto:drbarrett@gentrypioneers.com),

[ken.ramey@sssd.k12.ar.us](mailto:ken.ramey@sssd.k12.ar.us), [rneal@prs.k12.ar.us](mailto:rneal@prs.k12.ar.us), [rallen@1hsd.org](mailto:rallen@1hsd.org),

[ccudney@greenland.k12.ar.us](mailto:ccudney@greenland.k12.ar.us),

Martin Schoppmeyer <[martinschoppmeyer@haashall.org](mailto:martinschoppmeyer@haashall.org)>, Paul Hines <[phines@bcsa.k12.ar.us](mailto:phines@bcsa.k12.ar.us)>,

"bcc: Tripp Walter" <[twalter@apsrc.net](mailto:twalter@apsrc.net)>, Larry Ash <[lvash@cox.net](mailto:lvash@cox.net)>,

Paige Young <[paige@arkansasplanning.com](mailto:paige@arkansasplanning.com)>,

"Keisha Mattox (ADE)" <[keisha.mattox@arkansas.gov](mailto:keisha.mattox@arkansas.gov)>, "Sky Bledsoe (ADE)"

<[Sky.Bledsoe@arkansas.gov](mailto:Sky.Bledsoe@arkansas.gov)>

Cc: Amy Chiodo <[amyberrychiodo@gmail.com](mailto:amyberrychiodo@gmail.com)>, Summer Lunsford <[summerlunsford@yahoo.com](mailto:summerlunsford@yahoo.com)>,

Krystle Berry <[hereandthere\\_kb@yahoo.com](mailto:hereandthere_kb@yahoo.com)>, Adri Luna <[anava.ozarkcca@gmail.com](mailto:anava.ozarkcca@gmail.com)>,

Rachel Gerner <[rachel.lynn.gerner@gmail.com](mailto:rachel.lynn.gerner@gmail.com)>, Arturo Garcia <[gazvigarcia@gmail.com](mailto:gazvigarcia@gmail.com)>,

Mary Lightheart <[marylightheart@gmail.com](mailto:marylightheart@gmail.com)>

Content-Type: multipart/mixed; boundary=001a11c14eae57f23b04fba41974

[Quoted text hidden]

\*Smart Choice. Bright Future.\*

\*Ozark Education, Inc.\*

---

Poore, Mike <[mpoore@bentonvillek12.org](mailto:mpoore@bentonvillek12.org)>

Thu, Jun 12, 2014 at 9:12 AM

To: Christine Silano <[ozarkcca@gmail.com](mailto:ozarkcca@gmail.com)>

Thanks so much ,

Mike

Sent from my iPhone

[Quoted text hidden]

website: [ozarkcca.org](http://ozarkcca.org)<<http://ozarkcca.org>>

Smart Choice. Bright Future.  
Ozark Education, Inc.

<public hearing ad.pdf>

---

**Arturo Garcia** <[gazvigarcia@gmail.com](mailto:gazvigarcia@gmail.com)>  
To: Christine Silano <[ozarkcca@gmail.com](mailto:ozarkcca@gmail.com)>

Thu, Jun 12, 2014 at 9:17 AM

Thanks I will call you later but I will advice some pastors so they can come.

[Quoted text hidden]

---

**Tripp Walter** <[twalter@apsrc.net](mailto:twalter@apsrc.net)>  
To: Christine Silano <[ozarkcca@gmail.com](mailto:ozarkcca@gmail.com)>

Thu, Jun 12, 2014 at 9:30 AM

Thanks, Christi. Tripp

From: Christine Silano [<mailto:ozarkcca@gmail.com>]  
Sent: Thursday, June 12, 2014 9:09 AM  
To: [jrollins@sdale.org](mailto:jrollins@sdale.org); Poore, Mike; [jdarr@rps.k12.ar.us](mailto:jdarr@rps.k12.ar.us); [vicki.thomas@fayar.net](mailto:vicki.thomas@fayar.net);  
[drbarrett@gentrypioneers.com](mailto:drbarrett@gentrypioneers.com); [ken.ramey@sssd.k12.ar.us](mailto:ken.ramey@sssd.k12.ar.us); [rneal@prs.k12.ar.us](mailto:rneal@prs.k12.ar.us); [rallen@1hsd.org](mailto:rallen@1hsd.org);  
[ccudney@greenland.k12.ar.us](mailto:ccudney@greenland.k12.ar.us); Martin Schoppmeyer; Paul Hines; Tripp Walter; Larry Ash; Paige Young;  
Keisha Mattox (ADE); Sky Bledsoe (ADE)  
Cc: Amy Chiodo; Summer Lunsford; Krystle Berry; Adri Luna; Rachel Gerner; Arturo Garcia; Mary Lighthead  
Subject: Notice of Charter Public Hearing in Springdale.

At 7:00 p.m. on Tuesday, July 1, 2014, the charter school sponsor, Ozark Education, Inc., will hold a Public Hearing at The Jones Center chapel auditorium at 922 E. Emma Ave. in Springdale.

[Quoted text hidden]

[Quoted text hidden]

Thank-you.

[Quoted text hidden]

**Christine Silano** <[ozarkcca@gmail.com](mailto:ozarkcca@gmail.com)>  
To: Arturo Garcia <[gazvigarcia@gmail.com](mailto:gazvigarcia@gmail.com)>

Thu, Jun 12, 2014 at 10:37 AM

Great!

Christine Silano, Ph.D.  
Executive Director  
Ozark Education, Inc.

cell: (479) 601-2776  
website: [ozarkcca.org](http://ozarkcca.org)

*Smart Choice. Bright Future.*  
*Ozark Education, Inc.*

[Quoted text hidden]

# Woman Arrested Again

JACKSON CONVICTED OF NEGLIGENT HOMICIDE IN 2012

By Kathryn Jordan  
KJORDAN@NWAONLINE.COM



Jackson

**FAYETTEVILLE** — A woman convicted of negligent homicide in connection with the 2011 death of a city Transportation Division employee was arrested Sunday, according to authorities.

Jo Jackson, 53, of 4002 N. Zion Valley Drive was arrested in connection with second offense driving while intoxicated and driving with a suspended license, according to police reports.

A caller reported at 9:07 p.m. Sunday a white Toyota sports utility vehicle drove over the curb and hit a trash can at Sonic Drive-In, 2908 N. College Ave. The caller also reported the vehicle drove through the median and almost struck another vehicle on College Avenue.

Police located the car at

the Sonic and described Jackson as having blood-shot, watery eyes and a strong odor of intoxicants on her breath, according to a preliminary arrest report. Her speech was slurred and her movements were slow, according to the report. Jackson told police she was unsure if she hit the trash can, according to the report.

She told police she drank a couple of glasses of wine. When asked to get out of the vehicle for a field sobriety test, Jackson told police she wasn't wearing any pants or underwear and was covering herself with a blanket, the report states.

Jackson complied with one sobriety test, but refused to take others because of her

state of undress, according to the report. When asked why she was driving without those articles of clothing, she said she was just going to get dinner.

While searching Jackson's vehicle, police found a small, empty bottle of wine in the cup holder, according to the report.

Jackson previously was arrested in connection with the Sept. 23, 2011, death of Jackie Luper, 57, of West Fork.

Luper and two other workers, Bradley Robbins, 34, of Farmington, and Bret Horn, 30, of Springdale were injured when Jackson drove into a construction zone in front of Butterfield Trail Village on Joyce Boulevard. Luper died at Washington Regional Medical Center the next day. Robbins and Horn were not seriously injured.

Her 12-year-old daughter

was in the vehicle at the time of the accident.

Jackson was arrested Sept. 24, 2011, in connection with misdemeanor driving while intoxicated and other misdemeanors, according to the Washington County Sheriff's Office. Zolpidem, a prescription sleeping medication, was found in Jackson's system at the time, according to a toxicology report.

Jackson pleaded guilty and was convicted of negligent homicide and third-degree battery in 2012 and was sentenced to six months in the Washington County Detention Center and one year of probation, according to news reports.

Jackson was released Monday morning from the Washington County Detention Center on a \$1,780 bond. She is due in Fayetteville District Court on July 14.

## BENTON COUNTY PRECINCTS & POLLING PLACES

The following are precincts and polling locations for the two runoff elections in Benton County today.

Benton County Quorum Court District 1, incumbent Mike McKenzie vs. Ron Easley.

Only residents of that district can vote in that runoff. Arkansas Attorney General, Leslie Rutledge vs. David Sterling. Voters who cast their ballots in the Republican primary, who only voted for nonpartisan races or who did not vote in the May 20 primary can vote in the Republican Party runoff.

Voters who cast their ballots in the Democratic Party primary are not eligible. Voters may be asked for photo identification at the polls. Voters unsure of their precinct should call the Benton County Clerk's office at 271-1013. Polls will be open from 7:30 a.m. to 7:30 p.m.

1: Gravette civic center, 401 Charlotte St. S.E.

2: Sulphur Springs community center, 456 White St.

3: Monte Ne Baptist Church, 1610 Monte Ne Road

4: Decatur municipal building, 310 Maple St.

5: Prairie Creek community center, 14432 Arkansas 12

6: Gentry Methodist Church, 102 W. First St.

7: Total Life Community Center, 13710 Arkansas 59, South

8: First Christian Church, 1405 W. Jefferson St., Siloam Springs

9: Siloam Springs community building, 110 N. Mount Olive St.

10: Heritage Missionary Baptist Church, 2309 S. Carl St., Siloam Springs

11: St. Mary's Catholic Church Parish Hall, 1998 U.S. 412, Siloam Springs

12: Avoca Town Hall, 222 N. Old Wire Road

13: Lost Bridge Village community center, 12477 Lodge Drive, Garfield

14: Garfield First Baptist Church, 17784 Marshall St.

15: Springtown Church Of Christ, 11905 Springtown Road

16: Robinson community building, 16903 School House Road, Siloam Springs

17: Logan community building, 15249 Logan Road, Siloam Springs

18: Cave Springs community building, 117 S. Main St.

19: Highfill Town Hall, 15036 Arkansas 12

20: Vaughn Presbyterian Church, 7915 S.W. Regional Airport Blvd.

21: St. Bernard's Catholic Church Parish Hall, 1 St. Bernard Lane, Bella Vista

22: Centerton Fire House, 755 W. Centerton Blvd.

23: Hiwassee Fire Station, 13690 Fire House Lane

24: Highlands United Methodist Church, 371 Glasgow Road, Bella Vista

25: Presbyterian Church, 1880 Forest Hills Blvd., Bella Vista

26: First United Methodist Church, 20 Boyce Drive, Bella Vista

27: Christian Church, 103 Riordan Road, Bella Vista

28: Baptist Church, 50 E. Lanchashire Drive, Bella Vista

29: St. Theodore's Episcopal Church, 1001 Kingsland Road, Bella Vista

30: 63: Metfield Clubhouse, 3 Euston Road, Bella Vista

31: Church of Christ, 989 N.W. McNelly Road, Bentonville

32: First Presbyterian Church, 901 N.E. J St., Bentonville

33: First Baptist Church, 1650 Slack St., Pea Ridge

34, 64: Church of Christ Activity Center, 811 N. Walton Blvd., Bentonville

35: Cornerstone Assembly of God Church, 4055 N. Second St., Rogers

36: First Assembly of God Church, 2202 S. Walton Blvd., Bentonville

37: Parks and Recreation building, 215 S.W. A St., Bentonville

38: The Meadows, 2300 S.E. 28th St., Bentonville

39: Oakley Chapel United Methodist Church, 203 Promenade Blvd., Rogers

40: Central United Methodist Church, 2535 W. New Hope Road, Rogers

41: Little Flock City Hall, 1500 Little Flock Drive

42: Grace Lutheran, 415 N. Sixth Place, Lowell

43: First Church of the Nazarene, 4911 W. Pleasant Grove Road, Rogers. Today only, this precinct will vote at Trinity Grace Church, Precinct 71

44: Holy Trinity Lutheran Church, 1101 W. Hudson Road, Rogers

45: Bland Chapel, 8530 Twin Coves Road, Rogers

46: Colonial Baptist Church, 1599 W. Olive St., Rogers

47: Charity Baptist Church, 2901 W. Olive St., Rogers

48: Moose Lodge, 215 W. Apple Blossom, Bethel Heights

49: First Baptist Church, 209A Washington St., Lowell

50: Centro Cristiano Assemblies of God Church, 2121 S. First St., Rogers

51: War Eagle Mill, 11045 War Eagle Road

52: First United Pentecostal Church, 2200 S. 13th St., Rogers

53: First United Methodist Church, 307 W. Elm St., Rogers

54: First Christian Church, 905 S. 13th St., Rogers

55: Southside Church of Christ, 919 S. Dixieland Road, Rogers

56: Christian Church, 2421 W. Oak St., Rogers

57: Hickory Creek Fire Station, 15645 Arkansas 264, Lowell

58: Church of Christ, 932 N. Curtis, Pea Ridge

59: Word of Life, 808 S.W. 14th St., Bentonville

60: Christian Life Center, 301 Commercial St., Centerton

61, 72: Living Waters Church, 424 Main St., Centerton

62: NWACC Shewmaker Center, 1000 S.E. Eagles Way, Bentonville

63: United Lutheran Church, 100 Cooper Road, Bella Vista

66: Riordan Hall, 3 Riordan Road, Bella Vista

67: City Hall, 530 Sunrise Drive, Bethel Heights

68: First Landmark Baptist Church, 206 S.E. 28th St., Bentonville

69: Hope Church of NWA, 1700 Moberly Lane, Bentonville

70: Lakeview Baptist Church, 1351 E. Lowell Ave., Cave Springs

71: Trinity Grace Church, 5891 Bellview Road, Rogers

73: Town Hall, 19812 U.S. 62, Gateway

— STAFF REPORT

## RECORDS

### Arrests

#### Benton County Sheriff's Office

William Lee Smith, 28, of 1456 W. Arkansas 12 in Highfill was arrested Monday in connection with aggravated robbery, battery in the second degree, false imprisonment in the second degree, theft of property and three counts of failure to appear. Smith was being held Monday in the Benton County Jail with no bond set.

Dale Kenneth Toohey, 41, of 302 E. Maritta St. in Woodfield, Ohio, was arrested Sunday in connection with a parole violation, misdemeanor failure to appear and misdemeanor contempt. Toohey was being held Monday in the Benton County Jail on a \$1,500 bond for the misdemeanors. No bond had been set in connection with the parole violation.

Shawn Spence, 36, of 968 W. Sycamore St., was arrested Sunday in connection with theft of property and misdemeanor third-degree assault, third-degree endangerment of the welfare of a minor and criminal trespass. Spence was released Monday from the Washington County Detention Center on a \$2,000 bond.

#### Rogers

Lindsay Elizabeth Rakes, 29, of 915 S. 17th St. in Rogers was arrested Sunday in connection with terroristic threatening in the first degree. Rakes was being held Monday in the Benton County Jail with a \$10,000 bond set.

#### Washington County Sheriff's Office

Zachariah Free, 21, of 903 Carter Court in Siloam Springs, was arrested Sunday in connection with failure to appear and misdemeanor possession of a controlled substance. Free was being held Monday in the Washington County Detention Center in lieu of a \$76,765 bond.

Cory Ryan, 24, of 184 Louise St. in Farmington was arrested Sunday in connection with kidnapping, aggravated residential burglary, residential burglary, terroristic threatening and possession of drug paraphernalia. Ryan was being held Monday in the Washington County Detention Center without bond.

Erik Turner, 32, of 1378 S. Washington Ave. in Fayetteville was arrested Monday in connection with possession of a controlled substance, possession of drug paraphernalia, leaving the scene of an accident and misdemeanor driving on a suspended license, no proof

of insurance and failure to pay fines and costs. Turner was being held Monday in the Washington County Detention Center in lieu of a \$6,347 bond.

### Police

#### Benton County

Jody Williams reported at 6:47 p.m. Thursday that steel was stolen from 15004 Logan Cave Road in Siloam Springs.

A burglary was reported Sunday at 2250 W. Maine St., Apt. 4. The caller reported entry was gained by rocks breaking the window, blood was on the floor and an Xbox 360, games and movies were stolen.

A break-in was reported Sunday at 3940 N. Park Oaks Drive. The caller reported a man was trying to break into a vehicle.

#### Washington County Sheriff's Office

A burglary was reported Sunday at 17868 Habberton Road in Fayetteville.

A stolen vehicle was reported Sunday at 2950 Howard Nickell Road in Fayetteville.

#### Springdale

A break-in at 1493 Mark St. was reported Monday.

A burglary at 1400 Backus Ave. was reported Sunday.

The theft of a vehicle at 802 W. Sunset Ave. was reported Sunday.

### Accident

#### Springdale

An accident Sunday resulted in a vehicle destroyed by a fire, according to an accident report by the Arkansas State Police. William Ruckman, 41, of Springdale was arrested in connection with driving while intoxicated, leaving the scene of an accident and driving left of center after his 2006 Jeep Grand Cherokee driven by Michele Rusin, 27, of Springdale.

Rusin was eastbound on U.S. 412 when her vehicle collided head-on with Ruckman's, which was turning west from Old Highway 68 onto U.S. 412, according to the report. Ruckman fled eastbound on U.S. 412, then attempted to turn right onto Taylor Corn Road. Ruckman lost control, the vehicle overturned, caught fire and burned, according to the report.

Both drivers and a passenger in each vehicle had minor injuries, but declined transport to a hospital, according to the report.

— STAFF REPORT

## WASHINGTON COUNTY PRECINCTS & POLLING PLACES

The following are precincts and polling locations for the runoff election in Washington County today.

Voters are to select a Republican nominee for Arkansas attorney general between Leslie Rutledge and David Sterling. Voters who cast their ballots in the Republican primary, who only voted for nonpartisan races or who did not vote in the May 20 primary can vote in the Republican Party runoff.

Voters who cast their ballots in the Democratic Party primary are not eligible. Voters may be asked for photo identification at the polls.

Voters unsure of their precinct can call the Washington County Clerk's office at 479-444-1711 or look it up online at [www.voterview.ar-nwa.org/](http://www.voterview.ar-nwa.org/). Polls will be open from 7:30 a.m. to 7:30 p.m.

### FAYETTEVILLE

1, 10, 15, 16: Christ's Church, 525 W. 15th St.

2, 3, 26, 42: Sang Avenue Baptist Church, 1425 N. Sang Ave.

4, 5, 36: Central United Methodist Church, 6 W. Dickson St.

6, 30, 35, 39, 45: Trinity Fellowship, 1100 E. Rolling Hills Drive

7, 29: First United Presbyterian Church, 695 E. Calvin St.

8, 25: Yvonne Richardson Center, 240 E. Rock St.

9, 24: Wiggins Methodist Church, 205 W. Martin Luther King Jr. Blvd.

11, 47: Baldwin Church of Christ, 4377 E. Huntsville Road

12: Buckner Baptist Church, 2748 E. Wyman Road

13, 34: Trinity United Methodist Church, 1021 W. Sycamore St.

14, 22, 37, 38, 41: Christian Life Cathedral, 1285 E. Millsap Road

17, 18: Sequoyah United Methodist Church, 1910 N. Old Wire Road

19, 44: St. John Lutheran Church, 2730 E. Township St.

20, 32, 43, 46, 48: Covenant Church, 4511 W. Wedington Drive

21: First Assembly of God, 550 E. 15th St.

23, 27, 33, 40: Mount Comfort Church of Christ, 3249 W. Mount Comfort Road

28: Northeast Baptist Church, 2578 Oakland Zion Road

**SPRINGDALE**

1, 9: First United Methodist

Church, 206 W. Johnson Ave.

2: John Powell Senior Center, 610 E. Grove Ave.

3, 13, 15, 23, 24, 25: Rodeo community center, 1423 E. Emma Ave.

4: Cross Church, 1709 Johnson Road

5, 16: Youth Center at Murphy Park, 1000 Watson Ave.

6, 18: Elmdale Baptist Church, 1700 W. Huntsville Road

7, 14: Calvary Church, 1000 N. Gutensohn Road

8, 12: First Church of the Nazarene, 2300 S. 40th St

10, 19: Temple Baptist Church, 2987 Cambridge St.

11, 20, 21, 22, 26, 27: Oak Grove Church, 499 Oak Grove Road

17: Turner Street Baptist Church, 4305 Turner St.

### COUNTY

Boston: Morrow Fire Station

Brush Creek: Nob Hill Fire Station

Cane Hill: Cane Hill Museum

Center: Farmington Baptist Church, U.S. 62

Cove Creek: Strickler Fire Station

Crawford: Brentwood School

Durham: Community building

Dutch Mills: Morrow Fire Station

Elkins: Community building

Elm Springs City and Township: United Methodist Church, 118 N. Elm St.

Farmington: Farmington Baptist Church, U.S. 62

Goshen City and Township: Community building

Greenland City and Township: Community building

Harmon: St. Joseph's Catholic Church Fellowship Hall

Illinois: Cincinnati community building

Johnson City and Township: City Hall

Lees Creek: Blackburn Church

Lincoln: Community center

Litteral: Wedington Fire Station

Marrs Hill: Viney Grove community building

Morrow: Morrow Fire Station

Prairie Grove City and Township: First Baptist Church, 219 N. Pittman St.

Prairie Township 1, 5: Northeast Baptist Church, 2578 Oakland Zion Road

Prairie Township 2— Baldwin Church of Christ, 4377 E. Huntsville Road

Prairie Township 3: Farmington Baptist Church, U.S. 62

Prairie Township 4: Mount Comfort Church of Christ, 3249 Mt. Comfort Road

Reed: Hazel Valley Church

Rheas Mill: Community building

Richland: Elkins community building

Springdale Township 1: Sonora Baptist Church, 17330 U.S. 412 East

Starr Hill: Lincoln community center

Tontitown City and Township: St. Joseph's Catholic Church Fellowship Hall

Valley: West Fork community center

Vineyard: Evansville Fire Station

War Eagle: Nob Hill Fire Station

Wedington: Community building

West Fork: Community center

Wheeler: Wheeler Fire Station

White River: Sulphur City Baptist Church

Winslow: Boston Mountain Fire Station

Wyman: Baldwin Church of Christ, 4377 E. Huntsville Road

— STAFF REPORT

**Do you need New Siding? New Windows? Or a New Roof?**

If you own or are buying your home and would like a free estimate from our company, here are just a few reasons TO CALL NOW:

- \$30 Gas Card Absolutely FREE with Every Estimate
- 30% Discount (June Only)
- NO Charge for Under Layment under Roof

**MEL HARRIS CO., INC.**  
1-800-NEW-ROOF or 479-649-2600

30,000 COMPLETED JOBS IN THE AREA!

100% FINANCING! NO MONEY DOWN!

ASK ABOUT ENERGY STAR A+ Rating

# Arrests Made In Kidnapping

POLICE RESCUE DALLAS WOMAN AT BENTONVILLE WALMART

By Tracy M. Neal

TNEAL@NWAONLINE.COM • @NWATRACY



Roberts



Vance

**BENTONVILLE** — Police rescued a Dallas woman Saturday after she left a note with a Walmart employee, claiming she had been kidnapped and brought to Bentonville, according to court documents.

Michael Lee Roberts, 24, of Bentonville was being held in the Benton County Jail on \$150,000 bond Monday after his arrest in connection with kidnapping, intimidating a witness and coercion. He also was being held on an out-of-state warrant in connection with aggravated kidnapping.

Police arrested a second man Monday in connection with the investigation. Theron Alan Vance, 21, of Rogers was being held in the county jail with no bond set in connection with conspiracy to commit capital murder and kidnapping.

Tony Marveggio, a lieutenant with the Bentonville Police Department, said the investigation is ongoing and more information may be released later.

Police received a call at 12:38 p.m. Saturday from an employee at the Walmart Supercenter on South Walton Boulevard, according to the probable cause affidavit. The employee reported a woman had given her a napkin stating she had been kidnapped by "her ex-boyfriend Michael Robert." Police learned that prior to their arrival Roberts tried to get into the women's restroom and get the woman to leave with him. Roberts left the scene before police arrived.

Police were able to get a description of the vehicle and the direction in which it went, according to court documents.

The woman was still in the bathroom when police arrived. She told an officer she was walking into

her apartment between 6 and 6:30 p.m. Friday when Roberts attacked her from behind, according to court documents. The woman said Roberts had his hands around her throat and she thought she was going to die, but another man came in the apartment and Roberts loosened his grip on her, the affidavit states.

The woman said the other man had an FBI badge and a gun. The man later identified himself as Theron Alan Vance, the affidavit states. The woman reported Vance identified himself as an FBI agent and said he was in the National Guard with Roberts, according to court documents.

The woman reported Roberts told her she had two options: go with him or he would kill her, the affidavit states. Roberts forced her to pack two suitcases, her computer and other personal documents. He then instructed her to leave a note for her roommate to explain her disappearance, the affidavit states.

Roberts told her to write that a family member was sick in China and she was going there, the affidavit states. The woman said she completed the note, but she also was able to write another note that said "Call 911" and left it in the refrigerator, according to court documents.

The woman said they left her apartment, and Roberts later broke her cellphone on the sidewalk, the affidavit states.

The woman reported they

**AT A GLANCE**  
**COURT DATES SET**

Michael Lee Roberts, 24, is scheduled to appear at 8 a.m. July 21 in Circuit Judge Robin Green's court for his arraignment in the case.

Theron Alan Vance, 21, is scheduled to appear at 8 a.m. July 28 in Circuit Judge Brad Karren's court for his arraignment.

Prosecutors have not filed formal charges against Roberts and Vance.

SOURCE: STAFF REPORT

stopped at a gas station in Eufaula, Okla., where she was able to write a note with a makeup pen and leave it behind. The note said she had been kidnapped by "Michael Roberts" and provided the tag number of the vehicle, according to court documents.

Eufaula police issued an alert at 6:47 a.m. Saturday that a note had been found in the women's bathroom at a truck stop, and Roberts and Vance were listed as persons of interest, according to court documents.

The woman said she and Roberts later went out to eat lunch and stopped at Walmart, where she was able to give the note to the Walmart employee, the affidavit states.

The woman told police she met Roberts at Arkansas State University in Jonesboro in 2012. They began to date, but she tried to break up with him. He became hostile and threatening, according to the affidavit. Roberts came to Dallas on three separate occasions to try and reconcile. She had contacted police, the affidavit states.

Police had given Roberts a trespass warning to stay away from the woman and her residence. Roberts also

had pulled a knife on her in a train station parking lot, according to the affidavit. Roberts also showed up at where she worked in Dallas. He later was arrested in connection with the knife incident and was given a July 10 court date, according to court documents.

The woman said Roberts and Vance told her they kidnapped her because they did not want her to testify against Roberts in Texas. The woman said Roberts was still trying to reconcile their relationship and she cooperated because she was scared, the affidavit states.

Police apprehended Roberts as he walked near his neighborhood.

Police searched Roberts' apartment and spoke with his roommate, Jason Pruitt.

Pruitt initially denied knowing anything about Roberts' relationship with the woman and claimed he barely knew Vance, the affidavit states.

Pruitt later told police he knew Roberts had an ex-girlfriend he hates in Dallas and had said he was "going to take care of it," the affidavit states. Pruitt admitted using Roberts' cellphone to call his mother to give Roberts an alibi. Pruitt told police the plan was to make it look like Roberts was at home during the time frame the woman was kidnapped or murdered in Dallas, the affidavit states.

# Woman's Body Found In Submerged Vehicle

STAFF REPORT

A Springdale woman's body was pulled from a vehicle submerged in the White River in the Nob Hill area, according to the Washington County Sheriff's Office.

Lorianne Gillespie, 24, was found dead Sunday night in a 2007 Jeep Wrangler Sahara. Several agencies assisted in removing the vehicle from the water by using air lift bags.

The accident occurred about 10 p.m. on Blue Springs Road, according to a news release from the Washington County Sheriff's Office.

After a preliminary investigation, investigators determined the vehicle was southbound and Gillespie may have failed to negotiate a curve right after crossing the

Blue Springs Bridge, according to the news release. The vehicle left the roadway, traveled down the embankment and went into the water, according to the news release.

Gillespie's body was sent to the Arkansas State Crime Lab on Monday morning to determine cause of death, said Kelly Cantrell, public information officer at the Sheriff's Office. The victim's family was notified, and the investigation is continuing.

Agencies including the Washington County Sheriff's Office and Benton County Sheriff's Office Dive Teams, Hickory Creek Fire Department, Nob Hill Fire Department, Springdale EMS and the Washington County Urban Search and Rescue Team went to the accident.

## Woman Sought In Store Altercation

By Kathryn Jordan

KJORDAN@NWAONLINE.COM

**FAYETTEVILLE** — Police are looking for a woman who fled after an altercation Sunday afternoon at Walmart, 3919 Mall Ave.

The suspect tried to steal merchandise from the store, and was taken to the loss prevention office. While there, the woman pushed an employee and head-butted another, according to a police report.

When she pushed the employee, the person fell into a shopping cart, causing a child that was with the suspect to fall on the floor. The suspect left the child behind and fled through the store, police said.

While police searched inside the store, the suspect left the parking lot in the vehicle that she and Karen Clark arrived in, said Sgt. Craig Stout, Fayetteville public information officer.

Clark, 50, of 5802 Samantha St. Apt. B, is the mother of the suspect and grandmother of the child, police said. Police did not release the name of the suspect.

When questioned by police, Clark was uncooperative, according to the report. She said she didn't know the suspect, yet she called and texted the suspect several times while speaking with authorities, police said.

Clark was arrested in connection with misdemeanor obstructing governmental operations, and released the same day on a \$535 bond.

The child was turned over to protective services, Stout said.

## Man Arrested In Teen Rape Case

STAFF REPORT

**FAYETTEVILLE** — A homeless man was arrested Saturday in connection with two counts of rape.

Daniel Brinkley, 20, was arrested after a 14-year-old told police she was having intercourse with Brinkley, and it began when she was 13, according to a preliminary arrest report.

Brinkley was a friend of the girl's family, and was aware of the age of the girl, according to the report. The girl is low functioning and Brinkley told authorities she has the mentality of someone younger than her age.

He admitted to having sex with the girl twice last summer, according to the report, and said it may have been more, but sometimes he blacks out, and didn't remember, according to the report. He did however, admit to making out with the girl recently, according to the report.

The girl is still willing to have sexual intercourse with Brinkley, according to the report. A Families In Need of Services petition will soon be filed, according to the report.

Brinkley was being held Monday in the Washington County Detention Center in lieu of a \$50,000 bond.



Brinkley

# Dennis Byrd To Be Honored For Contributions

By John Lyon

ARKANSAS NEWS BUREAU

**LITTLE ROCK** — Former Arkansas News Bureau chief Dennis Byrd will be honored for his contributions to the newspaper industry at the Arkansas Press Association's 2014 SuperConvention in Hot Springs next month, the APA said Monday.

The convention will be held July 9-12 at Embassy Suites. In a July 11 awards banquet, the APA will present Distinguished Service Awards to Byrd, former Texarkana Gazette publisher Buddy King and former Arkansas Democrat-Gazette Executive Editor Griffin Smith.

Byrd is retired as chief of the Arkansas News Bureau after spending several years as publisher of nine weekly newspapers in addition to his bureau chief duties.

Stephens Media named Byrd publisher of the North Little Rock Times and Maumelle Monitor in 2005, and later added weekly newspapers in Cabot, Carlisle, Jacksonville, Lonoke, Sherwood, Hot Springs Village and Clinton.

Byrd is a former executive editor of the Texarkana Gazette, managing editor of the El Dorado News-Times and The Benton Courier. He also is a past advertising manager of the News-Times.

Byrd wrote for The Associated Press from 1987 until 1996 before joining Stephens Media, formerly Donrey Media Group. He was twice named the state's top columnist by Associated Press



Byrd

Media Editors.

A former president of the Pro Chapter of the Arkansas Society of Professional Journalists, Byrd has been active in the state Freedom of Information Coalition and is a past recipient of the APA's FOI Award.

He entered retirement a few months ahead of his planned departure when he and most of his staff at the Arkansas News Bureau were laid off earlier this year.

King is retired as publisher of the Texarkana Gazette and president of Palmer Newspapers. He began his newspaper career at the Paragould Daily Press and became publisher of the Malvern Daily Record, then managed six Alabama papers

before joining the Gazette as general manager in 1988.

Smith was executive editor of the Arkansas Democrat-Gazette from 1992 until 2012.

Also at the banquet, King and Claudia Ahrens of the Stuttgart Daily Leader will receive Golden Fifty Service Awards; Sonny Albarado of the Arkansas Democrat-Gazette will receive a Freedom of Information Award; Katherine Shurlds of the University of Arkansas will receive a Journalism Educator Award; and Arkansas House Speaker Davy Carter, R-Cabot, and Senate President Pro Tem Michael Lamoureux, R-Russellville, will receive Headliner of the Year Awards.

**Ozark Montessori Academy**  
A K-8 Public Charter School

**INTERNATIONALLY-ACCLAIMED MONTESSORI CURRICULUM INCLUDES:**

- Accelerated math & literacy
- Higher-level thinking
- Small school/small classes
- Academic rigor
- Mixed-age classes
- Leadership development

**WITH COLLEGE & CAREER PREPARATION, INCLUDING:**

- Digital literacy
- Computer program coding
- Media production
- Second language literacy
- Character education
- Service projects

**INFORMATIONAL MEETING:**  
Tuesday, July 1 @ 7:00 p.m.  
at Jones Center Chapel  
922 E. Emma Ave., Springdale  
Questions? Email: ozarkcca.org

# Aquatics Center Passes Go On Sale Sunday

STAFF REPORT

**ROGERS** — A second half-price sale of 10-punch passes for the Rogers Aquatics Center will be held next week, according to city employees.

A similar sale two weeks before the center opened garnered \$240,000 in sales, parks officials said.

Passes may be purchased beginning Sunday through 7 p.m. June 28 at the Aquatics Center or online at [www.rogersaquaticscenter.com](http://www.rogersaquaticscenter.com).

"We're doing this for those who might have missed out on the first sale of the season. We did the same thing last year before the Fourth of July holiday," said

Andrea Brinton, assistant parks director.

The 10-punch pass for city residents normally sells for \$85. During the sale, the cost is \$42.50, or \$4.25 per visit. At the gate the cost of admission for a city resident is \$12. For nonresidents, the regular cost for a pass is \$99. The half-price cost is \$49.50. The gate cost of a nonresident is \$15. The half-price pass reduces the cost to \$4.95 per visit. An entry fee is good for the day. Swimmers may leave the park and return as many times as they wish during the day the entry fee is paid, according to center officials.

For more information, call 479-936-5482.

**BLOWN ATTIC INSULATION**

**\$175**

Excellent Swepeco Programs

**Dan's Insulation**

Call Sara  
479-387-5171

**Do you need New Siding? New Windows? Or a New Roof?**

**30,000 COMPLETED JOBS IN THE AREA!**

**100% FINANCING! NO MONEY DOWN!**

If you own or are buying your home and would like a free estimate from our company, here are just a few reasons TO CALL NOW:

1. \$30 Gas Card Absolutely FREE with Every Estimate
2. 30% Discount (June Only)
3. NO Charge for Under Layment under Roof

**MEL HARRIS CO., INC.**  
1-800-NEW-ROOF  
or 479-649-2600

**Don't Litter!**

**Pitch In!**

**HELP KEEP ARKANSAS BEAUTIFUL!**

**Specials of the Week!**

Post **FRUITY PEBBLES** \$1.99 (20.5 oz. box)

Malt-O-Meal **DYNO-BITES** 99¢ (14 oz. box)

**Valu-Outlet**

461 W 15th Street  
Fayetteville  
479-521-8258  
Open: 9am - 7pm  
Sunday: 10am - 6pm

# Charter School Selects CEO

MARY LEY IS SET TO TAKE LEAD AT ARKANSAS ARTS ACADEMY

By Amye Buckley  
ABUCKLEY@NWAONLINE.COM • @NWAAMYE

UP NEXT

## ARKANSAS ARTS ACADEMY

The charter school board will hold its first meeting as Arkansas Arts Academy and with its new CEO at 6:30 p.m. July 8, at 8 Halsted Circle, Suite 5, Rogers.

**“Put your seat belts on.”**

**MARY LEY**  
Benton County School of the Arts chief executive officer/superintendent

**ROGERS** — Benton County School of the Arts will have a new leader in place next week when it transitions to the Arkansas Arts Academy.

School Board members presented Mary Ley as the final candidate for the chief executive officer/superintendent position on Monday night to about 10 staffers and a couple of parents. Ley will take the title of chief executive officer, replacing former superintendent Paul Hines.

Ley told the group that she is ready to take things to the next level.

“Put your seat belts on,” she said.

The School Board interviewed candidates on Monday and Tuesday of last week and came to a consensus Thursday night. The board wanted to have a signed contract before voting and announcing their new leadership, said Wes Abbott, board president. Abbott said he was pleased with Ley’s art experience.

“She brought a unique

point of view. Her being from an arts background and us being an arts school was like a perfect match,” Abbott said.

Other board members echoed Abbott’s sentiments. Tony Beardsley said he was pleased to have an arts-focused leader in place and hopes Ley’s energy is contagious to the staff. Alicia Knotts said she hopes to see more arts, more community building out of the new leadership.

“I think it’s a new chapter for Arkansas Arts Academy,” Knotts said.

Ley, a former art teacher, is the executive director of communications and community partnerships in Bentonville School District. She has taught in Indiana and Florida and was an administrator in Colorado. She holds a National Board

Certification in art, Ley said after the meeting and is a former trainer for International Baccalaureate. She was involved in turnarounds of two Colorado Springs magnet schools, Ley said. She was project director at Galileo School of Math and Science, then Jack Swigert Aerospace Academy.

Her goal for the Rogers charter school is to make it the best in the nation. The growing local arts scene will play into that, Ley said. The school has great infrastructure, she said, but she plans to introduce more physical activities, like biking or running to students.

“I think all my past experience has led me up to this moment,” Ley said.

“I want to be here and I want to belong here and this is where my legacy is going to be,” she said.

Ley was chosen from among 10 candidates for the position. Her 232 day contract was written for three years with annual salary of \$103,000. She starts July 1.

In other business the board approved a preliminary website design and business cards for the July 1 rebranding to Arkansas Arts Academy.

Beardsley asked the board to approve a half-page advertisement in OnStage, the Walton Art Center’s fall program. The school had a quarter page ad, but it got lost and the upcoming name change needs introduction, he said.

The board approved a \$2,712 advertisement for the season and a \$1,300 design fee.

# PLEA: Atkins Could Face Death Penalty In Case

CONTINUED FROM PAGE 1A

without bond.

Hedges earlier pleaded not guilty to being an accomplice to capital murder and was given an Aug. 14 trial date. He also is being held at the Washington County Jail without bond.

Hedges, of Springdale, fled the area after Frazier’s death. He was found in Texas and extradited to Northwest Arkansas.

If convicted, Atkins and Hedges face either life in prison without the possibility of parole or the death penalty. Deputy Prosecuting Attorney Matt Durrett said he has not decided whether to seek the death penalty against Atkins or Hedges.

Other evidence recovered at the scene matched Atkins’ story, according to the Washington County Sheriff’s Office.

Atkins was given an Aug. 28 trial date and is being held in the Washington County jail

# SENTENCE: Bolt Agreed To Forfeit Three Properties

CONTINUED FROM PAGE 1A

anything, they’ve taught you how to do it better.”

Brooks cited a mid-1980s case in which Bolt was convicted in Tulsa, Okla., of a scam almost identical to the latest.

“There were layers upon layers of falsified documents,” Brooks said of Bolt’s methods. “It was all designed to give the illusion of legitimacy.”

Brooks said Bolt pretended to have a doctorate degree, invented fictitious people and employees, forged signatures and led the victims to believe he was treating cancer patients at his clinic, which Brooks said appeared to be a front for the scams.

“Mr. Bolt preyed on the altruistic nature of everyone,” Brooks said. “They wanted to help people.”

Robert Cessario, an FBI agent who investigated the case, said Bolt had five or six larger scams and 20 to 30 smaller ones going when he was arrested. About \$100,000 was never accounted for.

The FBI launched an investigation in August 2012 into suspicious activity involving Situs Cancer Research Center, Bolt’s purported alternative cancer treatment clinic in Rogers. Prosecutors accused Bolt of commit-

ting mail and wire fraud by preparing and sending fraudulent documents containing forged signatures and false authentication features to various entities and individuals to persuade them to send him unclaimed property, money and other assets from defunct companies and individuals with no next of kin.

The government contends Bolt took more than \$2.5 million from Community Medical Group in California and at least four other companies.

In his plea, Bolt agreed to forfeit three properties prosecutors said were bought with money derived from mail fraud, wire fraud and money laundering. The properties are 1222 W. Poplar St., 1204 W. Poplar and 303 S. Rife St., all in Rogers. Bolt also agreed to help identify assets transferred to third parties.

There’s also a civil forfeiture action against two mobile medical units, a box truck, an Airstream recreational vehicle, three SUVs, a Toyota pickup, four airplanes, \$8,900 cash, \$111,971 from a bank account and other items. Proceeds from the sale of those items will be applied to Bolt’s restitution.

Deputy U.S. Attorney Glen Hines prosecuted the case.

# CLOSING: Activities For June And July To Be Relocated

CONTINUED FROM PAGE 1A

St., while the center is closed. All other activities that were planned in June and July, such as Trike Theatre’s summer camp, will be relocated.

“The building will remain closed until we shore up the existing trusses and repairs can be completed,” Lane said in the email to patrons. “We expect all work to be completed by late summer or early fall of 2014 in time

to begin our next season.”

The next performances scheduled in Baum Walker Hall are Aug. 29-30 as part of the Fayetteville Roots Festival.

Erin Rogers, interim public relations director, said Monday she wasn’t sure if the festival will be affected.

“We’re still kind of in the beginning stages of trying to evaluate what the next steps are,” Rogers said.

“In the next day or two,

we hopefully will have a better idea of what it’s going to take,” Terri Trotter, chief operating officer for the arts center, said.

The center’s 2014-15 Broadway series is scheduled to begin Oct. 21 with the musical comedy “Nice Work If You Can Get It.”

“We believe this will have little, if any, impact on the (2014-15) season,” Trotter said.

Construction of a new lobby along Dickson Street

was expected to begin this summer. Work on an expanded Starr Theater and back-of-house construction, including the trusses, was to start in summer 2015.

Members of the Arts Center’s governing board are set to receive a construction update at their quarterly meeting at 4 p.m. today. The meeting, normally held in the Arts Center’s main building at 495 W. Dickson St., has been moved to Nadine Baum Studios, Trotter said.

# MONEY: Fayetteville Saw A 1.8 Percent Jump Over Last Year

CONTINUED FROM PAGE 1A

Bentonville and Lowell reported sharp decreases, on the other hand. Walmart’s home city took in about \$714,000, down more than one-fourth from a year ago. Lowell’s revenue dropped 36 percent to about \$275,000.

The numbers give a delayed, rough picture of the area’s economic activity, reflecting revenue collected in May from sales in April. City officials watch the figures closely because the revenue goes toward the general funds for public services and operations.

Each city except Bella Vista collects a 2 percent sales tax. One percent of the tax is devoted to repaying bonds; the other 1 percent goes into each city’s general fund. NWA Media tracks the 1 percent going into general funds.

Sales vary widely among the seasons, so comparisons are based on collections from the same month a year ago.

Despite the mixed picture,

area officials generally agreed the numbers show the area’s in fairly good economic health.

“Any time that we’re up, over and above the previous year’s collections, that’s good news,” said Mayor Greg Hines of Rogers, where revenue was up 0.2 percent to \$1.18 million. “It’s a great sign for our region.”

The rest of the year, particularly the summer, should build on this small increase, Hines said.

He pointed to the new Walmart Arkansas Music Pavilion, which opened during the company’s shareholders meeting earlier this month, as a likely source of more sales tax revenue. Owners of restaurants and other businesses surrounding the venue have reported their highest sales ever, Hines said.

“I think those are all good signs,” he said.

Along those lines, Springdale’s revenue was the highest since before the recession, said Wyman Morgan, city finance director. The previ-

ous high was just last month, he added, meaning the city is seeing significant growth.

“I think it’s just across-the-board increases,” Morgan said, instead of any particular industry. “We’re very proud of the economy in Springdale.”

The numbers can’t always be taken at face value, officials said. Fayetteville, for instance, saw a 1.8 percent increase in revenue to about \$1.47 million, but that’s not enough to make up for the winter, said Paul Becker, finance director. Snow and ice brought economic activity to a grinding halt across the country in December and January.

“We’ve edged up a bit, but we’re still working against a couple pretty rough months in a row. I think we’re still playing catch-up,” Becker

said. He said he didn’t expect revenue to swerve too far up or down for the rest of the year.

Conversely, while Bentonville saw a decrease, revenue for the year is on target, said Denise Land, finance director.

“All in all, we’re good,” Land said, noting the city’s budget assumed a \$750,000 monthly average that has so far been exceeded. “We always try to be conservative with our numbers.”

The city’s revenue is typically erratic, Land added, swerving just this year between \$680,000 and \$893,000 per month.

“We had some really bumper months in 2013, first part of the year,” she said. “Us slowing down from a year ago does not surprise me.”

**AN AMERICAN TRADITION FOR 70 YEARS!**

**RODEO TICKETS NOW ON SALE!**

**KIDS TICKETS -- \$7**

**RODEO OF THE OZARKS**  
\*\* SPRINGDALE, AR SINCE 1944 \*\*

Buy 'em at [www.rodeooftheozarks.org](http://www.rodeooftheozarks.org) or at the Rodeo office, 1423 E Emma Ave, Springdale, AR

## CORRECTIONS

As a matter of policy, Northwest Arkansas Newspapers will publish corrections of errors in fact that have been printed in the newspaper.

The corrections will be made as soon as possible after the error has been brought to the attention of the editor at 571-6429 or 619-2527.

week of daily 6-23-14 connection

“A Week Without Advertising Makes One Business Weak.”

**MEDICAL BILLING TRAINEES NEEDED!** Become a Medical Office Assistant now! Online job training gets you ready. Job placement when program completed. HS Diploma/GED & Internet Required. 1-888-734-6717. [Avers.edu/disclosures](http://Avers.edu/disclosures)

**HUGE Manufactured Home Clearance Sale** New, Used & Repo Homes available. We take TRADES! We buy homes! 417-865-4181

**WANTED! 10 HOMES** in your county needing Siding, Windows or Roofs. Save hundreds of dollars. These selected homes will receive FREE shutters and storm door. No money down EZ Financing. Life-time manufacture warranty. Senior and Military discounts. Home Owners Only. 1-866-668-8681

**PUBLIC AUCTION**  
Assets surplus to the ongoing operations of  
**BRIGHT TECHNOLOGY**  
2501 S. ARMSTRONG FAYETTEVILLE, AR 72701 • LIVE ONSITE AUCTION

**TUES. July 1st @ 10am CDT**  
Open Inspection June 30th 9AM-4PM  
Online Bidding at: [www.bidspotter.com](http://www.bidspotter.com)

(13) ABB Robots with Controls, Pines #1 Tube Bender, Timesaver Speedbelt Sander 25" Belt... Machining Centers, Large Quantities of Recoverable Metals, and MUCH more!

**DON'T MISS THIS SALE!!**  
Auction managed by 102 E. Springfield Ave. Union, MO 63084  
866.842.5280  
[www.sbm.com](http://www.sbm.com)

**REDUCE YOUR CABLE BILL!** Get a whole home Satellite system installed at NO COST and programming starting at \$19.99/mo. FREE HD/DVR Upgrade to new callers. CALL NOW 1-800-474-0423

**DISH TV Retailer.** Starting at \$19.99/month (for 12 mos.) & High Speed Internet starting at \$14.95/month (where available.) SAVE! Ask About SAME DAY Installation! CALL Now! 1-800-393-5829

## NORTHWEST ARKANSAS TIMES

Volume 147, Number 320

(USPS Number 396-980)

(ISSN 1066 — 3355)

## SPRINGDALE MORNING NEWS

Volume 20, Number 215

(USPS Number 447950)

(ISSN 1080 — 950X)

Periodicals postage paid in Fayetteville.

FREQUENCY: Published 365 days a year by NAN LLC.

POSTMASTER: Send address changes to Northwest Arkansas Newspapers, P.O. Box 1607, Fayetteville, AR 72702.

MEMBER: Arkansas Press Association

To Start Delivery Or Report Delivery Problems, Call 800-482-1121

TO START DELIVERY: Contact the subscriber services department between 6 a.m. and 6 p.m. Monday through Friday,

6 a.m. to 11 a.m. Saturday, and 6:45 a.m. to 1 p.m. Sunday.

Lisa Thompson, Managing Editor, 872-5168

Donna Lonchar, Northwest Arkansas Times Editor, 571-6429

Beanna Walker, Springdale Morning News Editor, 619-2527

Becca Martin-Brown, Features Editor, 872-5054

Chip Souza, Sports Editor, 872-5131

Spencer Tirey, Photo Editor, 872-5038

WHERE TO FIND US: Springdale, 2560 N. Lowell Road, 751-6200 Fayetteville, 212 N. East Ave., 442-1700



YES! I SUPPORT OZARK MONTESSORI ACADEMY OPENING IN SPRINGDALE!

DATE	NAME	EMAIL	PHONE
7/2/14	Rachel Gerner		
7-1-14	D.J. King		
7-1-14	Amy R Chiodo		
7-1-14	David C Chiodo		
7-1-14	Dave P. Chiodo		
7-1-14	Michelle Scott Chiodo		
7-1-14	Brittney ReLison		
7-1-14	Braden ReLison		
7-1-14	Arturo Garcia		
7-1-14	Jitka S. Arseneau		
7-1-14	Meredith Larsen		
7-1-14	Kryttle Berry		
7-1-14	Hilda Martinez		

YES! I SUPPORT OZARK MONTESSORI ACADEMY OPENING IN SPRINGDALE!

DATE	NAME	EMAIL	PHONE
7/1/14	Summer Lunsford		
7/1/14	Brittany Hutson		
7/1/14	Boon Kee Leo-Hampton		
7/1/14	Sara Ash		
7/1/14	JD Siller		
7/1/14	Trenton Harris		

APPENDIX C  
PARENTAL & COMMUNITY SUPPORT



---

## CENTRO CRISTIANO HISPANO

1751 N. 56th Street  
Springdale, AR 72762

---

July 18, 2014

To Whom It May Concern:

My name is Eddie Cantu, pastor of Centro Cristiano Hispano in Springdale, AR. My wife and I have been pastors of this church since it's inception in 1995. We currently run an average of 300+ on Sundays. I am also the secretary/treasurer of the South Central Hispanic District, which includes the ministers, and churches of the Hispanic Assemblies of God in Arkansas, Oklahoma and North Texas.

The purpose of this letter is to let you know that I support Ozark Education Inc. I am confident that the curriculum will be of high quality. Many professional leaders are investing in many ways to contribute to help future generations with their education. This school will help and encourage students to have better opportunities and further their education. Parents will develop a close sight on the students' studies and homework that will eventually help them. They will also have another choice in deciding what is best for their children. Ozark Education Inc. will definitely make an impact in NWA.

Thank you for taking the time to hear me on this matter and thank you for considering Ozark Education Inc.

Sincerely,

Eddie Cantu

To whom it may concern,

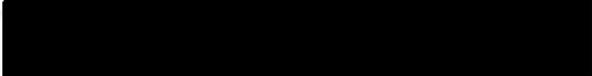
My Name is, Carolyn Mendez,  
I have a daughter that is ADHD,  
Depressive Disorder, Disruptive Disorder.  
I believe, she would benefit from  
a Charter School; because she will  
fail in public school. The class  
size is too big and The Teacher do  
not care, if kid learn or not,  
My daughter doesn't understand  
7th math and is failing math with  
a 37 percent grade and some other  
classes she is not doing good,  
Charter School would benefit children  
like my daughter because of smaller  
classes and one on one attention. The  
rate my daughter is doing in school  
she will not graduate and will drop  
out, because she doesn't know the work.  
When the Charter School come here,  
I will be the first to put my  
daughter in Charter School

(over)

I would like to get her  
out of public school because  
she will not pass or graduate,  
she will be a dropout from  
Public School. Please bring  
or let Charter School come to  
Springdale, If I have money  
I would put her in private school  
because the Public School  
crowdiness to big classes

Thank You

Carolyn Mendez  
Carolyn Mendez



July 17, 2014

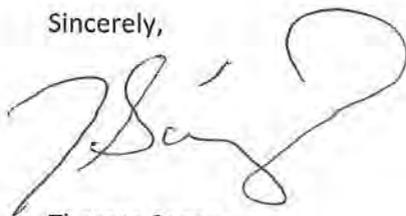
To Whom It May Concern,

My name is Theresa Saenz and my son is currently attending Ozark Kids Montessori. The program has been very beneficial for him. He had attended other head start programs since he was 3, but he really was not learning like I thought he should. It wasn't until he came to the Montessori school that he started to do exceedingly well. He now knows his numbers to 100, all of his basic colors, not to mention how independent he has become. My son now shows the ability and willingness to do things for himself like pour his own drinks, and clean up after himself. We are working towards reading before he enters kindergarten.

I worry about sending my son to traditional public school now because I know he is going to be far ahead of the other children. I think a Charter school would benefit, not only my family, but the entire community in allowing under-privileged families like mine access to such a great resource.

I think a Charter School would not only be good but is a necessity for this area. There are many families in this community that would greatly benefit from what a school like Dr.Silano is proposing. We are ready to be a part of the future of education in Northwest Arkansas.

Sincerely,

A handwritten signature in black ink, appearing to read 'Theresa Saenz', with a large, stylized flourish at the end.

Theresa Saenz



STATE OF ARKANSAS

# House of Representatives

July 8, 2014

Dear Members of the Authorizing Charter Board:

I am writing in support of the Ozark Education's application. Parents, the public community, and educators have been meeting for several months to develop their visualization and believe that this is a desirable education opportunity for students in our area.

Established public schools in Northwest Arkansas do a fantastic service for our communities; though, some students may be better served by the distinctive persona of a charter school. I support these efforts. School preference provides parents the paramount opportunity to choose a school they feel meets the needs of their children.

Again, I support Ozark Education, Inc. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Micah S. Neal".

Micah S. Neal  
State Representative

MSN/jnm

REPRESENTATIVE

Micah S. Neal

ASSISTANT SPEAKER PRO  
TEMPORIS

P. O. Box 1912

Springdale, Arkansas 72765-1912

479-935-5550 Residence

micah.s.neal@arkansashouse.org

DISTRICT 89

Counties:

Part Washington

COMMITTEES:

Judiciary

Courts/Civil Law Subcommittee

City, County and Local Affairs

Chairperson,

Local Government Personnel

Subcommittee

Vice Chairperson,

House Management

Joint Committee on Energy

## **OZARK MONTESSORI ACADEMY**

### **ADDITIONAL COMMUNITY SUPPORT DOCUMENTATION**

AVAILABLE UPON REQUEST:

1. 150 Petition Signatures
2. Letters of support from the following individuals:
  - Patricia Heitzman, Bentonville High School Counselor
  - Dr. Robert Maranto, University of Arkansas professor
  - Randy Alexander, state representative
  - Charlie Collins, state representative
  - Douglas Baird, state representative

APPENDIX D  
SCHOOL CALENDAR

# OZARK MONTESSORI ACADEMY 2015-2016 ACADEMIC CALENDAR

## AUGUST

3	4	5	6	7
10	11	13	14	15
17	18	19	20	21
24	25	26	27	28
31				

## SEPTEMBER

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

## OCTOBER

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

## NOVEMBER

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

## DECEMBER

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

- Student Days: 188
- Inservice.Days: 10
- P/T Conf.: 2
- Teacher Days: 198

### KEY

- Inservice: No School
- No School
- Start of Quarter
- End of Quarter
- P/T: Parent-Teacher Conf.

### CALENDAR

- Aug. 3-7: Inservice
- Aug. 10: First day of school
- Aug. 31: Labor Day, no school
- Sept. 25: Inservice
- Sept. 24-25: Parent-Teacher Conferences
- Oct. 16: End of 1st Quarter (49 days)
- Oct. 30: Harvest Day, no school
- Nov. 25-27: Thanksgiving Break
- Dec. 22-Jan. 1: Christmas Break
- Jan. 4: Inservice
- Jan. 6: School Resumes
- Jan. 12: End of 2nd Qtr. (47 days)
- Jan. 18: MLK Day
- Feb. 10-11: Parent-Teacher Conferences
- Feb. 12: Inservice
- Mar. 18: End 3rd Qtr. (46 days)
- Mar. 21-25: Spring Break
- April 18: Inservice
- May 30: Memorial Day, no school
- June 1: End 4th Qtr. (46 days)
- June 2: Inservice

## JANUARY

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## FEBRUARY

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

## MARCH

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

## APRIL

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## MAY/JUNE

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31	1	2	

APPENDIX E  
DAILY SCHEDULES

OZARK MONTESSORI ACADEMY  
KINDERGARTEN DAILY SCHEDULE

<b>TIME</b>	<b>ACTIVITY</b>
7:45-8:30	Breakfast, recess
8:30-11:30	Personal Work Plans: Practical Life, Sensorial, Math, World Language, Computer Skills, Reading, Art, Music, Drama, CCSS Integration, Snacks
11:30-12:00	Circle time, Read aloud
12:00-12:30	Lunch
12:30-1:30	Outdoor Lessons: P.E., gardening, construction, animal care
1:30-3:30	Personal Work Plans (cont.)
3:30-4:00	Silent Sustained Reading, Daily Journals, Peace Education, Dismissal
4:00-6:00	After school program: Sports, Games, Recreation

OZARK MONTESSORI ACADEMY  
ELEMENTARY I (1-3) DAILY SCHEDULE

<b>TIME</b>	<b>ACTIVITY</b>
7:45-8:30	Breakfast, recess
8:30-11:30	Personal Work Plans: Math, World Language, Computer Skills, Reading, Art, Music, Drama, CCSS Integration, Health, Life Skills, Snacks
11:30-12:00	Circle time, Read aloud
12:00-12:30	Lunch
12:30-1:30	Outdoor Lessons: P.E., gardening, construction, animal care
1:30-3:30	Personal Work Plans (cont.)
3:30-4:00	Silent Sustained Reading, Daily Journals, Peace Education, Dismissal
4:00-6:00	After school program: Sports, Games, Recreation

OZARK MONTESSORI ACADEMY  
ELEMENTARY II (4-6) DAILY SCHEDULE

<b>TIME</b>	<b>ACTIVITY</b>
7:45-8:15	Breakfast; animal care
8:15-11:15	Personal Work Plans: Art, Music, Video Production, Practical Living, Computer coding, CCSS Integration, Entrepreneurship, Engineering, Math, Language, Computer Skills, Reading, World Languages, Science
11:15-11:45	Student government, student presentations, guest speakers
11:45-12:45	P.E., gardening, construction, recreation
12:45-1:15	Lunch
1:15-3:15	Personal Work Plans: (cont.)
3:15-4:00	Silent Sustained Reading, Daily Reflections, Peace Education, Dismissal
4:00-6:00	After school program: Sports, Games, Recreation, Clubs (dance, robotics, chess, other?)

OZARK MONTESSORI ACADEMY  
SECONDARY (7-8) DAILY SCHEDULE

<b>TIME</b>	<b>ACTIVITY</b>
7:45-8:15	Breakfast; animal care
8:15-11:15	Personal Work Plans: Art, Music, Video Production, Practical Living, Computer coding, CCSS Integration, Entrepreneurship, Engineering, Math, Language, Computer Skills, Reading, World Languages, Science
11:15-11:45	Student government, student presentations, guest speakers
11:45-12:45	P.E., gardening, construction, recreation
12:45-1:15	Lunch
1:15-3:15	Personal Work Plans: (cont.)
3:15-4:00	Silent Sustained Reading, Daily Reflections, Peace Education, Dismissal
4:00-6:00	After school program: Sports, Games, Recreation, Clubs (dance, robotics, chess, other?)

APPENDIX F  
SALARY SCHEDULE & BUDGET

**2015-2016  
Public Charter School Application  
Personnel Salary Schedule**

<b>Administrative Positions:</b>					
Line#	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	Program Director	1	\$50,000.00	1	\$51,000.00
2	Administrative Assistant	1	\$25,500.00	1	\$26,000.00
3					
4					
5					
6					
7	<b>Subtotal:</b>		\$75,500.00		\$77,000.00
8	Fringe Benefits (rate used <u>31%</u> )		\$23,467.54		\$23,933.78
9	<b>Total Administration:</b>		\$98,967.54		\$100,933.78

<b>Regular Classroom Instruction:</b>					
		2015-2016 No. FTEs		2016-2017 No. FTEs	
10	Teachers	6	\$35,000.00	9	\$35,525.00
11	Aides	5	\$15,000.00	8	\$15,225.00
12	<b>Subtotal:</b>		\$285,000.00		\$441,525.00
13	Teacher Fringe Benefits (rate used <u>31%</u> )		\$65,273.95		\$99,379.59
14	Aide Fringe Benefits (rate used <u>31%</u> )		\$23,312.12		\$37,858.89
15	<b>Total Regular Classroom Instruction:</b>		\$373,586.07		\$578,763.48

<b>Special Education:</b>					
		2015-2016 No. FTEs		2016-2017 No. FTEs	
16	Teachers	1	\$43,000.00	1.5	\$43,500.00
17	Aides	0		0	
18	<b>Subtotal:</b>		\$43,000.00		\$65,250.00
19	Teacher Fringe Benefits (rate used <u>31%</u> )		\$13,365.62		\$20,281.55
20	Aide Fringe Benefits (rate used <u>    </u> )		\$0.00		\$0.00
21	<b>Total Special Education:</b>		\$56,365.62		\$85,531.55

<b>Gifted and Talented Program:</b>					
		2015-2016 No. FTEs		2016-2017 No. FTEs	
22	Teachers	0		0	
23	Aides	0		0	
24	<b>Subtotal:</b>		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used <u>    </u> )		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used <u>    </u> )		\$0.00		\$0.00
27	<b>Total Gifted and Talented Program:</b>		\$0.00		\$0.00

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

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28 Teachers	0		0	
29 Aides	0		0	
30 <b>Subtotal:</b>		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>		\$0.00		\$0.00

**English Language Learner Program:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
34 <b>List Positions</b>				
ELL Teacher/Director	1	\$38,000.00	1	\$38,500.00
35 _____				
36 _____				
37 _____				
38 _____				
39 <b>Subtotal:</b>		\$38,000.00		\$38,500.00
40 Fringe Benefits (rate used 31% )		\$11,811.48		\$11,966.89
41 <b>Total English Language Learner Program:</b>		\$49,811.48		\$50,466.89

**Guidance Services:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
42 <b>List Positions</b>				
43 _____				
44 _____				
45 _____				
46 _____				
47 <b>Subtotal:</b>				
48 Fringe Benefits (rate used _____)				
49 <b>Total Guidance Services:</b>				

**Health Services:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
50 <b>List Positions</b>				
(See Vendors)				
51 _____				
52 _____				
53 _____				
54 _____				
55 <b>Subtotal:</b>				
56 Fringe Benefits (rate used _____)				
57 <b>Total Health Services:</b>				

**Media Services:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
58 List Positions				
59 Waiver for Media Services	0			
60				
61				
62				
63 <b>Subtotal:</b>		\$0.00		
64 Fringe Benefits (rate used _____)		\$0.00		
65 <b>Total Media Services:</b>		\$0.00		

**Fiscal Services:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
66 List Positions				
67 (See Vendors)	0		0	
68				
69				
70				
71 <b>Subtotal:</b>		\$0.00		\$0.00
72 Fringe Benefits (rate used _____)		\$0.00		\$0.00
73 <b>Total Fiscal Services:</b>		\$0.00		\$0.00

**Maintenance and Operation:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
74 List Positions				
75 Provided by Lessor	0		0	
76				
77				
78				
79 <b>Subtotal:</b>		\$0.00		\$0.00
80 Fringe Benefits (rate used _____)		\$0.00		\$0.00
81 <b>Total Maintenance and Operation:</b>		\$0.00		\$0.00

**Pupil Transportation:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
82 List Positions				
83 Bus Driver	2	\$10,500.00	2	\$11,000.00
84				
85				
86				
87 <b>Subtotal:</b>		\$21,000.00		\$22,000.00
88 Fringe Benefits (rate used 31%)		\$6,527.39		\$6,838.22
89 <b>Total Pupil Transportation:</b>		\$27,527.39		\$28,838.22

**Food Services:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
90 List Positions				
91 Contracted caterer, _____	0		0	
92 _____				
93 _____				
94 _____				
95 <b>Subtotal:</b>		\$0.00		\$0.00
96 Fringe Benefits (rate used _____)		\$0.00		\$0.00
97 <b>Total Food Services:</b>		\$0.00		\$0.00

**Data Processing:**

	2015-2016 No. FTEs	2016-2017 No. FTEs
98 List Positions		
99 (See Admin. Asst. and Accountant) _____	0	0
100 _____		
101 _____		
102 _____		
103 <b>Subtotal:</b>	\$0.00	\$0.00
104 Fringe Benefits (rate used _____)	\$0.00	\$0.00
105 <b>Total Data Processing:</b>	\$0.00	\$0.00

**Substitute Personnel:**

	2015-2016 No. FTEs	2016-2017 No. FTEs
106 Number of Certified Substitutes <u>1</u>	1	1.5
107 Number of Classified Substitutes _____		
108 <b>Subtotal:</b>	\$10,340.00	\$15,510.00
109 Certified Fringe Benefits (rate used <u>0%</u> )	\$0.00	\$0.00
110 Classified Fringe Benefits (rate used <u>0%</u> )	\$0.00	\$0.00
111 <b>Total Substitute Personnel:</b>	\$10,340.00	\$15,510.00

112 <b>TOTAL EXPENDITURES FOR SALARIES:</b>	\$616,598.10	\$860,043.92
---	--------------	--------------

**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

<b>State Public Charter School Aid:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
Line#	<b>2015-2016</b>		
1	No. of Students <u>120</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$782,520.00</u>	
2	No. of Students <u>120</u> x <u>\$26.67</u> Professional Development	<u>\$3,200.40</u>	
3	No. of Students <u>84</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$86,772.00</u>	
4	No. of Students <u>65</u> x <u>\$317.00</u> Other: <i>Explain Below</i>	<u>\$20,605.00</u>	
5	<u>ELL @ 54% of population</u>		
	<b>2016-2017</b>		
6	No. of Students <u>180</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,173,780.00</u>
7	No. of Students <u>180</u> x <u>\$26.67</u> Professional Development		<u>\$4,800.60</u>
8	No. of Students <u>126</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$130,158.00</u>
9	No. of Students <u>97</u> x <u>\$317.00</u> Other: <i>Explain Below</i>		<u>\$30,749.00</u>
10	<u>ELL @ 54% of population</u>		
11	<b>Total State Charter School Aid:</b>	<u>\$893,097.40</u>	<u>\$1,339,487.60</u>
	<b>Other Sources of Revenues:</b>		
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>		
12	Private Donations or Gifts	<u>\$220,000.00</u>	<u>\$0.00</u>
13	Federal Grants (List the amount)	<u>\$126,937.00</u>	<u>\$203,885.00</u>
14	Special Grants (List the amount)	<u>\$0.00</u>	<u>\$0.00</u>
15	Other ( <i>Specifically Describe</i> )		
16	<b>Total Other Sources of Revenues:</b>	<u>\$346,937.00</u>	<u>\$203,885.00</u>
17	<b>TOTAL REVENUES:</b>	<u>\$1,240,034.40</u>	<u>\$1,543,372.60</u>

**EXPENDITURES**

<b>Administration:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
18	Salaries and Benefits	<u>\$98,967.54</u>	<u>\$100,933.78</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Background checks @ \$25 per staff</u>	<u>\$425.00</u>	<u>\$125.00</u>
20	V - AD 2 <u>Office supplies</u>	<u>\$1,500.00</u>	<u>\$1,500.00</u>
21	V - AD 3 <u>Copier and printing supplies</u>	<u>\$3,000.00</u>	<u>\$3,000.00</u>
22	V - AD 4 <u>Phone/wifi</u>	<u>\$2,000.00</u>	<u>\$2,040.00</u>
23	V - AD 5 <u>Software</u>	<u>\$1,500.00</u>	<u>\$1,500.00</u>
24	Supplies and Materials		
25	Equipment		
26	Other (List Below)		
27			
28			
29			
30			
31	<b>Total Administration:</b>	<u>\$107,392.54</u>	<u>\$109,098.78</u>

		2015-2016 Amount:	2016-2017 Amount:
	<b>Regular Classroom Instruction:</b>		
32	Salaries and Benefits	<u>\$373,586.07</u>	<u>\$578,763.48</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Montessori training @ \$8,000 per staff</u>	<u>\$30,000.00</u>	<u>\$40,000.00</u>
34	V - CI 2 _____		
35	V - CI 3 _____		
36	V - CI 4 _____		
37	V - CI 5 _____		
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40	<u>Montessori materials &amp; manipulatives</u>	<u>\$60,000.00</u>	<u>\$30,000.00</u>
41	<u>learning.com software subscriptions</u>	<u>\$1,800.00</u>	<u>\$2,700.00</u>
42	<u>Rosetta Stone subscriptions</u>	<u>\$1,800.00</u>	<u>\$2,700.00</u>
43	<u>Renaissance Learning assessments</u>	<u>\$2,400.00</u>	<u>\$3,600.00</u>
44	_____		
45	<b>Total Regular Classroom Instruction:</b>	<u>\$469,586.07</u>	<u>\$657,763.48</u>
	<b>Special Education:</b>		
46	Salaries and Benefits	<u>\$56,365.62</u>	<u>\$85,531.55</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Testing materials and services</u>	<u>\$2,500.00</u>	<u>\$1,000.00</u>
48	V - SE 2 _____		
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$675.00</u>	<u>\$675.00</u>
53	Equipment		
	Other (List Below)		
54	_____		
55	_____		
56	_____		
57	_____		
58	_____		
59	<b>Total Special Education:</b>	<u>\$59,540.62</u>	<u>\$87,206.55</u>
	<b>Gifted and Talented Program:</b>		
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver for GT</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	<b>Total Gifted and Talented Program:</b>	<u>\$0.00</u>	<u>\$0.00</u>

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

74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87

Salaries and Benefits  
Purchased Services - List Vendors Below  
V - ALE1 Waiver for ALE  
V - ALE2  
V - ALE3  
V - ALE4  
V - ALE5  
Supplies and Materials  
Equipment  
Other (List Below)

<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
\$0.00	\$0.00
<u>\$0.00</u>	<u>\$0.00</u>

**English Language Learner Program:**

88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101

Salaries and Benefits  
Purchased Services - List Vendors Below  
V - ELL1  
V - ELL2  
V - ELL3  
V - ELL4  
V - ELL5  
Supplies and Materials  
Equipment  
Other (List Below)

\$49,811.48	\$50,466.89
\$675.00	\$675.00
<u>\$50,486.48</u>	<u>\$51,141.89</u>

**Guidance Services:**

102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115

Salaries and Benefits  
Purchased Services - List Vendors Below  
V - GS1  
V - GS2  
V - GS3  
V - GS4  
V - GS5  
Supplies and Materials  
Equipment  
Other (List Below)

\$350.00	\$400.00
<u>\$350.00</u>	<u>\$400.00</u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Health Services:</b>		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1 Outsourced Nursing Staff @ \$27 per hour	\$20,304.00	\$20,710.00
118	V - HS2 (Includes inflation in Year 2)		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$500.00	\$500.00
123	Equipment	\$500.00	\$500.00
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<b>\$21,304.00</b>	<b>\$21,710.00</b>
	<b>Media Services:</b>		
130	Salaries and Benefits	\$0.00	
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver for Media Services		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials	\$0.00	\$0.00
137	Equipment		
	Other (List Below)		
138	Interactive whiteboards @ \$2500 ea.	\$2,500.00	\$5,000.00
139	Laptops	\$12,000.00	\$12,000.00
140	Classroom library materials	\$6,000.00	\$9,000.00
141	Adobe Creative Cloud subscriptions	\$540.00	\$810.00
142	Service agreements	\$1,500.00	\$750.00
143	<b>Total Media Services:</b>	<b>\$22,540.00</b>	<b>\$27,560.00</b>
	<b>Fiscal Services:</b>		
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 Accounting Service	\$50,000.00	\$50,000.00
146	V - FS2 Annual Audit	\$8,000.00	\$8,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	<b>\$58,000.00</b>	<b>\$58,000.00</b>

<b>Maintenance and Operation:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 (Included in lease agreement in Year 1)		
160	V - MO2 Custodial Services in Year 2		\$20,250.00
161	V - MO3 Water/ Sewer/ Sanitation		\$9,000.00
162	V - MO4 Electricity and Gas		\$27,000.00
163	V - MO5 Classroom and office furniture		\$27,000.00
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166			
167			
168			
169			
170			
171	<b>Total Maintenance and Operation:</b>	<b>\$0.00</b>	<b>\$83,250.00</b>
<b>Pupil Transportation:</b>			
172	Salaries and Benefits	\$27,527.39	\$28,838.22
	Purchased Services - List Vendors Below		
173	V - PT1 Certified Used School Buses @ \$27,500 each	\$55,000.00	
174	V - PT2 Fuel @ \$50 per day	\$9,400.00	\$9,588.00
175	V - PT3 Vehicle maintenance @ \$2,500 each bus	\$5,000.00	\$5,000.00
176	V - PT4 Fleet insurance	\$2,500.00	\$2,500.00
177	V - PT5 Accident insurance	\$2,500.00	\$2,500.00
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	<b>Total Pupil Transportation:</b>	<b>\$101,927.39</b>	<b>\$48,426.22</b>
<b>Food Services:</b>			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Meals @ \$5.40 per day per NSL student	\$121,824.00	\$182,736.00
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment	\$2,500.00	\$5,000.00
	Other (List Below)		
194			
195			
196			
197			
198			
199	<b>Total Food Services:</b>	<b>\$124,324.00</b>	<b>\$187,736.00</b>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Data Processing:</b>		
200	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
201	V - DP1 (See Admin. Asst. position)		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	<b>Total Data Processing:</b>	<u>\$0.00</u>	<u>\$0.00</u>
	 <b>Substitute Personnel:</b>		
214	Salaries and Benefits	<u>\$10,340.00</u>	<u>\$15,510.00</u>
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<u>\$10,340.00</u>	<u>\$15,510.00</u>
	 <b>Facilities:</b>		
221	Lease/Purchase Contract for One Full Year	<u>\$117,409.00</u>	<u>\$105,000.00</u>
	Facility Upgrades - List Upgrades Below		
222	Wifi hard-wiring and maintenance	<u>\$10,950.00</u>	<u>\$2,500.00</u>
223	_____		
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	<u>\$3,000.00</u>	<u>\$3,000.00</u>
230	Content Insurance for One Full Year	<u>\$2,000.00</u>	<u>\$2,000.00</u>
231	<b>Total Facilities:</b>	<u>\$133,359.00</u>	<u>\$112,500.00</u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Debt Expenditures:</b>		
	List Debts Below		
232	None _____	\$0.00	\$0.00
233	_____	_____	_____
234	_____	_____	_____
	<b>Total Debts:</b>	<u>\$0.00</u>	<u>\$0.00</u>
	 <b>Other Expenditures:</b>		
	List Other Expenditures Below		
235	None _____	\$0.00	\$0.00
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u>\$1,159,150.10</u>	<u>\$1,460,302.92</u>
242	 <b>Net Revenue over Expenditures:</b>	<u>\$80,884.30</u>	<u>\$83,069.68</u>

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

APPENDIX G  
FACILITIES USAGE AGREEMENT



APPENDIX H  
STATEMENT OF ASSURANCES

**2014 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.

*Signature of President of the Sponsoring Entity Board of Directors*

*Date*

*Printed Name*

APPENDIX I  
PRIOR CHARTER INVOLVEMENT

Name of Individual with Prior Charter Experience Christine Silano

Position with Proposed Charter Program Director

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Sequoia Choice	Teacher	Operating	982 Full House Lane, Show Low, Arizona	<a href="http://www10.ade.az.gov/ReportCard/SchoolSummary.aspx?id=90324&amp;ReportLevel=1">http://www10.ade.az.gov/ReportCard/SchoolSummary.aspx?id=90324&amp;ReportLevel=1</a>

APPENDIX J  
OTHER SOURCES OF REVENUE



2014-2015 Application Cycle

# **2013 ESEA Information**

Ozark Montessori Academy

Springdale, Arkansas

**District: SPRINGDALE SCHOOL DISTRICT**      **Superintendent: JIMMY ROLLINS**  
 School: SPRINGDALE SCHOOL DISTRICT      Principal:  
 LEA: 7207000      Grades: K-12  
 Address: P.O. BOX 8      Enrollment: 20141  
 SPRINGDALE, AR 72765      Attendance (3 QTR AVG): 96.03  
 Phone: 479-750-8800      Poverty Rate: 67.22

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	10472	10581	98.97	11483	11635	98.69
Targeted Achievement Gap Group	7722	7819	98.76	8626	8758	98.49
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	243	247	98.38	277	286	96.85
Hispanic	4602	4635	99.29	5065	5112	99.08
White	4229	4272	98.99	4495	4559	98.60
Economically Disadvantaged	7310	7394	98.86	8171	8287	98.60
English Language Learners	4852	4906	98.90	5316	5375	98.90
Students with Disabilities	1084	1112	97.48	1182	1214	97.36

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	7812	10141	77.03	78.50	91.00	5350	6800	78.68	83.99	93.00
Targeted Achievement Gap Group	5220	7435	70.21	71.74	91.00	3714	5035	73.76	79.81	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	22602	29269	77.22	78.50	91.00	16340	19935	81.97	83.99	93.00
Targeted Achievement Gap Group	14777	21032	70.26	71.74	91.00	11103	14368	77.28	79.81	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	158	218	72.48	66.51		105	140	75.00	75.75	
Hispanic	3312	4522	73.24	73.58		2354	3120	75.45	82.36	
White	3550	4077	87.07	87.15		2313	2684	86.18	87.95	
Economically Disadvantaged	4963	7035	70.55	72.10		3538	4791	73.85	80.02	
English Language Learners	3160	4737	66.71	67.28		2316	3248	71.31	78.44	
Students with Disabilities	365	1044	34.96	42.64		251	634	39.59	51.26	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	8599	11110	77.40	79.66	92.00	4392	6800	64.59	73.92	81.00
Targeted Achievement Gap Group	5972	8305	71.91	73.65	92.00	2952	5035	58.63	68.30	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	25615	33154	77.26	79.66	92.00	13428	20046	66.99	73.92	81.00
Targeted Achievement Gap Group	16947	23857	71.04	73.65	92.00	8795	14479	60.74	68.30	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	159	244	65.16	70.87		73	140	52.14	60.83	
Hispanic	3712	4967	74.73	75.86		1913	3120	61.31	69.83	
White	3581	4145	86.39	87.80		1953	2684	72.76	81.38	
Economically Disadvantaged	5641	7863	71.74	73.64		2801	4791	58.46	68.34	
English Language Learners	3550	5184	68.48	69.07		1859	3248	57.24	64.23	
Students with Disabilities	593	1143	51.88	56.78		209	634	32.97	48.83	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	1026	1251	82.01	75.10	94.00
Targeted Achievement Gap Group	554	715	77.48	67.86	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	2938	3844	76.43	75.10	94.00
Targeted Achievement Gap Group	1457	2069	70.42	67.86	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	27	35	77.14	66.15	
Hispanic	394	499	78.96	69.38	
White	525	595	88.24	81.03	
Economically Disadvantaged	490	625	78.40	69.19	
English Language Learners	274	338	81.07	66.73	
Students with Disabilities	76	92	82.61	68.13	

2014-2015 Application Cycle

# **Redfield Tri-County Summary**

Redfield Tri-County Charter School

Redfield, Arkansas

## Redfield Tri-County Charter School

**Sponsoring Entity:** Redfield Tri-County Charter School  
**IRS Status:** 501(c)(3) non-profit status  
**Grade Levels:** 5-12 (5-8 first year)  
**Student Enrollment Cap:** 375 (175 first year)  
**Address of Proposed Charter:** 101 School Street, Redfield AR 72132

### Mission Statement

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

### Information on the School District in Which the Charter Would Be Located

White Hall School District

44.19% free and reduced-price lunch (2013-2014)

Needs Improvement School District (ESEA 2013)-Graduation Rate and Mathematics

### Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Arkansas Code Annotated §6-23-302 “The last publication date of the notice was no less than seven days prior to the public meeting.” Redfield Tri-County Charter School published the last notice on July 16, 2014 and the public meeting was held on July 17, 2014, which did not meet the requirements outlined in §6-23-302.
- The process to be followed when securing a food service management company or caterer/vendor for meal service.

### Documentation Provided in Support of the Charter

Petition of Support Included in Application

30 Signatures

Letters of Support Included in Application

Tiffany Tuck Spivey President, Redfield Chamber of Commerce

Tony Lawhon Mayor of Redfield

Ken Shollmier Schollmier & Company, Inc.

Other Petitions (available for review)

80 Signatures

# ADE

# Evaluation and

# Applicant

# Responses

# REDFIELD TRI-COUNTY CHARTER SCHOOL

## PART A GENERAL INFORMATION

Sponsoring Entity: **Redfield Tri-County Charter School**  
IRS Status: **501(c)(3) non-profit status**  
Grade Levels: **5-12 (5-8 first year)**  
Student Enrollment Cap: **375 (175 first year)**  
Address of Proposed Charter: **101 School Street, Redfield AR 72132**

## PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

### *Evaluation Criteria:*

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

**Fully Responsive**

## **PART B EXECUTIVE SUMMARY**

The Arkansas Department of Education requires all applicants to include an executive summary.

### *Evaluation Criteria:*

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

## **PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER**

### **C1: PUBLIC HEARING RESULTS**

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### *Evaluation Criteria:*

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

**Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

### **Concerns and Additional Questions**

There is only one newspaper printing of the public notice included in the application. Provide the documentation from the newspaper showing that the other two required notices were published.

The three publications of the public hearing notice are appended to this document as an attachment.

The application states that the last meeting notice was not published more than seven days before the meeting. Provide documentation showing that the notices were requested and scheduled to run in the newspaper by the dates required.

Redfield Tri-County Charter School in good faith submitted the request for publication of the Ad for the RTCCS public hearing as required by the Arkansas Department of Education. Ms. Elizabeth (Liz) Tuck-Rowan emailed Vickie Kelly and asked that the Ad be published on June 25, July 2, and

July 9. These dates met the requirements for the charter school application.

RTCCS has attached a copy of two emails between Mrs. Elizabeth (Liz) Tuck-Rowan (email: Liz.Tuck-Rowan@carkw.com) and Ms. Vicki Kelly (vkelly@whitehalljournal.com) at the White Hall Journal. The first email (first two pages of attachments section) has content showing where Ms. Kelly emailed the proof to Liz Tuck-Rowan on Tuesday, June 17, 2014 at 9:50 AM. The email from Ms. Kelly was a proof of the Ad for Mrs. Tuck-Rowan to review and Ms. Kelly states the Ad will run on the 25<sup>th</sup> and July 2 & 9. The second email (third page of attachments section) was sent from Ms. Vicky Kelly to Mrs. Liz Tuck-Rowan on Thursday, July 10, 2014 at 8:52 AM. Ms. Kelly states the Ad only ran 2 weeks, June 25 & July 2. Ms. Kelly states it was her fault because she did not schedule it for the 3<sup>rd</sup> week, July 9. She asked Mrs. Tuck-Rowan if she wanted to run the Ad one more time on the 16<sup>th</sup> (July). The White Hall Journal did run the Ad a third time on July 16. A copy of the three advertisements has been included as attachments to the RTCCS response.

## **C2: GOVERNING STRUCTURE**

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

### ***Evaluation Criteria:***

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

**Fully Responsive**

## **C3: MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### ***Evaluation Criteria:***

- A mission statement that is clear and succinct

**Fully Responsive**

## C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### *Evaluation Criteria:*

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

### **Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

#### **Concerns and Additional Questions**

Provide supporting evidence that the targeted students are more likely to drop out if they attend a larger school.

RTCCS asserts there are correlations between students from low-income families dropping out before achieving their high school diploma if they are attending large schools. For students from areas outside of cities in Arkansas, attending a large school usually means the students are being transported from outlying areas to the school. In an article titled “High School Dropouts in the United States” published on Wikipedia in February 2013, it is stated that high school dropouts are more likely to be unemployed, have low-paying jobs, be incarcerated, have children at early ages and/or become single parents. The article goes further and states “School size has a very strong non-linear correlation with dropout rate.” This claim was based on a study by Jacob Werblow in 2009. Werblow’s found increases in school size can be “associated with a 12% increase in average student dropout rate”.

In an article found on wsws.org (World Socialist Web Site), statistics from a study by the National Center for Education Statistics (NCES) indicate that low-income students fail to graduate at five times the rate of middle-income families and six times that of higher-income youth. The students in Redfield and the surrounding areas are financially disadvantaged. This is not to say that all low-income students attending larger schools will dropout, but they are at greater risk of dropping out. RTCCS will actively recruit students from low-income areas currently attending schools larger than the proposed size of RTCCS.

The middle schools in the area surrounding Redfield have the following percentage of Economically Disadvantaged Students based on the 2013 ESEA Reports downloaded from the [adedata.arkansas.gov](http://adedata.arkansas.gov) web site:

Fuller Middle School 513 students with 367 students classified as Economically Disadvantaged (72%)  
Sheridan Middle School 870 students with 395 students classified as Economically Disadvantaged (48%)  
White Hall Middle School 606 students with 242 students classified as Economically Disadvantaged (40%)

The elementary/intermediate schools in the area surrounding Redfield that feed into the above middle schools have the following percentages of Economically Disadvantaged Students based on the 2013

ESEA Reports downloaded from the [adedata.arkansas.gov](http://adedata.arkansas.gov) web site:

Daisy Bates Elementary 215 students with 185 students classified as Economically Disadvantaged (86%)

East End Intermediate 555 students with 299 students classified as Economically Disadvantaged (54%)

Hardin Elementary 125 students with 64 students classified as Economically Disadvantaged (51%)

Students in Arkansas are struggling. Many results from standardized tests are not where they need to be and are not even meeting target growth goals. School consolidation may lead to increased curricular offerings, but those offerings only benefit a small percentage of students. There are many large schools in Arkansas whose student body is not scoring proficient in reading and mathematics. Howley (1994) argued the benefits of a wider range of courses being offered might be overstated. He stated that a small school with a strong core curriculum could enable students to achieve at high levels. Slate and Jones stated that a small percentage of students at larger schools enrolled in courses that were not taught at the smallest schools. The additional courses offered were not benefiting the majority of the students.

Greene and Marcus (2006) concluded from their research that states could improve their graduation rates by decreasing the size of their districts and giving parents greater choice in the school systems that educate their children. One way of offering choice to families in Arkansas is by the authorization of charter schools. Low-income families in the areas around Redfield deserve to have the same choices and opportunities for their children as middle to upper-middle families in areas similar to Little Rock. Low-income families do not have the option of sending their children to private schools due to the financial constraints they experience and there is no charter school option in the area at this time. Education is not one-size fits all. The authorization of a charter school in Redfield would provide these families those choices and opportunities.

#### References

Greene, Jay P. and Winters, Marcus A. (2006). *The Effect of Residential School Choice on Public High School Graduation Rates*. Peabody Journal of Education.

Howley, C. (1994). *The academic effectiveness of small-scale schooling: An update*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No 372 897).

Slate, John R. and Jones, Craig H., *Effects of School Size: A Review of the Literature with Recommendations*. Essays in Education.

Werblow, Jacob, Luke Duesbery (2009). "The Impact of High School Size on Math Achievement and Dropout Rate". *The High School Journal*.

**Provide examples of the innovations described. Provide examples of the different career opportunities and the infusion of technology into the curricula.**

RTCCS will be utilizing donated workstations during its first year of operation, but plans on starting to purchase additional automated devices for our second year of operation. During the first year of operation, research will be done to determine the most effective device (e.g. tables, laptops, iPad) for teachers and students to utilize beginning the second year of operation. New devices would be more

mobile than workstations so they could be checked out by teachers for different courses depending on their lesson plans.

RTCCS will establish a Technology club. Students will have the opportunity to develop and maintain an on-line student newsletter. Students will collaborate with RTCCS staff to develop additional products or services that may be used in school.

Teachers and/or community volunteer(s) with information technology experience will work with students multiple times during each semester on technology related projects outside of the regular school day. For example, a project might focus on how to use tools such as Moodle, a free web-based learning management system, to create websites. Moodle can be used to create blogs, calendars, and much more. Another option may be to introduce and share how to use Google Apps for Education, free applications with functionality comparable to Microsoft Office Suite. Ideas from these interactions could lead to projects for the Technology club.

RTCCS will have a counselor who will focus on providing opportunities for our students to be exposed to a variety of careers. This exposure may be accomplished in a variety of ways like guest speakers or workshops. Members of the community that currently work or have retired from fields such as programming, engineering, biology research, accountants, criminal justice, lawyers, and veterinarians will work with the counselor to exchange information on their careers with RTCCS students.

Teachers will have access to computers to connect to NASA Educational site which provides lesson plans for math and science labs and activities that will bring the world of STEM Careers and interactive lessons into the classroom. All Teachers will be expected to incorporate STEM activities in their lessons and create classes that transform the way students learn and teachers teach in the twenty first century. Students will be able to take part in both virtual field trips and at least one bus field trip to interact with members of the community in STEM careers. Teachers will be expected to incorporate learning goals in lesson plans and facilitate learning activities for each approved field trip.

## **C5: ACADEMIC ACHIEVEMENT GOALS**

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

### ***Evaluation Criteria:***

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

**Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

## Concerns and Additional Questions

Explain what the goals will be for students at the beginning of the initial school year if the charter is approved.

There will be multiple goals for the students the first year the charter is authorized. One of the goals for the students at the beginning of the initial school year will be to increase their knowledge and understanding of core curriculum material during the school year. The students will be asked to strive to become more involved in their education and to be interactive in the classroom with their teachers and fellow classmates. They will work diligently to become active members of the communities that the student body of RTCCS is comprised of. They will be challenged to become living examples of character such as responsibility and citizenship. These goals will result in the students being engaged with their teachers, classmates, and school staff. The students at RTCCS will endeavor to improve their test scores on state-mandated standardized test(s). After the initial year of operation, the students' goals will be set by state requirements.

RTCCS will also utilize Measures of Academic Progress (MAP) to establish a target growth goal for each student during the initial year of operation. MAP will provide a means to develop and track individual growth goals for each student.

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

RTCCS believes meeting the educational needs of our students is more than just scores on standardized tests, but results from standardized tests are the acceptable method of proving academic improvement. RTCCS wants to encourage each student and to build their confidence. Engaging the students in the classroom and forging relationships between students, teachers, staff, and the community will result in the students experiencing being a part of an educational and community family. RTCCS teachers and staff will be focused on each student's personal well-being as well as their academic growth.

If RTCCS students are able to achieve the state growth goals, it will demonstrate the students are learning and understanding at a pace to keep them on track to graduate from high school. The achievement of goals may also indicate the students are engaged in school.

## C6: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### *Evaluation Criteria:*

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;

- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

## **Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)**

### **Concerns and Additional Questions**

**Provide a description of the length of school day and school year that meets minimum state requirements.**

The instructional day will officially begin at 8:10 am and end at 3:45 pm although teachers will be available for before school tutoring at 7:45 am until 8:05 am. The school day will consist of 7 periods that are 50 minutes long and an 8<sup>th</sup> period that is 30 minutes long for a total of 380 minutes of instruction per day. The school year will be 178 days long. This length of school day will exceed minimum state requirements and the length of the school year will meet minimum state requirements.

**Explain the curricular and instructional strategies to be used.**

Teachers will meet to plan lessons across the curriculum in subject areas and grade levels. It is expected that teachers who teach the same grade level and those who teach the same subject work together to collaborate on lessons, pacing guides, resources and student expectations during planning time and professional development.

Teachers are expected to use strategies in the class that will enhance the teaching and learning environment for scholars and the teachers. Teachers will be trained to conduct peer-observations during their planning time. Teachers will be expected to share effective teaching practices, techniques and systems. Teachers will participate in weekly grade level meetings and/or subject area meetings to reflect on teaching strategies, coaching, and peer observations. Teachers will lead staff training by sharing effective strategies and STEM activities implemented in the class.

Teachers are expected to be flexible in classes and allow for differentiation of learning which means several teaching strategies can be used during a single class session. The goal of teaching the Common Core State Standards Curriculum and Arkansas Framework is for students to be active and engaged learners. Teachers are expected to be prepared with lessons and classroom resources. The Lesson Plan and Curriculum Map are tools teachers will have to guide instruction and student engagement. One way to keep students engaged is to have hands on activities, visual aids and technology integrated into lessons. Teachers will have an opportunity during professional development to establish systems and strategies to implement the STEM curriculum. Teaching Strategies that may be used during instructional time may include:

Co-teaching/Team Teaching  
 Whole group instruction  
 One-on- one teacher instruction

Cooperative Learning  
Summarizing Note Taking  
Setting Objectives and Providing Feedback  
Cues, Questions and Advance Organizers  
Experiential Learning  
Computer Activities  
Role-playing  
Non-linguistic Representations  
Project-based Learning  
Small group instruction

Teachers are expected to be creative and reach each child in the classroom during instructional time. Teachers are expected to establish systems for classroom management and behavior management to get the full time to teach during scheduled instructional time. Workshops and professional development will be ongoing that address strategies for effective classroom teaching and behavior management and implementing the curriculum. All teachers will be expected to emphasize reading and listening skills as a part of students' daily learning habits. Lessons are expected to reflect the different learning styles and incorporate appropriate activities for the differences that might exist in levels of student engagement, achievement and skills set.

**Explain what curriculum planning will be done before the career interest inventory is complete.**

The principal will provide training for all instructional staff on how to prepare students for the Career Interest Exam and how to administer the Career Interest Exam. Training will be done during professional development. The principal will design a resource kit with online training, web sites, webinars, sample interest exams, and videos that address the background, scheduling, design and implementation of the Career Interest Exam. The principal in collaboration with the guidance counselor will identify age and grade level appropriate interest inventory exercises for teachers to use during designated times such as homeroom, elective classes and times when specific STEM careers can be introduced and discussed during math and science labs. Teachers will be given strategies for preparing students to learn about careers. Mini-lessons will be demonstrated during staff development meetings to illustrate how to include career interest survey preparation into weekly lesson planning. Teachers will be given guidance on how to include regular reviews of interest surveys to ensure students understand and value the process before taking the actual Career Interest Exam. Teachers will be given a Career Interest Exam as a professional development activity before the school year. The principal will prepare Frequently Asked Questions about the Interest Survey for teachers, parents and students. Parents will be informed of the interest survey and given tips in order to prepare their children for the Career Interest Exam.

## **C7: CURRICULUM ALIGNMENT**

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### ***Evaluation Criteria:***

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

### **Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

### **Concerns and Additional Questions**

**Explain how the principal will complete and align the curriculum.**

The RTCCS STEM infused curriculum will be aligned to the Arkansas Curriculum Frameworks and Common Core State Standards. It is the goal for all courses in the curriculum to be aligned seamlessly with the Arkansas Curriculum Framework and Common Core State Standards so that students can move with a sense of accomplishment and achievement from year to year ready to learn and ready to graduate for college or a career. The STEM based curriculum will consist of the Common Core State Curriculum: English/Language Arts, Math, Social Studies, Science, Art, Physical Education/health and music. The principal will design the curriculum for approval then once approved align the curriculum with the Arkansas Framework and Common State Standards by following the state designed strategic plan and devising a plan specific for RTCCS instructional staff.

The alignment for each subject area is slightly different, however the primary goal is for RTCCS to begin the school year with a curriculum map in place that is aligned to the Arkansas Curriculum Framework and the Common Core State standards. The curriculum alignment will be reviewed annually, the principal and staff will have the ability to adjust the curriculum map from year to year.

The principal will identify alignment tools and resources that complement both the Arkansas curriculum frameworks and the Common Core State Standards. The resources will be based on infusing and aligning a middle school STEM curriculum into the required state curriculum framework and the Common Core State standards. The principal will identify and use multiple forms of training in order to prepare teachers for program implementation of the curriculum.

One main source that will be used for all members of the board and staff to become familiar with the RTCCS Curriculum is the Arkansas Common Core State Strategic Plan. The Arkansas State Strategic Plan will be used as a guide for developing training and resources for teachers. The professional Training will consist of modules from the ADE Common Core Standards Professional Development videos, The Project Lead the Way Alignment Tool, Common Core Videos and Webinars and Web resources as listed below.

The principal will design a professional development plan to guide the teachers through training which focuses on program alignment by using research based resources that have been successfully aligned to the CCSS and Arkansas Curriculum Frameworks. Teachers will be able to view videos from the ADE web site of professionals who have successfully implemented the CCSS in Arkansas classrooms. PARCC Model Content Framework is another tool that the principal will become familiar with in order to use as a guide for developing the curriculum and implementing the standards.

Another resource which will be proposed for RTCCS staff is the Project Lead the Way Professional Development. All PLTW high school courses and middle school units are aligned to the Common Core State Standards for Mathematics and English Language Arts and the Next Generation Science Standards. PLTW has also created alignments between other sets of standards and courses.

**Education Northwest:** The new Common Core State Standards (CCSS) focus on fewer standards, but require students to engage in much more depth of application. Education Northwest is a program that help districts work with teacher-leaders, explore current practices, and define what concepts and skills will be taught and mastered at each grade level to align with the CCSS. After analyzing advanced assessments to understand the level of performance required to succeed, district leadership teams dig into each course to define what skills and knowledge students need to bring to a course and what they will take with them to the next level. As a result of this review, district teams are positioned for further work to align curriculum, teaching practices, assessment, and learning climate to be consistent with support for high-level student performance.

The principal during the planning year will be responsible for participating in a program to establish a resource based method to align the RTCCS curriculum with the Arkansas Framework and Common Core State Standards in order to produce and engineer a school wide training plan for teachers to understand the expectations and process to aligning a curriculum and successfully implementing it in the class by knowing how to:

Devise lessons with clear objectives, and standards according to the Arkansas Framework and Common Core State Standards.

Establish timelines and pacing guides that will allow students to master skills prior to state assessments, PARCC testing, or any formative or summative assessments.

Design formative and summative assessments to prepare students for state assessments and to measure growth and detect need for reinforcement of learning expectations throughout the year.

Establish effective teaching strategies and techniques that include differentiation of instruction.

Design tools for guiding, monitoring, peer review of lessons, and evaluating the implementation of the curriculum alignment each year such as pacing guides and a Scope and Sequence.

The following is list of tools and resources the principal will access and select the most appropriate planning tools for Aligning the Curriculum during the planning year.

### **Common Core State Standards Initiative**

<http://www.corestandards.org/>

The Common Core State Standards Initiative website provides the Common Core Standards, justification for the standards, and several useful resources, including criteria, considerations, and key points. All resources are downloadable in pdf format. The website provides a consistent, clear understanding of what students are expected to learn while also providing the tools for parents and teachers to assist with learning, rigorous content, and application of knowledge through high-order skills.

### **Next Generation Science Standards**

<http://www.nextgenscience.org/>

The Next Generation Science Standards (NGSS) website provides a comprehensive description of the process of NGSS development. The Standards will address three dimensions, including Practices, Crosscutting Concepts, and Disciplinary Core Ideas. On the NGSS website, one can search the standards by topic or individual performance expectations. The website periodically provides public drafts of the Next Generation Science Standards and invites public feedback.

### **Web Resources and Professional Development Opportunities Aligning RTCCS Curriculum Inside Mathematics**

<http://insidemathematics.org/index.php/common-core-standards>

Inside Mathematics works closely with mathematics education leaders involved in the creation of the national Common Core State Standards for Mathematics to align the resources of this site with the national standards for mathematical practice. Site content guides and supports educators in learning the Common Core framework and related it to teaching practice and students' learning. Inside Mathematics provides guided tours of reflective mathematics practice, identifying what makes teaching, learning, and improving instruction in mathematics a difficult enterprise.

### **Tools for the Common Core Standards**

<http://commoncoretools.me/>

The Tools for the Common Core Standards website provides news about tools that are being developed to support implementation of the Common Core Standards. The site answers general questions about mathematic standards and provides links to effective tools

### **PARCC Model Content Framework**

<http://www.parcconline.org/parcc-content-frameworks>

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Model Content Frameworks for both Mathematics and English Language Arts – Literacy. The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts.

### **Understanding by Design® Framework**

Understanding by Design® (UbD™) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

In practice, Understanding by Design® offers:

- a three-stage "backward planning" curriculum design process anchored by a unit design template
- a set of design standards with attendant rubrics
- and a comprehensive training package to help teachers design, edit, critique, peer- review, share, and improve their lessons and assessments.

Support materials include the original [Understanding by Design® book](#) (Wiggins & McTighe, 1998), which provides an in-depth look at the Understanding by Design® framework, as well as a handbook, a study guide, and a three-part videotape series.

**SPARK-** As a research-based, public health organization, **SPARK** is committed to the holistic development of all students. The Common Core State Standards provide an important framework that highlights the educational value and depth of SPARK programs and educational materials.

The following document provides an overview of how the SPARK Physical Education (PE) programs for Middle and High School align with the Common Core State Standards in English Language Arts and Literacy in Health and PE.

### **Project Lead The Way (PLTW)**

PLTW offers a different approach to learning and teaching. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For teachers, our engaging, rigorous professional development model provides tools to empower students and transform the classroom into a collaboration space where content comes to life.

### **The Teaching and Learning Institute**

TLI's goal is to ensure that district administrators, principals, teachers, and students know the skills taught and assessed in the classroom at all times.

Therefore, curriculum alignment is the first – and perhaps most important – step in the continuous improvement model. TLI works closely with districts to develop a clear, concise “roadmap” that links learning expectations taught in the classroom to the items on interim assessments.

## **Redfield Tri-County Charter School Curriculum**

### **Curriculum**

#### **Grades 5-8**

Redfield Tri-County Charter School's curriculum consists of an alignment design with the Arkansas Learning Standards with Student Learning Expectations and Common Core State Standards in an integrated, interdisciplinary curriculum with a focus in all classes on some area of Science, Technology, Engineering, and Mathematics. RTCCS rigorous academic content is supported by learning labs in both math and science classes in grades five, six, seven and eight. . RTCCS academic program offerings and curriculum will include pacing guides and a comprehensive scope and sequence aligned with the Arkansas State Standards and Common Core State Standards upon approval of a charter.

The primary goal is for RTCCS teachers to begin each school year with a Curriculum Map in place that is aligned to the Arkansas Curriculum Framework and the Common Core State standards.

- The STEM curriculum will engage students in real-world issues through exploration, inquiry, and problem-solving experiences
- The curriculum will require students to be involved in critical thinking, creativity, effective collaboration, research skills, and communication

## **English Curriculum**

Grades 5-8

**Reading-** Students will read stories and literature as well as complex text that provide facts and background knowledge in areas such as science and social studies. They will develop critical thinking, problem solving and analytical skills through reading of stories, literature and complex text on grade level.

Students will experience lessons in English that cover three strands: Conventions and Standard English, Knowledge of Language, and Vocabulary Acquisition. Students will be expected to master learning expectations in the following focus areas:

### **Conventions and Standard English**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **English Language Arts – Writing**

Students will write arguments to support claims with clear reasons and relevant evidence. They will write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content. Students will write narratives to develop real or imagined experiences or events using descriptive techniques, relevant descriptive details, and well-structured event sequences. Students will produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience.

**Research and Range of Writing** - Students will conduct short research projects that answer a question. They will be expected to write over short and long time frames.

**Speaking Listening:** Students will be expected to engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues.

## **Math Curriculum**

### **Grade 5**

Instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Students will attend math centers to further engage in learning and mastering math skills.

### **Grade 6**

Instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students will attend math lab to further engage in learning and mastering math skills.

### **Grade 7**

Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students will attend math lab to further engage in learning and mastering math skills.

### **Grade 8**

Instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students will attend math lab to further engage in learning and mastering math skills.

## **Science Curriculum**

### **Grades 5-8**

Students will fulfill the state requirements as set in the Arkansas Science Curriculum Framework. Students will discover the world of science through four strands: Nature of science, life science, physical science and earth and space science. The curriculum will be taught at each grade level with appropriate learning expectations at each grade level. Students will participate in science centers at grade five. Students in grades six, seven and eight will participate in science labs. Instructional time planned for science centers and science labs will allow students to participate in inquiry and conducting hands-on investigations over 20% of time. Science centers and labs will be embedded in teacher's lessons to address each of the four strands:

#### **Strand 1: Nature of Science**

Students will be expected to demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

#### **Strand 2: Life Science**

Students will demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology. Students will learn about the structure and function of living systems, life cycles, reproduction, and Heredity. Students shall demonstrate and apply knowledge of populations and ecosystems using

#### **Strand 3: Physical Science**

Matter: Properties and Changes Students shall demonstrate and apply knowledge of matter, including properties and changes; Motion and Forces and Energy and Transfer of Energy.

#### **Strand 4: Earth and Space Science**

Earth Systems Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.

Earth's History: Changes in Earth and Sky Students shall demonstrate and apply knowledge of Earth's history using appropriate safety

Procedures, equipment, and technology.

Objects in the Universe Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

A minimum of 20% of instructional time in science will be spent in inquiry and conducting hands-on investigations as part of the RTCCS STEM focus.

### **Arkansas History 7-8**

All students attending RTCCS will take a history course aligned with ADE Framework. The course will be a semester course. To promote mastery of skills and learning expectations teachers will facilitate students learning by applying the Engineering Design Process (EDP).

Seventh and Eighth grade students will take Arkansas History which provides a study of the history of Arkansas. The course addresses the geographic features and economics of our state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. This course will have academic rigor to engage the middle school student. This one-semester course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance based/open-ended assessments with rubrics.

## **History Curriculum**

### **Grades 5-8**

The History curriculum in grades 5-8 will follow ADE Curriculum Framework for history. The curriculum will cover similar strands with grade level appropriate student learning expectations. The curriculum will cover the following strands: Geography, Civics, History, and Economics.

#### **Strand 1: Geography**

Physical and Spatial: Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Culture and Diversity: Students shall develop an understanding of how *cultures* around the world develop and change.

Interaction of People and the Environment: Students shall develop an understanding of the interactions between people and their environment.

#### **Strand 2: Civics**

Government: Students shall develop an understanding of the forms and roles of government.

Citizenship: Students shall develop an understanding of the rights and responsibilities of citizens.

#### **Strand 3: History**

History: Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

#### **Strand 4: Economics**

Choices: Students shall analyze the costs and benefits of making economic choices.

Resources: Students shall evaluate the use and allocation of *human, natural, and capital resources*.

Markets: Students shall analyze the exchange of *goods and services* and the roles of governments, businesses, and individuals in the *market* place.

### **Strategic Reading**

#### **Grades: 6-8**

Strategic Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in middle level grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will synthesize literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals.

### **Physical Education and Health Curriculum**

#### **Grades 5 - 8**

**Physical Education**, a component of education, takes place through movement experiences and creates the opportunity for individuals to learn and understand academic applications for a healthy lifestyle. Through regular physical activity, students will have the opportunity to develop life enhancing and self-rewarding experiences that contribute to their ability to be healthier members of society.

Students shall be challenged to participate in daily activities that will enhance their health choices. The intent is to provide a variety of health-enhancing activities in an attempt to foster lifelong active individuals.

**Health and Wellness Education** shall provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs. The content shall focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks.

## **Fine Arts Curriculum**

Grades 5-8

Standards will be developed for each grade music and art to include appropriate grade level expectations.

### **Music**

1. Skills and Techniques Students shall demonstrate and apply the essential skills and techniques to produce music.
2. Creative Expression Students shall demonstrate creative expression through music.
3. Critical Analysis Students shall listen to, analyze, describe, and evaluate a variety of music.
4. Connections Students shall demonstrate and apply knowledge of connections between music and other disciplines.

### **Visual Art**

5. Foundations Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.
6. Creative Processes Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.
7. Reflections and Responses Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

## **Library Media Curriculum**

Grades 5-8

The library Media curriculum will be taught across the curriculum at all grade levels and in all subject areas to include Fine Arts and Physical Education and Health. The student learning expectations will be part of the STEM focus at RTCCS. All students will be expected to master the content each year as

they proceed through the curriculum. Content will be covered during lab time in the media center, class time during academic centers, and during homeroom as part of Career Prep and Guidance. All teachers along with the library media specialist will collaborate to incorporate in lessons the student learning expectations for the library media curriculum.

### **Information Literacy**

1. Identify and Access - Students will identify, locate, and retrieve appropriate resources for a variety of purposes.
2. Organize - Students will apply critical thinking skills and organize information to obtain knowledge.
3. Evaluate - Students will evaluate resources for appropriateness of information.

### **Social Responsibility**

4. Participate Ethically - Students will participate ethically, responsibly, and safely while obtaining and generating information.
5. Communicate and Collaborate - Students will exchange information and ideas effectively and work cooperatively to pursue a goal.

### **Personal Growth**

6. Read - Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.
7. Connect - Students will make connections to the academic environment and the real world.
8. Respond - Students will convey understanding of information and express ideas in a variety of formats.
9. Reflect - Students will analyze their learning experiences for improvement.

This course will be designed as a school wide collaborative initiative to enhance the STEM focus each year and to engage all students at every level with a progressive learning experience that can be connected through the EDP) Engineering Design Process all students are expected to master.

The RTCCS expects students to be actively engaged in the teaching of the curriculum process at all times. Teachers are expected to facilitate learning in all subjects through S.T.E.M. activities whenever possible and to expose students to the Engineering Design Process steps in each class. It is the goal that each of RTCCS students who actively participate in the learning process to the best of his or her ability will possess the following attributes;

- Problem-solvers – able to define questions and problems, design investigations to gather data,

collect and organize data, draw conclusions, and then apply understandings to new and novel situations.

- Innovators – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.
- Inventors – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).
- Self-reliant – able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames.
- Logical thinkers – able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention.
- Technologically literate - understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

Morrison, Janice, 2006. TIES STEM education monograph series, attributes of STEM education

Resources:

Arkansas Department of Education Curriculum and Instruction

Common Core State Standards

(9/4/2014)

## **C8: STUDENT SERVICES**

The Student Services section should describe how the school will address specific services for its student body.

### ***Evaluation Criteria:***

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

### **Fully Responsive**

### **Concerns and Additional Questions**

Explain how the part time nurse will meet the needs of the student. Explain how the needs of the

students will be met routinely when the nurse is not on duty and if an emergency arises when the nurse is not present.

The part-time nurse will meet the needs of the student by addressing minor illness (e.g. headache, stomachache) while on-site. The part-time nurse will also be responsible for providing care to students with special care needs IAW Act 1565 of 1999 and performing screenings, referrals, and follow-up procedures for all students. The administrative assistant will be trained to take care of the administration of over the counter medication so those needs can be met in the absence of the part-time nurse and also complete a Red Cross CPR course. The school will develop emergency policies and procedures and train all personnel on those procedures before the first day of school. New hires will be trained on the emergency procedures as part of their in-processing. In emergency situations, school personnel will dial 911 and follow instructions from the 911 operator until the Redfield emergency response personnel arrive on-site. Redfield's emergency response personnel will provide emergency medical care until an ambulance arrives for transport to a medical facility, if necessary.

Explain how students will access online assessments in year one with five computers in the media center.

RTCCS has received a donation of fifty (50) computers. Five (5) of these computers will be in the media center, ten (10) will be utilized by teachers and aides, five (5) will be used in office areas, and thirty (30) will be in a computer lab available to the students. The computer lab will be utilized to access online assessments.

Explain if the buses are already purchased, who owns them and the financial ramifications from purchasing the buses.

The buses have not been purchased yet. Once RTCCS receives authorization, two previously owned buses will be purchased by RTCCS. Funds were budgeted for the purchase of two previously owned buses, maintenance on the buses, gasoline for the buses, and two contractor bus drivers.

## **C9: GEOGRAPHICAL SERVICE AREA**

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

### ***Evaluation Criteria:***

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

**Fully Responsive**

## **C10: ANNUAL PROGRESS REPORTS**

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### *Evaluation Criteria:*

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

## **C11: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

### *Evaluation Criteria:*

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

**Fully Responsive**

## **C12: PRIOR CHARTER INVOLVEMENT**

**The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.**

### *Evaluation Criteria:*

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## C13: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### *Evaluation Criteria:*

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

### **Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)**

#### **Concerns and Additional Questions**

**Provide the minimum qualifications required for all positions.**

#### **DIRECTOR**

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

**Minimum Qualification:** Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of administrative experience in public education.

#### **PRINCIPAL**

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Minimum Qualifications: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of administrative experience in public education.

#### FINANCIAL OFFICER/BOOKEEPER

This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Minimum Qualifications: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

#### TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Minimum Qualifications: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education and/or meet requirements for a Highly Qualified Teacher.

#### SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Minimum Qualifications: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education and/or meet requirements for a Highly Qualified Teacher.

#### INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics. Instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

Minimum Qualifications: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

#### ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Minimum Qualifications: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

#### NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Minimum Qualifications: Completion of training necessary for licensing as a registered nurse in the State of Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

#### MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Minimum Qualifications: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.

#### COUNSELOR

Counselor will handle social service referrals, offer individual and small group counseling sessions, and complete required reports. Counselor will administer or assist with the administration of assessments required by the state or by the school. Counselor will coordinate activities such as open house and conferences like Parent-Teacher conferences or IEP conferences.

Minimum Qualifications: Bachelor degree, Master in School Counseling or current enrollment in Master's program at an accredited institution, one year of full-time teaching or completion of supervised school counseling internship

### **C14: BUSINESS AND BUDGETING PLAN**

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

#### *Evaluation Criteria:*

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- 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;
- A budget that includes costs for all personnel, programs, and expenses described in other

- sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
  - Plans to pay for unexpected but necessary expenses

**Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

**Concerns and Additional Questions**

**Provide the contingency plan for necessary, but unexpected, expenses.**

RTCCS currently has a Net Revenue over Expenditures ratio of 10%. These funds will be available to address any necessary, but unexpected, expenses. Once authorization is received, RTCCS will begin applying for grants such as the Walton Family Foundation Start-up grant and initiate fundraisers to raise additional funds that can be used for necessary, but unexpected expenses. The people in Redfield and surrounding communities are supportive of RTCCS' efforts to get a charter authorized and have been active participants in the pursuit of a charter school by donating their time and money during the last two years.

**C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

***Evaluation Criteria:***

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

**Fully Responsive**

**C16: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES**

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

*Evaluation Criteria:*

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## **C17: FACILITIES**

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

*Evaluation Criteria:*

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - Members of the local board of the public school district where the charter school will be located;
  - The employees of the public school district where the charter school will be located;
  - The sponsor of the charter school; and
  - Employees, directors and/or administrators of the charter school.

**Fully Responsive**

## **C18: CONFLICTS OF INTEREST**

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

### ***Evaluation Criteria:***

Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

**Fully Responsive**

### **Concerns and Additional Questions**

Confirm that Ark. Code Ann. 6-24-105 will be followed in the event that board members have a directly or indirect interest in companies that do business with the charter.

In the event that board members have a direct or indirect interest in companies that do business with the charter, RTCCS will follow Ark. Code Ann 6-24-105.

## **C19: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

### ***Evaluation Criteria:***

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

**Fully Responsive**

### **Concerns and Additional Questions**

Explain the statement “contracting out the preparation of the school meals.”

RTCCS plans on providing catered meals that are Already Prepared from a company such as Preferred Meals, Aramark or Tisket A Tasket to our students. A Request for Proposal will be made in order that companies can bid on the food service. Companies such as these are capable of providing the students’ healthy meals in the most nutritious and economical way

## **C20: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### ***Evaluation Criteria:***

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

**Fully Responsive**

## **C21: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

### ***Evaluation Criteria:***

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and fulfilling the charter's mission

### **Concerns and Additional Questions**

**SEE LEGAL COMMENTS**

## **C22: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### ***Evaluation Criteria:***

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

### **Concerns and Additional Questions**

**SEE LEGAL COMMENTS**

## **C23: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### ***Evaluation Criteria:***

- The plan to ensure the sustainability of the charter in the future.

**Fully Responsive**

2014-2015 Application Cycle

# **Legal Review of Waivers Requested**

Redfield Tri-County Charter School

Redfield, Arkansas

**Redfield Tri-County Charter School  
Waivers Requested in Original Application  
2014 Open Enrollment Application**

**School Year Dates (withdrawn)**

**A. 6-10-106: Uniform Dates for Beginning and End of School Year**

*RTCCS seeks exemption from this portion of the Education Code. RTCCS will follow the school calendar for White Hall School District for the 2014-2015 school year.*

**Legal Comments:** The applicant should explain why this waiver is necessary if it will follow the calendar of the White Hall School District. Also, based upon the information provided, it appears applicant needs a waiver only of Ark. Code Ann. § 6-10-106(a)(1)(A) if the applicant does not plan to follow the White Hall School District calendar. Please clarify.

*RTCCS listed this waiver in error. RTCCS plans to follow the White Hall School District calendar. Please exclude this request for exemption.*

**Remaining Issues:** None

**Superintendent**

**B. Section 6-13-109  
15.01 of ADE Rules Governing Standards for Accreditation**

*RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standards for Accreditation. This request, along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.*

**Legal Comments:** None.

**Remaining Issues:** None

**3. School Boards**

**C. Section 6-13-601 et seq.**

*RTCCS seeks exemption from this portion of the Education Code to the extent that its*

*provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws.*

**Legal Comments:** Please specify which sections of this subchapter the applicant seeks to waive. If waiver is sought of § 6-13-619, explain how meetings will be held and how they will be called. Ark. Code Ann. § 6-13-622 contains a constitutional provision that cannot be waived. Please clarify.

*RTCCS is seeking a waiver for all sections excluding § 6-13-622 because it has a constitutional provision that cannot be waived. Since RTCCS is seeking a waiver for § 6-13-619, board meetings will be held in accordance with the RTCCS Bylaws. The meetings are to be held monthly from September through June. The meetings are usually held the third Monday of the month at 6:30 pm. If a quorum is available, the schedule is adhered to. If a quorum cannot be in attendance, the meeting is rescheduled for a date where a quorum can be present.*

**Remaining Issues:** None

#### **4. Site-Based Decision Making Policy**

##### **D. Section 6-13-1303: Adoption of Policy**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).*

**Legal Comments:** None

**Remaining Issues:** None

#### **5. Consolidation/Annexation (withdrawn)**

##### **E. Section 6-13-1401 et seq.**

*RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.*

**Legal Comments:** This waiver is not necessary, as this subchapter does not apply to open enrollment charter schools.

*Please exclude this request for exemption.*

**Remaining Issues:** None

## **6. School Elections**

**F. 6-14-101 et seq.: School Elections**

*RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.*

**Legal Comments:** None.

## **7. Licensure**

**G. Section 6-15-1004: Qualified Teachers in Every Public School Classroom  
Section 15.02 and 15.03 of ADE Rules Governing Standards for  
Accreditation  
ADE Rules Governing Educator Licensure**

*RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).*

**Legal Comments:** None.

**U. 6-17-919: Warrants Void Without Valid Certificate and Contract**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001) on an “at-will” basis.*

**Legal Comments:** None.

**N. 6-17-301: Employment of Certified Personnel**

*RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an “at-will” basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.*

**Legal Comments:** None.

**O. 6-17-302: Public school Principals - Qualifications and Responsibilities**

*RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.*

**Legal Comments:** None.

**P, S Section 6-17-309: Certification – Waiver  
Section 6-17-902**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).*

**Legal Comments:** None.

**Q. Subtitle 2, Chapter 17, Subchapter 4: Certification Generally**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).*

**Legal Comments:** Applicant also must seek waiver of the ADE Rules Governing the Superintendent Mentoring Program.

*RTCCS seeks exemption from the ADE Rules Governing the Superintendent Mentoring Program.*

**P. Section 6-17-802: Twelve-Month Contracts for Vocational Agricultural Teachers**

*RTCCS seeks exemption from this portion of the Education Code.*

**Legal Comments:** None.

**Remaining Issues:** None

## **7. ALE**

### **H. Section 6-15-1005: Safe, Equitable, and Accountable Public Schools**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.*

**Legal Comments:** A waiver specific to ALE should only include Ark. Code Ann. § 6-15-1005(b)(5). Applicant also must seek waiver of Ark. Code Ann. §§ 6-18-503(a)(1)(C)(i), and Section 19.03 of the ADE Rules Governing the Standards for Accreditation.

*RTCCS seeks exemption from Ark. Code Ann. § 6-15-1005(b)(5), Ark. Code Ann. §§ 6-18-503(a)(1)(C)(i), and Section 19.03 of the ADE Rules Governing the Standards for Accreditation.*

### **FF. Section 6-48-101 et seq. Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.*

**Legal Comments:** Same as above.

**Remaining Issues:** None

## **8. School Day (withdrawn)**

### **I. 6-16-102 Section 10.01.4 and 14.03 of the ADE Rules Governing Standards for**

## Accreditation

*RTCCS seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its student population. As such, RTCCS requests that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. The instructional day will be extended up to and beyond six (6) hours for students in need of additional assistance.*

**Legal Comments:** Applicant has indicated its program may necessitate a school day shorter or longer than six hours. However, the proposed daily schedule appended to the application shows 400 minutes of instructional time per day. This waiver is not necessary for an instructional day longer than six hours. Please explain.

*Please exclude this request for exemption. RTCCS should not have included it.*

**Remaining Issues:** None

## 9. Personnel

### J. 6-17-114: Daily Planning Period 6-17-111 "Duty-free-lunch"

*RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.*

**Legal Comments:** None

### K. Section 6-17-117: Non-instructional Duties

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.*

**Legal Comments:** None.

### M. Section 6-17-203 Committee for Each School District

*RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.*

**Legal Comments:** None.

**T. 6-17-908: Teachers' Salary Fund**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.*

**Legal Comments:** None.

**V. Section 6-17-1301 et seq.: Teachers' [sic] Minimum Sick Leave Law (withdrawn)**

*RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.*

**Legal Comments:** The applicant should clarify the waiver it seeks. Ark. Code Ann. § 6-17-1301 *et seq.* does not apply to licensed teachers. (See definition of “school employee” in Ark. Code Ann. § 6-17-1302(3)).

*Please exclude this request for exemption.*

**W. 6-17-1501 et seq.: Teacher Fair Dismissal Act**

*RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an “at-will” basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.*

**Legal Comments:** None.

**X. 6-17-1701 et seq. Public School Employee Fair Hearing Act**

*RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an “at-will” basis. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of*

*Directors.*

**Legal Comments:** Please confirm that this waiver request applies only to classified employees.

*RTCCS confirms this waiver request applies only to classified employees.*

**L. Section 6-17-201(c)(2), 6-17-2203, and 6-17-2403**

*RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.*

**Y. Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act**

*RTCCS seeks exemption from this portion of the Education Code, along with Sections 5 and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” [sic] immediately below.*

**Z. Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees**

*RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS 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.*

**AA. 6-17-2401 et seq.: Teacher Compensation Program of 2003**

*RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.*

**Legal Response (To L, Y, Z, and AA):** Applicant also must seek waiver of Ark. Code Ann. § 6-17-201(a), as well as waiver of Sections 4 and 6 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

*RTCCS seeks to include exemption from Ark. Code Ann. § 6-17-201(a), as well as waiver of Sections 4 and 6 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites in addition to requests as specified in L, Y, Z, and AA.*

**Remaining Issues:** None

## 10. Guidance Counseling

**BB. 6-18-1001 et seq.**  
**Section 16.01 ADE Rules Governing Standards for Accreditation**  
**ADE Rules Governing Public School Student Services**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.*

**Legal Comments:** The only section of the ADE Rules Governing Standards for Accreditation the applicant needs to waive to effectuate a waiver of Ark. Code Ann. § 6-18-1001 *et seq.* is Section 3.01.1.

*RTCCS seeks exemption from Ark. Code Ann. § 6-18-1001 et seq. Section 3.01.1 of the ADE Rules Governing Standards for Accreditation ADE Rules Governing Public School Student Services. RTCCS will be employing a part-time counselor to focus on career development and assessments the first year. The counselor will be full-time starting the second year of operation.*

**Remaining Issues:** None

## 11. Transportation

**CC. Subtitle 2, Chapter 19: Transportation**

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.*

**Legal Comments:** None.

**Remaining Issues:** None

## 2. Leased Facilities

### DD. Section 6-21-117: Leased Academic Facilities

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS 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 any and all facilities 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.*

**Legal Comments:** None.

**Remaining Issues:** None

## 3. Gifted and Talented

### EE. Section 6-42-101 Section 6-20-2208 (c)(6) Section 18.0 ADE Rules Governing Standards for Accreditation ADE Rules Governing Gifted and Talented Program Approval Standards

*RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.*

**Legal Comments:** A waiver of Ark. Code Ann. § 6-42-109 is needed to effectuate this waiver. A waiver of Ark. Code Ann. § 6-42-101 is not.

*RTCCS mistakenly requested exemption from Ark. Code Ann. § 6-42-101 in EE. RTCCS seeks to replace the request for exemption from Ark. Code Ann. § 6-42-101 with a request for exemption from Ark. Code Ann. § 6-42-109.*

**Remaining Issues:** None

---

**NOTE:** Applicant noted on page 19 of its application that it would be requesting a waiver for requirements of Health Service and Media Center. The applicant did not,

however, request these waivers. Please clarify.

*RTCCS had originally planned to ask for waivers for Health Service and Media Center, but then decided to include a part-time Media Specialist and contract out a part-time nurse to address Health Service requirements. The statements on page 19 of the RTCCS application pertaining to requesting waivers should have been removed before it was submitted.*

---

Desegregation analysis fully responsive.

2014-2015 Application Cycle

# Application

Redfield Tri-County Charter School

Redfield, Arkansas

**RECEIVED**

Arkansas Department of Education  
Charter and Home School Office  
July 21, 2014



# ARKANSAS DEPARTMENT OF EDUCATION

## 2014 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Redfield Tri-County Charter School

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  
2014 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Redfield Tri-County Charter School

Grade Level(s) for the School: 5-8 up to 5-12 Student Enrollment Cap: 175 up to 375

Name of Sponsoring Entity: Redfield Tri-County Charter School

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: Larry O'Briant

Address: 712 Schoolwood Cove City: Redfield

ZIP: 72132 Daytime Phone Number: (501) 766-0082 FAX: (    )           

Email: redfieldtricitycharterschool@gmail.com

**Charter Site**

Address: 101 School Street City: Redfield

ZIP: 72132 Date of Proposed Opening: August 2015

Chief Operating Officer  
of Proposed Charter (if known): \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP: \_\_\_\_\_ Daytime Phone Number: (    ) \_\_\_\_\_

The proposed charter will be located in the White Hall School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name:	<u>Larry O'Briant</u>	Position:	<u>President</u>	State of Residence:	<u>AR</u>
Name:	<u>James Kight</u>	Position:	<u>Vice-President</u>	State of Residence:	<u>AR</u>
Name:	<u>Ann Tuck-Rowan</u>	Position:	<u>Treasurer</u>	State of Residence:	<u>AR</u>
Name:	<u>Amanda Kight</u>	Position:	<u>Secretary</u>	State of Residence:	<u>AR</u>
Name:	<u>Todd Dobbins</u>	Position:	<u>Director</u>	State of Residence:	<u>AR</u>
Name:	<u>Ronnie Meredith</u>	Position:	<u>Director</u>	State of Residence:	<u>AR</u>
Name:	<u>Ken Shollmier</u>	Position:	<u>Director</u>	State of Residence:	<u>AR</u>
Name:	_____	Position:	_____	State of Residence:	_____
Name:	_____	Position:	_____	State of Residence:	_____
Name:	_____	Position:	_____	State of Residence:	_____
Name:	_____	Position:	_____	State of Residence:	_____
Name:	_____	Position:	_____	State of Residence:	_____
Name:	_____	Position:	_____	State of Residence:	_____
Name:	_____	Position:	_____	State of Residence:	_____

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

2976 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>White Hall</u>	<u>Sheridan</u>	<u>Pulaski County Special</u>
_____	_____	_____
_____	_____	_____

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

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

Applicant Response:

Key programmatic features RTCCS will implement in order to accomplish our mission are as follows:

- \* Focus on college and career readiness
- \* Focus on Science, Technology, Engineering, and Math
- \* Focus on core character values such as civic duty, honesty, respect, and kindness
- \* Strict discipline policy for behavior that detracts from the learning environment.
- \* Introduction and integration of computer technology into curriculum
- \* Involvement in community service projects

## 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 Public 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.

Applicant Response:

RTCCS held a public hearing on 17 July 2014. The location for the public hearing was the Redfield Community Center. The meeting was requested to be published in the *White Hall Journal* three consecutive Wednesdays (25 June 2014, 02 July 2014, 09 July 2014) preceding the meeting held on Thursday, July 17. The last publication of the notice was to have been no less than seven days prior to the public meeting held on Thursday, 17 July 2014. The *White Hall Journal* failed to publish the notice on 09 July 2014 and RTCCS contacted Vicki Kelly. Ms. Kelly said she accidentally did not schedule the notice to run on 09 July 2014, but would run the notice again on 16 July 2014. An email with the information for the public meeting was sent to the superintendents of each school district (White Hall, Sheridan, Pulaski County Special, Dollarway, and Watson Chapel) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the first public hearing date of publication, location of advertisement, and confirmation of payment are included in this application.

The meeting was held on a Thursday night, 17 July 2014, at 7:00 PM. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. Attendees were supportive of our efforts to get a charter school authorized. Attendees were informed about the RTCCS web site and email address in case they thought of questions they wanted answered after the meeting ended. After the meeting was concluded, members of the RTCCS Board of Directors were available to talk with individuals one-on-one. No one present spoke in opposition to the charter school.

Signatures on petitions, letters from parents, letters from local businesses, letter from the President of the Redfield Chamber of Commerce, and a letter from Redfield mayor, Mayor Tony Lawhon, have been collected in support of Redfield pursuing a charter school. These documents are available for review.

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.

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:

The original board membership of Redfield Tri-County Charter School (RTCCS) was appointed by our parent organization, Keep Redfield Middle School. The members of the RTCCS Board of Directors then voted on officers for the group. Each member will have an alternate that will receive copies of all meeting minutes and attend monthly board meetings.

- A. The RTCCS Board of Directors will have final decision-making authority for the Redfield Tri-County Charter School in areas of finance and purchasing, hiring and firing of staff, and hiring and firing of the school director. It will also have final decision-making authority on student discipline issues that have been appealed.
- B. Once the school is established as a 5-12 school, the members (e.g. Member 1 (M1) through Member 7 (M7)) will be representative of the following groups:

- M1 - nominations accepted for Jefferson County representative
- M2 - nominations accepted for a teacher or staff member of the charter school
- M3 - nominations from Parent Teacher Organization of parents who are members
- M4 - nominations accepted for a Redfield community representative
- M5 - nominations accepted for a Pulaski County representative
- M6 - nominations accepted for a Grant County or Saline County representative
- M7 - will be an at large position

The current board members and the position they hold are as follows:

- M1 - Mr. Larry O'Briant, President, 40+ years of experience in education
- M2 - Mrs. Ann Tuck-Rowan, Treasurer, 15+ years in education
- M3 - Ms. Amanda Kight, Secretary
- M4 - Mr. Todd Dobbins, Director
- M5 - Mr. Ronnie Meredith, Director
- M6 - Mr. James Kight, Vice-President, 45+ years of experience in education
- M7 - Mr. Ken Shollmier, Director

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Board of Directors shall present potential directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends. At the Annual Meeting of the Board of Directors, Directors can be elected to serve another term of one (1) year, resign, or be removed from the board by a two thirds (2/3) vote. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Any director may resign at any time by giving written notice to the President or the Secretary. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The resigning member's alternate will step in their place until a permanent replacement is elected.

The Board of Directors may remove any Director or Officer from his/her position by two thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where, the Board it so take action on the removal. The officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

- C. The RTCCS Board of Directors will have a designated member representing the parents of Redfield Tri-County Charter School students once the school has grown to a grade 5 through grade 12 campus. The parents will also be able to address the board during monthly meetings. The school's leadership will take into consideration all suggestions brought to them from parents. The school will also be responsible for providing all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format if a parent requests it. Teachers will also work with parents while educating their students. There are also two scheduled parent-teach conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff.

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

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	White Hall School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	84.52	81.96	84.81
Targeted Achievement Gap Group	76.79	74.06	73.86
African American	73.95	68.85	84.38
Hispanic	77.27	79.17	
White/Caucasian	86.61	83.82	84.57
Economically Disadvantaged	79.24	75.76	73.17
English Language Learners/ Limited English Proficient	70.00	63.64	
Students with Disabilities	35.51	40.46	

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall School District	
Campus Name	Hardin Elementary	
Grade Levels	K-5	
Campus Status	Achieving	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	95.58	92.92
Targeted Achievement Gap Group	91.94	90.32
African American		
Hispanic		
White/Caucasian	96.19	94.29
Economically Disadvantaged	94.83	93.10
English Language Learners/ Limited English Proficient		
Students with Disabilities	50.00	50.00

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall School District	
Campus Name	White Hall Middle School	
Grade Levels	6-8	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	83.73	79.90
Targeted Achievement Gap Group	73.39	67.07
African American	72.38	69.16
Hispanic	87.50	87.50
White/Caucasian	85.91	81.66
Economically Disadvantaged	77.88	70.04
English Language Learners/ Limited English Proficient		
Students with Disabilities	15.69	21.57

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	White Hall School District		
Campus Name	White Hall High School		
Grade Levels	9th - 12th		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	66.98	77.78	84.81
Targeted Achievement Gap Group	50.63	73.57	73.86
African American	51.35	66.20	84.38
Hispanic		72.73	
White/Caucasian	71.78	79.29	84.57
Economically Disadvantaged	50.75	73.72	73.17
English Language Learners/ Limited English Proficient			
Students with Disabilities	26.67		

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

RTCCS will focus on recruiting students who are from economically disadvantaged areas. Based on the 2013 ESEA reports from the White Hall School District from the Arkansas Department of Education web site (<http://www.arkansased.org/divisions/public-school-accountability/school-performance/esea-accountability-status>), students classified as Economically Disadvantaged are not performing as well as the combined student population. The combined students scoring Achieving or Advanced is 66.98 while the Economically Disadvantaged students scoring Achieving or Advanced was 50.75. These scores are lower than the 2012 reports.

The graduation rate for the Combined Population at the White Hall High School is remaining steady around 84 but the Targeted Achievement Gap Group has fallen from 82 in 2012 to 74 in 2013. RTCCS will strive to engage the students and provide them an educational environment where they feel connected to the school instead of being disenfranchised. In 2013, White Hall Middle School had 720 students enrolled and the High School had 940 students. RTCCS anticipates having 175 students in grades 5-8 its first year of operation and add an additional 50 students each year while growing to become a 5-12 with 375 students. A small school setting will afford the teachers and staff the opportunity to get to know each student and allow for the forging of relationships with the students and the ability to determine each student's strengths, weaknesses, and learning style. It would also be beneficial for students that need to be able to participate in extracurricular activities for motivation to stay in school instead of dropping out.

The majority of families with children in and around the tri-county area are middle to low income families. They choose to live in rural areas and some would prefer to send their children to smaller schools if given that option. There are students which are at risk for dropping out of high school if they attend a larger school. These students need a smaller school to allow them to build relationships with teachers and fellow students. Smaller schools provide a greater opportunity to participate in team sports or other extracurricular activities and provide them a feeling of belonging in the student body.

Our school will provide students the opportunity to attend school in a community that strongly supports education.

Based on information from the last census, Redfield was one of only two cities in Jefferson County to have growth. Jefferson County is struggling with population and economic decline. Schools play an important part of families' decision to move to a community. Redfield has a long history (over one hundred years) of providing education for our children. Our residents have bonded together to pursue getting a charter. We have a group of people that have voluntarily devoted countless hours in this effort and have collected signatures in support of a charter school in Redfield. Our community is committed to providing a quality education and is determined to get the authorization for a charter school.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Three public middle schools service the students in the area where Grant, Saline, Jefferson, and Pulaski meet. These schools are Fuller Middle School (Pulaski County Special School District), Sheridan Middle School (Sheridan School District), and White Hall Middle School (White Hall Middle School). Based on information from the 2013 ESEA reports downloaded from the ADE website (<https://adedata.arkansas.gov/arc>), none of the middle schools servicing the students in this area are classified as "Achieving" in Math and all but one are classified as "Needs Improvement" in Literacy. The scores of students classified as "Economically Disadvantaged" are not improving at the expected rate and are falling short of the 2013 AMO by over 9% in the Sheridan Middle School and over 16% in the Fuller Middle School. "Economically Disadvantaged" students at Fuller Middle School are also falling short in Literacy by over 6%. The scores for All Students at Fuller Middle School were over 17% below the 2013 AMO in Mathematics and over 8% below the 2013 AMO in Literacy while the scores for All Students at Sheridan Middle School were over 5% below the 2013 AMO in Mathematics but were over 5% above the 2013 AMO in Literacy. Students in areas around Redfield do not have a choice on where to attend school. A charter school in Redfield would provide an option for them. Students living in and around larger cities in Arkansas such as Little Rock, Jacksonville, North Little Rock, Fayetteville, and Bentonville are being provided options for their education while students in remote areas are not afforded those same opportunities.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

The innovations that will distinguish our charter school from other schools are our focus on college and career readiness, emphasis on science, technology, engineering, and math, our efforts to form partnerships with local entities to enrich students' experiences on projects and in exposure to different career opportunities, community involvement through community service projects, and the infusion of technology into the curricula. Our students will become members of our school family and will leave school with a love for learning.

Each student will not only benefit from an individualized approach to learning, but will benefit from attending a smaller school. Some teachers will be instructing the same subject but at different grade levels. For example, a student may have the same Science teacher for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. This approach allows the teacher to know each student and alter their teaching strategy if the student needs information presented differently to gain knowledge and understanding.



On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, 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.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Students to meet their individual target growth.	Measures of Academic Progress (MAP)	60% of returning students to meet their target growth	Beginning of Year and End of Year (and possibly mid-year as well)
Students' scores to improve each year.	Partnership for Assessment of Readiness for College and Careers (PARCC) Performance Based Assess	15% or more of returning students improve scores from previous year.	After 75% of the school year and per ADE guidance
Students' scores to improve each year.	PARCC End-of-Year	15% or more of returning students improve scores from previous year.	After 90% of the school year and per ADE guidance
Students' scores to improve each year.	PARCC Speaking and Listening Assessments	15% or more of returning students improve scores from previous year.	Test under development should be available for 2015-2016 school year.

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

Applicant Response:

It is nearly impossible to determine goals for the charter's students at this time because we do not know who the students will be. During the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter AMOs will be based upon the academic performance of the students who attend the charter. RTCCS acknowledges the requirements for the state mandated assessments and our goals will be to work with each student to achieve gains toward moving our entire student population to proficient over time. The rate at which this happens will be dependent on the students attending the school. If the students are grossly behind, the amount of time to help them achieve proficiency will be longer.

A significant challenge will be the implementation of Partnership for Assessment of Readiness for College and Careers (PARCC). It will be implemented in 2014-2015 and will be replacing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) aka Benchmark. It will not be feasible to compare ACTAAP results to PARCC results based on information found on the Office for Education Policy (OEP) University of Arkansas website. It will take time for the results of the assessments to lead to the development of attainable expectations for student scores. RTCCS is not sure at this time if the goals stated in this application on the PARCC assessments are realistic or not because there is little to no data available to base them on.

There are two summative assessment components of PARCC. The PARCC English language arts/literacy Performance-Based Assessment (PBA) will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills and understanding to solve multi-step problems. The English language arts/literacy End-of-Year (EOY) will focus on reading comprehension while the mathematics EOY will focus on understanding of the Major Content and Additional and Support content of the grade/course.

RTCCS will work with the ADE as PARCC is implemented. As with any new assessment, it will take time for the students and schools to adjust. RTCCS goal for student scores is to show improvement at a rate at least equal to that of state growth goals.

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

Applicant Response:

The educational program of the Redfield Tri-County Charter School shall consist of grade five (5) through grade eight (8) during year one (2015-2016). RTCCS plans to have twenty-five (25) students in grade 5 and fifty (50) students in grade 6 through grade 8 the first year of operation. We will add one grade annually until the campus is a grade 5 through grade 12 campus.

The educational program will focus on college and career readiness for all students. The educational program will be designed to specifically target career preparation. As students mature, they see themselves in a particular career in their future. The study of career pathways will be incorporated into the curriculum and students throughout all grade levels will be exposed to future possible career pathways. At the beginning of the 2015-2016 school year, all students in grades 5<sup>th</sup> through 8<sup>th</sup> will participate in a career interest inventory. The career inventory will be grade level specific and be "user friendly" for the targeted ages. The results of these inventories will assist teachers with curriculum planning for the school year. At the end of the 2015-2016 school year, the students will be assessed again to allow teachers to prepare for the upcoming year. The assessments may be done at the end of each year for years following the 2015-2016 school year if they prove valuable to improving the curricula. New students may be assessed when enrolled. Standardized career inventory assessments such as Explore, Plan and Kuder may be used at the appropriate times with the appropriate grade levels. The school will use all resources available throughout the community as well as tri-county area wide to provide students the accurate knowledge base concerning the requirements of specific careers and the

knowledge base needed to adequately pursue and be successful in a specific career area. Students will also participate in interview scenarios that will be incorporated into both the Language Arts and Career and Technical curricula.

As students progress through the educational program, they will become more exposed to various career interests. As the charter school grows, more in depth educational opportunities such as concurrent credit programs or apprenticeship programs will be added. As these happen, the students will not only be allowed, but encouraged to participate in post-secondary courses (both college and vocational). These may be taken through either distance learning opportunities provided at the charter school or at a post-secondary institution that the charter school has contracted with to provide such courses. The leadership and faculty will work closely with Career and Technical Education as well as colleges and vocational schools to establish programs of study that address the interests of the students.

Students may be exposed to various learning and instructional strategies but the foundational base of instruction throughout all curricular areas in all grades will focus on a variety of learning strategies. The educational program will incorporate the use of technology into as many aspects of the curriculum as possible in order to prepare student for future college and career opportunities. Our school will foster an atmosphere where education is valued and students will be encouraged to build relationships with their fellow students and teachers. The use of groups during learning activities will encourage the development of these relationships along with providing opportunities to strengthen communication and interpersonal skills. Cross-curricular instruction will allow teacher flexibility with instruction and allow multiple presentation opportunities of specific frameworks to ensure student mastery.

The continuation or renewal of the RTCCS open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter. RTCCS will strive to improve student performance on assessment instruments adopted by the State Board.

Our intent is for all students to become part of our school community. It will also be a priority for us to involve community members. Volunteers will be a part of our school community as well. We will work with local community service organizations to involve our students and staff in projects to help individuals, families, and organizations in our community. As a charter school, we will also be working closely with our parents to raise funds as needed, to tackle projects around the school, and to be actively involved in their child's education and extracurricular activities.

Our immediate goal will be to improve the students' interest and involvement in their education. This will help reduce truancy and behavior issues for our students if they have a history of these issues. Our long-term goal is to instill the love of learning in each and every student. We realize that not every student will continue on to college. Their path may lead them to a technical school, a vocational school, or directly into the job market. Whatever their path, they will enjoy success if they are life-long learners.

Teachers and staff will utilize professional development networks. These networks will allow our personnel to take-part in free on-line professional development courses in project-based learning. It will also provide a means for our personnel to collaborate with other teachers instructing their students using the inquiry-based methods. One example of such a resource is Buck Institute for Education ([www.bie.org](http://www.bie.org)).

RTCCS will also apply to become members of the Arkansas Public School Resource Center (APSRC). This organization will provide consulting and guidance in areas such as law, finance, technology, teaching and learning and will be a valuable asset and resource as we navigate establishing our charter school.

Core character values will be taught. It is our intent to work with Charter Education Partnership (CEP) and to pursue becoming a National School of Character. CEP works to combine all facets - educators, students, parents, and community - to create safe, caring, and respectful schools where students flourish academically and do the right thing. Until we can go through the application process for CEP, we will focus on character values and select a "Student of the Month" from each grade that exhibits the character value being emphasized. Service of others will also be emphasized. Experience with community service will allow the students to realize the joy that comes from helping others and helping their community. It will allow them to realize the power they

have as an individual to bring positive change to themselves and others.

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

Upon receiving authorization for a charter school, the RTCCS Board of Directors will begin the process of hiring a Director for the Redfield Tri-County Charter School. The Director will also be serving as the principal during the first year of operation for the Redfield Tri-County Charter School. The Principal will be responsible for the process of aligning the curriculum to be utilized by the charter school with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. RTCCS plans on taking full advantage of any and all assistance available from the Arkansas Department of Education in this endeavor. Monies have been budgeted for submitting an application to become a member of the Arkansas Public School Resource Center (APSRC). APSRC could also be a valuable source of assistance aligning the charter's curriculum. RTCCS budgeted to be able to hire the services of a Curriculum Specialist to assist in this task as well. Aligning the curriculum will be the top priority for the newly hired Director/Principal. The Principal will utilize the ADE, the APRSC, and the services of a curriculum specialist if necessary along with research and their experience to successfully complete this task as expeditiously as possible.

RTCCS is estimating it will take approximately four (4) to six (6) weeks for the Principal to complete the alignment but the process will continue after the initial alignment. RTCCS will require the Principal to complete the alignment of the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards before 01 June 2015. As teachers are hired, the principal will work with them to ensure the development of lesson content is consistent with the Arkansas Curriculum Frameworks and the Common Core State Standards. The Principal will be responsible for ensuring the curriculum materials used by RTCCS are reviewed annually to ensure continued alignment with the Arkansas Curriculum frameworks and the Common Core State Standards to address any revisions 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:

The charter will provide guidance to students on course selection, career counseling, and personal/social developing counseling. The teachers will provide guidance program services such as advising students on course selection. This will be done as-needed due to the counselor position being a part-time position during the first year of operation. The part-time counselor will be focused on career counseling and providing opportunities for the students to be exposed to information on a variety of jobs and career fields.

B) Health services;

Applicant Response:

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services utilizing a part-time nurse. These services will include keeping medical records in accordance with privacy statutes, attending to students with minor illnesses, providing aid until emergency responders arrive on site for serious injuries, and the responsibility of creating and maintaining the campus health and safety policies.

The charter will contract the screening, referral, and follow-up procedures for all students. The contractor will also be responsible for providing and maintaining current health appraisals records for all students according with guidelines developed by the Arkansas Department of Education. IAW Act 1565 of 1999, the contractor will also provide students with special care needs, including chronically ill, medically fragile, and technology dependent, and students with other health impairments will have an Individualized Health Care Plan. The contractor will also perform invasive medical procedures required by students and provided at school because they must be performed by trained, licensed personnel who are licensed to perform the task. The contractor will also provide custodial health care services required by students under an Individualized Health Care Plan.

Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the Principal's administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

C) Media center;

Applicant Response:

A waiver will be requested for the requirements of a Media Center. RTCCS will have a media center with a minimum of 3000 books. There will also be at least five (5) computers in the media center for students to use the first year of our school's operation. Computers will be added to the media center as the student population and need for computer access grows. There will be a media specialist available to instruct the students on the use of the computer and the development of research skills.

D) Special education;

Applicant Response:

RTCCS will not request a waiver from the requirements of a special education program. The school will provide all necessary services and accommodations for students identified with special needs as outlined in their IEP. A special education teacher will be responsible for all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program. RTCCS will provide an Individual Education Program for each student with a disability. Our staff will diligently work to provide students with disability the accommodations and services they need to be successful in school. Parents, teachers, and school administrators will work together as a team to provide an optimum learning opportunity for the students with disabilities.

## E) Transportation;

### Applicant Response:

Once RTCCS receives authorization for a charter, two formerly owned school buses will be purchased. The buses will pass inspection and be maintained as mandated by the state of Arkansas.

RTCCS bus routes will not be a traditional route. We plan on providing "satellite pick-up" for students using fully certified bus drivers. The drivers will be contracted and will meet all training requirements as specified by the State of Arkansas and hold a Commercial Driver's License. Bus drivers will also pass a physical examination given by a licensed physician or an advanced practice nurse at least every two (2) years. Satellite pick-up/drop off locations will be identified.

The Director/Principal will map out bus routes for the area in a ten (10) to fifteen (15) mile radius of the charter school. RTCCS will provide a satellite pick-up for the students. Sites and times for pick up and drop off will be identified and published so parents and students are aware of the site(s) closest to them. The charter will either provide maintenance or secure a routine maintenance agreement with a qualified mechanic to ensure safe maintenance and operation of the buses. Over time as our student population grows, our transportation methodology could transform into a more traditional bus route.

## F) Alternative education, including Alternative Learning Environments;

### Applicant Response:

RTCCS has asked for a waiver for the exclusion of Alternate Learning Environments at this time. We will be using a variety of teaching methods and the small school setting will allow teachers and staff to know each student. The RTCCS educational approach will allow the teachers to identify each student's strengths and weaknesses and convey information accordingly. Our approach will provide additional instructional time each day to address any educational weaknesses. We will also have a strict disciplinary policy to control any behavior that might distract students.

## G) English Language Learner (ELL) instruction

### Applicant Response:

RTCCS will administer the English Language Development Assessment (ELDA) as required by the ADE. The test administrator will complete all necessary training before administering the ELDA and meet any other requirement specified by the ADE. The school will utilize the results of the ELDA to determine what type of English Language instruction is appropriate for the ELL student. The majority of the students are assisted through English immersion. In addition to immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

## H) Gifted and Talented Program.

### Applicant Response:

RTCCS intends to identify students who will benefit from an accelerated educational program and incorporate learning strategies into the student's individual instructional program to enhance the educational process for the students. Gifted and talented students could be nominated by teachers, staff, parents, community members, or by self-nomination. Students could also be identified for consideration as a gifted and talented based on academic performance on standardized tests. A consultant will be hired to oversee the Gifted and Talented program. Each of the gifted and talented student's teachers will work with the consultant to integrate opportunities in the classroom environment to enrich their learning experience. The social and emotional needs of the gifted child will be met through peer interaction on projects and other planned activities (e.g. field trips, guest speakers) as well as through content satisfying to the intellectual needs of the student.

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:

RTCCS will service the city of Redfield and its surrounding areas within an approximately fifteen (15) mile radius. This will include the eastern portion of Grant County and a small area in Saline County which falls under the Sheridan School District. We will also serve areas in Jefferson County which are located in the White Hall School District. These areas include Redfield and Jefferson. To the north, we will serve the Hensley and Woodson Lateral areas in Pulaski County Special School District. We expect that approximately 105 (or 60%) of the students will be from the White Hall School District with the other students coming from the Sheridan School District, and the Pulaski County Special School District at varying percentages. These numbers are speculation because enrollment at RTCCS will be open to any student from Arkansas that wants to attend and will not be limited to the school districts identified in our response. Enrollment in RTCCS will be open to any Arkansas student who submits an application to attend.

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:

RTCCS will comply with annual progress report requirements as stated in the Arkansas Department of Education Rules of Governing Public Charter Schools, Section 6.03.1.4 and in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, if it applies to charters.

Feedback from parents and the community will be used to annually develop a comprehensive progress report. This report will include updated data regarding student performance, program objectives, and accreditation standards. RTCCS will also create a School Improvement Plan annually to project campus needs and to identify any deficiencies so they can be corrected. All reports will be based on Arkansas Department of Education regulations and guidelines.

Annual reports will be published in a newspaper with general circulation in the district where the charter school is located. The reports will also be published on the RTCCS web site. Current guidance mandates these reports will be published no later than November 15. Printed copies of the reports will be available for review at RTCCS.

RTCCS will host an annual public gathering in order to provide information regarding the educational program and campus policies and goals. This public gathering will be publicized using flyers sent home with students and posted in the local area and on the RTCCS web site. This public gathering will allow for parents, students, and any interested parties to exchange ideas and suggestions regarding the educational program, the school campus, and the content of the annual report.

The school will be in compliance with rules and regulations concerning annual reports to the parents through public meetings, board meetings and website requirements. As performance data becomes available for the school, the school will provide that information as required by state code and rules and regulations that apply.

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

All students are welcome at RTCCS. Students will be asked to provide a transcript from the school they are moving from to attend the RTCCS but the RTCCS administration and board members understand that transcripts from prior schools cannot be required for students to enroll and attend RTCCS. RTCCS will not discriminate in our admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. RTCCS may exclude a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

Students will be recruited from the city of Redfield and other surround communities like Jefferson, White Hall, as well as students in the eastern portion of Grant County and the portion of Saline County that are part of the Sheridan School District that are within an approximately 15 mile radius of Redfield. RTCCS will use methods such as our internet presence ([www.redfieldtricitycharterschool.org](http://www.redfieldtricitycharterschool.org)), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

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

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If more applications are submitted than RTCCS has openings, an admission lottery will be held. Each application will be assigned a number. A random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. The lottery will take place at the RTCCS campus. It will be governed by the director, as well as being overseen by a community leader and the RTCCS principal. The public will be welcome to attend the lottery to help ensure the transparency of the process. The need for a lottery will be posted on the campus website and the Arkansas Department of Education Public Charter School Program Coordinator will be notified in advance of the lottery. Siblings of existing students will be given preference and would not have to participate in the admission lottery. The numbers assigned to the existing applications will be put in a container and drawn and recorded in the order they were drawn. The number of students selected would depend on the number of openings and whether there were any siblings of existing students in the application pool. The record of the order the applications were drawn would be kept in case those that were selected were unable to attend. The next application on the list would then be notified of their selection.

The waiting lists are only valid for the year the application was submitted. Parents with students on waiting lists will have to apply the following year to be eligible for any openings. If there are more applications than openings the following year, another lottery will be announced and held. All applications submitted for the current school year will be in the lottery. The number of openings in the grade will determine how many will be accepted to enroll and how many will be on the waiting list.

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:

RTCCS does not believe the use of a weighted lottery is required by federal court or administrative order.

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

Applicant Response:

Sandra Smith-Jones has prior charter experience. A prior charter involvement template has been completed for her.

Other members of the Redfield Tri-County Charter School have decades of experience in public schools and at universities.

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science degree in General Science and a Masters in Educational Administration. He is certified by the State Department of Education as a District Administrator, Secondary Principal, General Science Instructor, Physical Science Instructor, and Adult Education Instructor. He has classroom experience as a General Science Instructor, Biology Instructor, Physical Education Instructor, and Adult Education Instructor. He has administration experience as a Middle School Principal, High School Principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at the University of Arkansas at Pine Bluff.

Mr. James Kight has over forty-five (45) years of experience in education. He has a Bachelor of Science in Education, a Masters in Counseling, and has an Administrator's Certificate. Mr. Kight has been a principal at a junior-high/middle school for over forty (40) years. He has had classroom experience teaching science, social studies, math, and physical education during his career. He is currently working for the White Hall School District and spends half his work day at the White Hall Middle School as an assistant principal and the rest of his work day at the White Hall High School as an assistant principal.

13. 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:

RTCCS will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. Waivers for licensure will be requested for all positions requiring an Arkansas Teaching License. However, the school will make every effort to employ certified personnel in all positions that would typically require a teaching license in a typical public school.

#### DIRECTOR

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of experience in public education in Arkansas.

#### PRINCIPAL

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of experience in public education in Arkansas.

#### FINANCIAL OFFICER/BOOKEEPER

This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Desired requirements: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

#### TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable

instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Desired requirements: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

#### SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Desired requirements: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

#### INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics. Instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

Desired requirements: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

#### ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Desired requirements: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

#### NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Desired requirements: Completion of training necessary for licensing as a registered nurse in the State of Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

#### MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Desired Requirements: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.

14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The district will practice accounting and business procedures that are considered generally accepted and will participate in the financial portion of the Arkansas Public School Computer Network (APSCN). The financial records will also be subject to audit annually through the State Division of Legislative Audit.

The budget will be developed before 20 June and approved by the RTCCS Board of Directors by 30 June. Once approved, the budget will be submitted to the Arkansas Department of Education by 01 September.

The Director will present a financial report at each of the monthly RTCCS Board of Directors meeting. The financial report will compare budget to actual expenditures and used as a tool to ensure the fiscal stability of the charter.

The business office will be responsible for the financial operations of the district and will be under the direct supervision of the director. The district will employ a financial officer/bookkeeper who will be responsible for the overall day to day financial operations of the district. This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contracts, etc. Multiple approvals and signatures will be required on all transactions. Monthly reconciliations, periodic checks of procedural guidelines as well as other measures will be in place to insure the integrity of the schools financial system.

A purchase order system will be used for all purchases required for the district. Purchases less than or equal to five hundred dollars will require the signature and approval of the principal and the bookkeeper. Purchases greater than five hundred dollars and less than or equal to ten thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of ten thousand will require board approval and the signature of the director and board president. A list of all purchases made since the last board meeting will be presented to the RTCCS Board of Directors at each of the monthly meetings.

All legal and contractual agreements concerning loans and bonds, facilities (purchase or lease of land, buildings, equipment, etc.), investments, etc. will be approved by the board and signed by the director and board president no matter the cost.

No lease will be entered into unless it is approved by the Commissioner of Education as long as the Commissioner of Education's approval is required by the Arkansas Department of Education. All lease agreements shall be evidenced by a lease or sublease agreement and be approved by the Board of Directors and signed by the Director after the lease has been approved by the Commissioner of Education. The lease agreement shall identify all the terms and conditions of the lease.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

RTCCS completed the budget template. Several factors influenced the preparation of the budget. Keep Redfield Middle School (KRMS), a 501(c)(3) entity, won the bid for the former middle school facility in Redfield since the RTCCS application was denied last year. KRMS is willing to lease the facility along with the gym to RTCCS for \$1200 a month. Since KRMS has gotten the facility, donations have also been coming in to the school. The facility has teachers' desks, computers, cafeteria tables, microwaves, printers, file cabinets, and office chairs already in the facility along with thirty-five (35) student desks. The cafeteria has been renovated and received approval by the Health Department. All of these donations are available to RTCCS for use in the charter school at no additional cost. This has greatly reduced the start-up cost for RTCCS for a grade 5 through grade 8 middle school. RTCCS considered the size of the facility when determining the number of students to eliminate the need to have modular buildings. We understand that standing up a school is a challenge - especially financially.

Without taking into consideration any grants potentially awarded to RTCCS, we believe the minimum number of students who must attend the charter in order for the school to be financially viable is 166. RTCCS asserts the school would be financially viable and prepared to address any unexpected, but necessary and possibly urgent expenses if 5% of the revenue remained after projected expenditures. RTCCS calculated 5% of the Total State Charter School Aid for 175 students which is \$63,645. To calculate the number of students, we divided \$63,645 by \$6,521 (State Foundation Funding per student) which came out to 9.76. We rounded that number down to 9 instead of up to 10 to pad the budget. We did not consider reducing any of the other funds because everything would have to be prepared to teach 175 students. These calculations were done by members of the board that have financial expertise. Mrs. Ann Tuck-Rowan has over 20 years of experience in corporate and government budget planning, procurement estimates, and analysis. Mr. Larry O'Briant has over 40 years of experience and has served as a middle school/high school principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at Southeast Arkansas College (SEARK) in Pine Bluff.

RTCCS will focus heavily on recruiting beginning as soon as authorization is received. Our goal will be to

surpass the 166 student count by 15 July. RTCCS will use a variety of methods for recruitment such as web site, advertisements, open house, public meetings in areas surrounding the charter school, and mailed and posted flyers. If that goal of 166 students enrolled is not met by 15 July, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charter schools, and staff at the Arkansas Department of Education that the school has not met its goal and the scheduled opening may be at risk on the first work day following the 15 July deadline. If fewer than 166 enroll before 01 August, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

If RTCCS recruits between 166 students and 175 students but they do not arrive when school starts, RTCCS will use information from their enrollment forms to contact the students that are missing to determine their status. Charter leaders will make every attempt to get these students to attend the charter. In preparation for the potential outcome of having less than 166 students show up, charter leaders will develop a contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school. These reductions will remain in place until enough students are attending to put the funding back on track. This contingency plan will be a priority and will be developed by the Director/Principal along with the RTCCS Board of Directors once authorization has been received and the Director/Principal has been hired. Funds that directly affect the schools ability to provide the education program outlined (e.g. books, assessments, salaries) in this application will be adjusted as a last resort.

RTCCS is planning and budgeting to have a minimum of 9% of the revenue left to handle necessary and possibly urgent expenses. But we have also prepared for the potential of only 5% of the revenue left for urgent expenses. RTCCS will be working with another 501(c)(3) organization, Keep Redfield Middle School, to raise funds to be set aside by their organization that would be allocated to RTCCS in case of urgent expenses that are unexpected.

15. 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:

RTCCS shall prepare an annual certified audit of the financial condition and transactions of our school on or before 30 June each year in accordance with auditing standards generally accepted in the United State and Government Auditing Standards issued by the Comptroller General of the United States. The audit will also contain any other data as determined by the State Board for all public schools.

RTCCS will work with the Division of Legislative Auditor to prepare the required annual financial audit for our school. The RTCCS Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the Board of Directors. The Board of Directors will be responsible for developing a corrective action plan to address items noted by the auditor.

RTCCS will adhere to the practices below to ensure programmatic quality:

1. Continuous in-house academic program assessment
2. Ensure appropriate action is taken as issues related to school programs arise
3. Annual creation of a School Improvement Plan to identify and address areas that may be lacking
4. Review of curriculum to ensure its alignment with Common Core state standards

16. 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

17. 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:

RTCCS will be located at 101 School Street in Redfield, AR. This facility was used as a school until June 2013. It was purchased by Keep Redfield Middle School and is currently serving as a community center for Redfield. The facility is being used for a General Equivalency Diploma (GED) class and for a feeding program for children 18 and under to have a free breakfast and lunch through the summer. A basketball camp was held in the gym at the facility in June 2014.

It has eight (8) large rooms that could be used as classrooms, a gym, a cafeteria, an auditorium with a stage, and several other rooms that could be used as a library and office spaces. There is enough land with the facility to house several modular buildings.

Modular buildings will be leased to provide necessary space for additional classrooms. There are no known establishments within a half mile of the land that participate in the sale of alcohol. RTCCS will not allow students into the buildings until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

RTCCS has done extensive research on the cost of the modular buildings. This research is being utilized to complete the budget portion of the charter application with accurate cost information. RTCCS will ensure the buildings meet all federal, state, and local codes. Once the charter has been authorized, RTCCS will follow the applicable procedures for obtaining bids from contractors for leasing the modular buildings (along with the delivery and set-up fees). The RTCCS Board of Directors has members with extensive experience in the continued operations, maintenance, and repairs of facilities.

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:

- (1) Currently there are no known relationships between the members of the entity that owns the land and the members of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) Currently there is one member (Amanda Kight) of the entity that owns the facility who is the daughter of an employee (James Kight) of the public school district where the proposed open-enrollment public charter school will be located.
- (3) Currently there are three (3) members of the board of the entity that owns the facility that are members of the RTCCS Board of Directors. Todd Dobbins, Ronnie Meredith, and Amanda Kight serve on both boards.
- (4) Currently there are three (3) members of the board of the entity that owns the facility that are members of the RTCCS Board of Directors. Todd Dobbins, Ronnie Meredith, and Amanda Kight serve on both boards.

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 leased facility will need to have an ADA compliant bathroom built in the facility. The lessor will remodel and provide ADA compliant bathroom. No other issues with the facility are known at this time. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

No lease will be signed until it has been approved by the Commissioner of Education.



18. 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 prompt, an individual has a financial relationship with another individual or entity if he or she:

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

James Kight, Vice-President of RTCCS Board of Directors is the father of member, Amanda Kight. Mr. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, 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, or the owner(s) of the facilities (land) to be used.

Larry O'Briant, Ann Tuck-Rowan, Ken Shollmier, and Ronnie Meredith have no known family or financial relationships with any other RTCCS Board of Directors members, 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, or the owner(s) of the facilities (land) to be used.

Todd Dobbins, member of the RTCCS Board of Directors is the husband of Stacy Dobbins, owner of Dobbins Contracting. Dobbins Contracting may be a bidder on projects that RTCCS contracts out. Mr. Todd Dobbins is also the owner of Dobbins Trucking. Dobbins Trucking may be a bidder on projects that RTCCS contracts out if Arkansas code §6-24-105 allows. If either of the Dobbins' companies are capable of performing the specified work, meet Arkansas code §6-24-105 requirements, and are the lowest bid, they would be awarded the contract. Procedures will be put in place to get competitive bids on all projects and to ensure bids are confidential until being reviewed by the RTCCS Board of Directors.

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:

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with governing board delegated powers considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures To Address The Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

19. 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:

RTCCS will be participating in the Child Nutrition Program which includes the School Breakfast Program and the National School Lunch Program (NSLP). RTCCS plans on contracting out the preparation of the school meals. Measures will be taken to ensure meals meet the NSLP standards, guidance from the United States Department of Agriculture (USDA), and any state requirements. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

20. 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, guardians, and members of the community will have ample opportunities to be involved in the RTCCS. Parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to Charter Education Partnership (CEP), parents will be involved in the application process and in the implementation if RTCCS becomes a member.

21. 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 that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

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

- A. Subtitle 2, Chapter 10, Section 6-10-106: Uniform Dates for Beginning and End of School Year:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will follow the school calendar for White Hall School District.
- B. Subtitle 2, Chapter 13, Section 6-13-109: School Superintendent:** RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standard for Accreditation. This request along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.
- C. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws.
- D. Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).
- E. Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- F. Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- G. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom and Section 15.02 and 15.03 of the Standards for Accreditation and the ADE Rules Governing Educator Licensure:** RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of

2001).

- H. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1005: Safe, Equitable, and Accountable Public Schools:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.
- I. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102 and Section 10.01.4 and 14.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts: School Day:** RTCCS seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its student population. As such, RTCCS requests that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. The instructional day will be extended up to and beyond six (6) hours for students in need of additional assistance.
- J. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period, and 6-17-111 "Duty-free\_lunch":** RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.
- K. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.
- L. Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-201(c)(2), 6-17-2203, and 6-17-2403:**
- RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.
- M. Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.
- N. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an "at-will" basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.
- O. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public school Principals - Qualifications and Responsibilities:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an "at-will" basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.

- P. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification - Waiver:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- Q. Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- R. Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agricultural Teachers:** RTCCS seeks exemption from this portion of the Education Code.
- S. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- T. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.
- U. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "at-will" basis.
- V. Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:** RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.
- W. Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.
- X. Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an "at-will" basis. Employees will have the right to appeal their

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

- Y. Subtitle 2, Chapter 17, Subchapter 22, Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** RTCCS seeks exemption from this portion of the Education Code along with Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” immediately below.
- Z. Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS 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.
- AA. Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.
- BB. Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services: Public School Student Services Act:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed and will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.
- CC. Subtitle 2, Chapter 19: Transportation:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.
- DD. Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS 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 any and all facilities 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.
- EE. Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) (“Monitoring of expenditures”); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards: Gifted and Talented**

**Children:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS Middle School. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS Middle School will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

**FF. Subtitle 2, Chapter 48, Subchapter 10, Section 6-48-101 et seq.: An Act to Improve the Effectiveness of Public School Alternative Learning Environment and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

22. 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:

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "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-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders are citizens with a vested interest in the success of the charter school in Redfield. The efforts of RTCCS to obtain an authorization for a charter school are a grass roots movement driven by the desire of the people in the area to have a school. The families in the area are not affluent but they do value education. Once authorized, the charter school in Redfield will not only provide a choice for these families for their children's education but will also be a hub of activity for all members of the communities in the area. RTCCS will cultivate a strong relationship between its students and the members of the surrounding communities by providing community support opportunities for the students. Nurturing a strong bond between the communities in the area and the students will create even stronger support for the school. RTCCS has only been able to get as far as we are in the authorization process due to citizens in the area willing to donate their time, money, and support to the pursuit of obtaining a charter school.

The RTCCS Board of Directors has developed procedures and policies to ensure accountability for managing the finances of the school. Our purchasing policy is outlined earlier in this application for question 14. We are and will be fiscally responsible. RTCCS will work with the ADE and the Arkansas Public School Resource Center (APSRC) to ensure we leverage their knowledge and expertise. RTCCS also has members with years of experience developing and managing a budget as well as experience in dealing with unexpected expenses and budget cuts.

RTCCS will continue to work with Keep Redfield Middle School (KRMS). Together the groups have obtained a facility, started a GED program, and provided a summer feeding program for children 18 and under. We are not able to claim to be an established organization like charter management organizations such as KIPP and ResponsiveED, - but neither could they when they were first established. Given the opportunity, RTCCS will prove to be successful and sustainable charter school.

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

DEPARTMENT OF THE TREASURY

Date: **SEP 30 2013**

REDFIELD TRI-COUNTY CHARTER SCHOOL  
C/O ELIZABETH A TUCK-ROWAN  
PO BOX 351  
REDFIELD, AR 72132-0351

Employer Identification Number:  
46-2965353

DLN:

Contact Person:

SALLY B DAVENPORT

ID# 31050

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

June 04, 2013

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

REDFIELD TRI-COUNTY CHARTER SCHOOL

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Samuel C. Cook".

Director, Exempt Organizations

Enclosure: Publication 4221-PC

06/29/14

WHITE HALL JOURNAL  
P.O. BOX 20755  
WHITE HALL AR 71612-0755  
Questions? Call: (870)247-4700

INVOICE/STATEMENT  
Copy No. 1  
Page No. 1

CUST# 1157 10

REDFIELD TRI COUNTY CS  
PO Box 351  
Redfield, AR 72132

INVOICE	DATE	DESCRIPTION	QUANTITY	RATE	TAX	AMOUNT
BALANCE FORWARD						.00
06/25/14		PUBLIC NOTICE	6.00I	.0000	.00	54.93
07/02/14		PUBLIC NOTICE	6.00I	.0000	.00	54.93
07/16/14		PUBLIC NOTICE	6.00I	.0000	.00	54.93

*pd*  
*ck. 9433*  
*7/17/14*  
*jm*

CURRENT	30 DAYS	60 DAYS	90 DAYS	PLEASE PAY -->	164.79
164.79	.00	.00			

WEEKLY COMMENTS:

# Problems, probl

**By Will Rogers**  
For the Journal

**COLUMBUS:** The economy is slowly picking up. And do you know where it is getting a nice boost? Agriculture. Farming is still a tiny piece of the overall economy, but in states where it is a big piece, like Iowa and the Dakotas, those states are recovering more quickly. So three cheers for our highly productive farmers. And maybe offer a prayer that 2014 continues to be a good year for crops and livestock.

As if the problems around the world weren't challenging enough for the President, we've got a flood of children crossing the Rio Grande into Texas. The Border Patrol is overwhelmed and is putting them on buses and airplanes to Arizona and other states. Arizona says they have enough immigrants of their own to deal with, and don't want any more. Here's an idea: instead of Arizona, send them to the White House and let the First Lady feed them "school

lunch" food. In a week they will be begging to be sent back home.

Seriously, the problem developed since President Obama openly stated we would not deport any immigrant youth, regardless of how they got here. Now, he did not mean forever. But everybody in Central America saw an opening and figured if they could get across Mexico and wade the Rio Grande they would be taken care of and not deported.

Here's another idea. Remember when the President and Secretary of State Clinton went on television in the Middle East after the Benghazi attack and apologized profusely for the offensive video. Well, this time, the President can make a video where he says clearly, forcefully, unequivocally, "Illegal immigrants, regardless of age will be deported. Period."

Then show it as a commercial during World Cup games broadcast in Mexico and the other Central America countries. They say everybody

in the world watches all the World Cup games (except us) so this might stop the thousands of boys and girls from leaving home.

Of course, the apology in September 2012 for the "objectionable video" did not stop radical Islamic terrorists. In fact, it got them riled up. Another unintended consequence of Washington decisions.

Iraq has blown up in our face. We've spent more than ten years trying to help average Iraqis improve their lives. We believed that they would treat us like the French did seventy years ago on D-Day when we stormed ashore at Normandy. But Muslims are different.

**FREE LOCAL BUSINESS!**

*Only sweat equity, etc. required!*

**CALL**

**1-800-462-2000**

8 AM- 6 PM Weekdays

*The Thompson Group*

Ask for

**Bill Thompson, CEO**

**PUBLIC NOTICE**

REDFIELD TRI-COUNTY CHARTER SCHOOL

<http://www.redfieldtricitycharterschool.org>

HAS AN EXCITING EDUCATIONAL OPPORTUNITY

FOR K-8<sup>th</sup> Grade Students

IN REDFIELD AND SURROUNDING AREAS

IN JEFFERSON, GRANT AND PULASKI COUNTIES

A Public Meeting To Discuss

Establishing A Charter School In Redfield

**Date: Thursday, July 17, 2014 Time: 7:00 PM**

**Location: Redfield Community Center**

**101 School Street, Redfield, AR 72132**

**Financial Solutions  
Smile and a Ha**



**Melissa**  
Financier

Woodlan  
7197 St  
White Ha  
870-241  
[www.ed](http://www.ed)

**Edward**  
MAKING SENSE



**Redfield**  
**CHAMBER**  
*of* **COMMERCE**  
people • business • community

July 16, 2014

TO WHOM IT MAY CONCERN:

I am writing this letter in full support of establishing Redfield Tri-County Charter School in Redfield, Arkansas. As President of the Redfield Chamber of Commerce, I believe a charter school is in the best interest of the community and citizens to afford their children an opportunity for a unique educational opportunity.

As a mother, I also look forward to my son attending Redfield Tri-County Charter School.

Sincerely,

Tiffany Tuck Spivey

# REDFIELD

...WHERE THE SOUTH BEGINS

DANE FULTZ  
City Recorder/Treasurer  
redfieldcity@yahoo.com

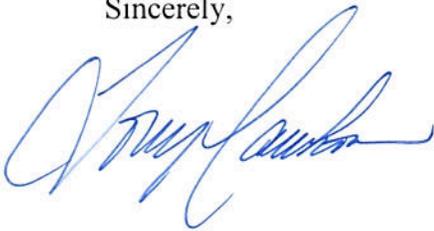
TONY LAWHON  
Mayor  
tntlawhon@hotmail.com

Tony Lawhon  
PO Box 81  
Redfield, AR 7213  
July 16, 2014

To Whom It May Concern:

As Mayor of Redfield, I am in total support of the creation of a charter school in our town. I feel like it would benefit Redfield and would be something that would draw new families to our community.

Sincerely,



Tony Lawhon  
Mayor of Redfield

## Redfield Tri-County Charter School

*I support the establishment of an open-enrollment public charter school in Redfield, AR*

Name - Print	City /County of Residence	Phone Number	Signature
Donna Bryan	Saline		Donna Bryan
Barbara Sample	Little Rock / Pulaski		Barbara Sample
Susie Muedt	Redfield - Jeff		Susie Muedt
LONNIE JACKSON	WHITE HALL		Lonnie Jackson
Coxley F. Byrd Jr	Redfield Jefferson		Coxley F. Byrd Jr
Harvis Lee Morris III	Redfield		Harvis Lee Morris III
Jeph CD	Little Rock		Jeph CD
Billie Doster	WH, 71602		Billie Doster
Doug Knight	Little Rock		Doug Knight
Morgan Harrison	Redfield Jefferson		Morgan Harrison

## Redfield Tri-County Charter School

*I support the establishment of an open-enrollment public charter school in Redfield, AR*

Name - Print	City /County of Residence	Phone Number	Signature
<i>Print</i> <del>Donna Oates</del> Donna Oates	Jefferson County		Donna Oates
Allison Beasley	Redfield/Jefferson		Allison Beasley
Paul Byrd	Little Rock/Pulaski		<del>Paul Byrd</del>
Sandra Smith	Redfield/Grant		<del>Sandra Smith</del>
Pam Lindsay	Redfield		Pam Lindsay
Robert Anke	512 Rock		Robert Anke
David Look	Monticello, AR		David Look
Rowan Meredith	Redfield <sup>Ark.</sup>		Rowan Meredith
Mona Tillery	Lonsdale		Mona Tillery
Triva Brock	Redfield		Triva Brock

## Redfield Tri-County Charter School

*I support the establishment of an open-enrollment public charter school in Redfield, AR*

Name PRINT	City /County of Residence	Phone Number	Signature
Chris Bowles	Redfield/Jefferson		Chris Bowles
Jamyie Harrison	Redfield/Jefferson		Jamyie Harrison
Linda Murdock	Redfield/Jefferson		Linda Murdock
Renee Burris	Redfield/Jefferson		Renee Burris
Renea Anglin	Redfield/Jefferson		Renea Anglin
Linda Banks	Redfield/Jefferson		Linda Banks
Elizabeth A Tuck-Rowan	Redfield/Grant		Elizabeth A Tuck-Rowan
James Kight	Sheridan/Grant		James Kight
D'Lane Kight	Sheridan/Grant		D'Lane Kight
LARRY FRYE	REDFIELD/JEFFERSON		Larry Frye

## RTCCS 2015-2016 School Calendar

### Instructional Days

1 <sup>st</sup> Quarter	August 17 – October 15 (43 Days)
2 <sup>nd</sup> Quarter	October 16 – December 18 (40 Days)
3 <sup>rd</sup> Quarter	January 4 – March 11 (47 Days)
4 <sup>th</sup> Quarter	March 14 – May 27 (48 Days)

**178 Days of Instruction**

### Non-Instructional Days/Staff Development (Inservice Year = 01 June 2015– 31 May 2016)

August 10-13	Inservice
October 23	Inservice
January 16	Inservice
February 12	Inservice
March 18	Inservice
June 1	Inservice

**54 Hours (9X6 hours) of Inservice Included in School Calendar**

### Holidays/No School

September 7	Labor Day
November 23-27	Thanksgiving Break
December 21 – January 1	Christmas Break
January 18	Martin Luther King Day
February 15	President's Day
March 21-25	Spring Break
April 15	Good Friday

### Parent/Teacher Conferences

October 20	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)
March 15	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)

As required by Act 1469 of 2009, any days missed due to inclement weather will be made up on the following days:

February 15, 2015 if missed prior to this date

April 15, 2015 if missed prior to this date

May 31, 2015

June 1, 2015

June 2, 2015

If the snow make-up days occur past the first two dates above and more than three days are missed, the next make-up date will be June 3, 2015 and June 6, 2015.

Class Schedule For Redfield Tri-County Charter School

Period	Time	Instructional Minutes
Teachers Available To Assist Students (Tutoring)	7:45am – 8:05am	20 minutes
1 <sup>st</sup> Period	8:10am – 9:00am	50 minutes
2 <sup>nd</sup> Period	9:05am – 9:55am	50 minutes
3 <sup>rd</sup> Period	10:00am – 10:50am	50 minutes
Lunch A	10:55am – 11:30am	0 minutes
4 <sup>th</sup> Period (B Lunch Students)	10:55am – 11:45am	50 minutes
4 <sup>th</sup> Period (A Lunch Students)	11:35am – 12:25pm	50 minutes
Lunch B	11:50pm – 12:25pm	0 minutes
5 <sup>th</sup> Period	12:30pm – 1:20pm	50 minutes
6 <sup>th</sup> Period	1:25pm – 2:15pm	50 minutes
7 <sup>th</sup> Period	2:20pm – 3:10pm	50 minutes
8 <sup>th</sup> Period	3:15pm – 3:45pm	30 minutes

Total Instructional Minutes = 430 minutes

**2015-2016  
Public Charter School Application  
Personnel Salary Schedule**

Line#	<b>Administrative Positions:</b>	<b>2015-2016 No. FTEs</b>	<b>2015-2016 Salary</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>
1	Director/Principal	1	\$67,500.00	1	\$69,000.00
2	Administrative Assistant	1	\$26,500.00	1	\$27,000.00
3	Principal	0	\$0.00	1	\$60,000.00
4					
5					
6					
7	<b>Subtotal:</b>		\$94,000.00		\$156,000.00
8	Fringe Benefits (rate used <u>30%</u> )		\$28,200.00		\$46,800.00
9	<b>Total Administration:</b>		<u>\$122,200.00</u>		<u>\$202,800.00</u>

Line#	<b>Regular Classroom Instruction:</b>	<b>2015-2016 No. FTEs</b>	<b>2015-2016 Salary</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>
10	Teachers	9	\$37,200.00	11	\$38,500.00
11	Aides	4	\$20,910.00	5	\$21,328.00
12	<b>Subtotal:</b>		\$418,440.00		\$530,140.00
13	Teacher Fringe Benefits (rate used <u>30%</u> )		\$100,440.00		\$127,050.00
14	Aide Fringe Benefits (rate used <u>25%</u> )		\$20,910.00		\$26,660.00
15	<b>Total Regular Classroom Instruction:</b>		<u>\$539,790.00</u>		<u>\$683,850.00</u>

Line#	<b>Special Education:</b>	<b>2015-2016 No. FTEs</b>	<b>2015-2016 Salary</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>
16	Teachers	1	\$39,000.00	1	\$40,000.00
17	Aides	0		0	
18	<b>Subtotal:</b>		\$39,000.00		\$40,000.00
19	Teacher Fringe Benefits (rate used <u>30%</u> )		\$11,700.00		\$12,000.00
20	Aide Fringe Benefits (rate used <u>20%</u> )		\$0.00		\$0.00
21	<b>Total Special Education:</b>		<u>\$50,700.00</u>		<u>\$52,000.00</u>

Line#	<b>Gifted and Talented Program:</b>	<b>2015-2016 No. FTEs</b>	<b>2015-2016 Salary</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>
22	Teachers	0	\$0.00	0	\$0.00
23	Aides	0	\$0.00	0	\$0.00
24	<b>Subtotal:</b>		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used <u>30%</u> )		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used <u>25%</u> )		\$0.00		\$0.00
27	<b>Total Gifted and Talented Program:</b>		<u>\$0.00</u>		<u>\$0.00</u>

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

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28 Teachers	0	\$0.00	0	\$0.00
29 Aides	0	\$0.00	0	\$0.00
30 <b>Subtotal:</b>		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used <u>30%</u> )		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used <u>25%</u> )		\$0.00		\$0.00
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>		\$0.00		\$0.00

**English Language Learner Program:**

List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
34 No funds budgeted due to waiver	0	\$0.00	0	\$0.00
35				
36				
37				
38				
39 <b>Subtotal:</b>		\$0.00		\$0.00
40 Fringe Benefits (rate used <u>30%</u> )		\$0.00		\$0.00
41 <b>Total English Language Learner Program:</b>		\$0.00		\$0.00

**Guidance Services:**

List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
42 Counselor	0.5	\$38,500.00	1	\$39,500.00
43				
44				
45				
46				
47 <b>Subtotal:</b>		\$19,250.00		\$39,500.00
48 Fringe Benefits (rate used <u>30%</u> )		\$5,775.00		\$11,850.00
49 <b>Total Guidance Services:</b>		\$25,025.00		\$51,350.00

**Health Services:**

List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
50 To Be Contracted Out	0	\$0.00	0	\$0.00
51				
52				
53				
54				
55 <b>Subtotal:</b>		\$0.00		\$0.00
56 Fringe Benefits (rate used <u>30%</u> )		\$0.00		\$0.00
57 <b>Total Health Services:</b>		\$0.00		\$0.00

**Media Services:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
58 List Positions				
Media Specialist	0.5	\$38,500.00	1	\$40,290.00
59 _____				
60 _____				
61 _____				
62 _____				
63 <b>Subtotal:</b>		\$19,250.00		\$40,290.00
64 Fringe Benefits (rate used 30%)		\$5,775.00		\$12,087.00
65 <b>Total Media Services:</b>		\$25,025.00		\$52,377.00

**Fiscal Services:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
66 List Positions				
Bookkeeper	1	\$32,500.00	1	\$33,200.00
67 _____				
68 _____				
69 _____				
70 _____				
71 <b>Subtotal:</b>		\$32,500.00		\$33,200.00
72 Fringe Benefits (rate used _____)		\$0.00		\$0.00
73 <b>Total Fiscal Services:</b>		\$32,500.00		\$33,200.00

**Maintenance and Operation:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
74 List Positions				
Custodial to be contracted out	0	\$0.00	0	\$0.00
75 _____				
76 _____				
77 _____				
78 _____				
79 <b>Subtotal:</b>		\$0.00		\$0.00
80 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
81 <b>Total Maintenance and Operation:</b>		\$0.00		\$0.00

**Pupil Transportation:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
82 List Positions				
To Be Contracted Out				
83 _____				
84 _____				
85 _____				
86 _____				
87 <b>Subtotal:</b>				
88 Fringe Benefits (rate used 25%)		\$0.00		\$0.00
89 <b>Total Pupil Transportation:</b>		\$0.00		\$0.00

**Food Services:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
90 List Positions				
To Be Contracted Out				
91				
92				
93				
94				
95 <b>Subtotal:</b>				
96 Fringe Benefits (rate used <u>30%</u> )		\$0.00		\$0.00
97 <b>Total Food Services:</b>		<u>\$0.00</u>		<u>\$0.00</u>

**Data Processing:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
98 List Positions				
To Be Contracted Out	0	\$0.00	0	\$0.00
99				
100				
101				
102				
103 <b>Subtotal:</b>		\$0.00		\$0.00
104 Fringe Benefits (rate used <u>30%</u> )		\$0.00		\$0.00
105 <b>Total Data Processing:</b>		<u>\$0.00</u>		<u>\$0.00</u>

**Substitute Personnel:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
106 Number of <b>Certified</b> Substitutes <u>0</u>				
107 Number of <b>Classified</b> Substitutes <u>0</u>				
108 <b>Subtotal:</b>				
109 Certified Fringe Benefits (rate used <u>      </u> )				
110 Classified Fringe Benefits (rate used <u>      </u> )				
111 <b>Total Substitute Personnel:</b>				

112 <b>TOTAL EXPENDITURES FOR SALARIES:</b>		<u>\$795,240.00</u>		<u>\$1,075,577.00</u>
---	--	---------------------	--	-----------------------

**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

**State Public Charter School Aid:**

<i>Line#</i>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>2015-2016</b>		
1	No. of Students <u>175</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$1,141,175.00</u>	
2	No. of Students <u>175</u> x <u>\$26.67</u> Professional Development	<u>\$4,667.25</u>	
3	No. of Students <u>123</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$127,059.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	<b>2016-2017</b>		
6	No. of Students <u>225</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,467,225.00</u>
7	No. of Students <u>225</u> x <u>\$26.67</u> Professional Development		<u>\$6,000.75</u>
8	No. of Students <u>158</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$163,214.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$1,272,901.25</u></u>	<u><u>\$1,636,439.75</u></u>

**Other Sources of Revenues:**

*( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )*

12	Private Donations or Gifts	<u>\$0.00</u>	<u>\$0.00</u>
13	Federal Grants (List the amount)	<u>\$0.00</u>	<u>\$0.00</u>
14	Special Grants (List the amount)	<u>\$0.00</u>	<u>\$0.00</u>
	Other ( <i>Specifically Describe</i> )		
15	Letter Of Intent After Authorization-K Shollmier	<u>\$85,000.00</u>	<u>\$85,000.00</u>
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$85,000.00</u></u>	<u><u>\$85,000.00</u></u>
17	<b>TOTAL REVENUES:</b>	<u><u>\$1,357,901.25</u></u>	<u><u>\$1,721,439.75</u></u>

**EXPENDITURES**

**Administration:**

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
18	Salaries and Benefits	<u>\$122,200.00</u>	<u>\$202,800.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 Copier Lease	<u>\$6,000.00</u>	<u>\$6,000.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,000.00</u>
25	Equipment		
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$131,200.00</u></u>	<u><u>\$211,800.00</u></u>

<b>Regular Classroom Instruction:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
32	Salaries and Benefits	\$539,790.00	\$683,850.00
	Purchased Services - List Vendors Below		
33	V - CI 1		
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40	Textbooks	\$85,000.00	\$20,000.00
41	Tables and Chairs for Students	\$15,000.00	\$5,400.00
42	Desks and Chairs for Teachers (10 donated)	\$0.00	\$2,000.00
43			
44			
45	<b>Total Regular Classroom Instruction:</b>	<u>\$639,790.00</u>	<u>\$711,250.00</u>
<b>Special Education:</b>			
46	Salaries and Benefits	\$50,700.00	\$52,000.00
	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	\$1,000.00	\$1,000.00
53	Equipment		
	Other (List Below)		
54			
55			
56			
57			
58			
59	<b>Total Special Education:</b>	<u>\$51,700.00</u>	<u>\$53,000.00</u>
<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
61	V - GT1 Gifted and Talented Teacher	\$20,000.00	\$20,000.00
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	<b>Total Gifted and Talented Program:</b>	<u>\$20,000.00</u>	<u>\$20,000.00</u>

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

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
75	V - ALE1 No Funds Due To Waiver Request	\$0.00	\$0.00
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
82	Other (List Below)		
83			
84			
85			
86			
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<u>\$0.00</u>	<u>\$0.00</u>

**English Language Learner Program:**

88	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials	\$1,000.00	\$1,200.00
95	Equipment		
96	Other (List Below)		
97	Stipend for ELL Duties	\$1,000.00	\$1,000.00
98			
99			
100			
101	<b>Total English Language Learner Program:</b>	<u>\$2,000.00</u>	<u>\$2,200.00</u>

**Guidance Services:**

102	Salaries and Benefits	\$25,025.00	\$51,350.00
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
110	Other (List Below)		
111			
112			
113			
114			
115	<b>Total Guidance Services:</b>	<u>\$25,025.00</u>	<u>\$51,350.00</u>

<b>Health Services:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 Nurse	\$18,000.00	\$19,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$2,000.00	\$1,400.00
123	Equipment	\$1,000.00	\$1,500.00
124	Other (List Below)		
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<u>\$21,000.00</u>	<u>\$21,900.00</u>
<b>Media Services:</b>			
130	Salaries and Benefits	\$25,025.00	\$52,377.00
	Purchased Services - List Vendors Below		
131	V - MS1		
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	<b>Total Media Services:</b>	<u>\$25,025.00</u>	<u>\$52,377.00</u>
<b>Fiscal Services:</b>			
144	Salaries and Benefits	\$32,500.00	\$33,200.00
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
152	Software	\$10,000.00	\$10,000.00
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	<u>\$42,500.00</u>	<u>\$43,200.00</u>

<b>Maintenance and Operation:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 Custodial Contract	\$9,000.00	\$9,000.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials	\$2,000.00	\$2,400.00
165	Equipment	\$1,000.00	\$1,000.00
	Other (List Below)		
166	Utilities	\$25,000.00	\$26,500.00
167			
168			
169			
170			
171	<b>Total Maintenance and Operation:</b>	<b>\$37,000.00</b>	<b>\$38,900.00</b>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 Bus Maintenance	\$10,196.00	\$10,196.00
174	V - PT2 Bus Drivers (2 part time)	\$12,000.00	\$12,000.00
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials	\$3,000.00	\$4,000.00
179	Equipment		
	Other (List Below)		
180	2 Used Buses	\$23,000.00	\$0.00
181	Gasoline for Buses	\$14,000.00	\$16,000.00
182			
183			
184			
185	<b>Total Pupil Transportation:</b>	<b>\$62,196.00</b>	<b>\$42,196.00</b>

<b>Food Services:</b>			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Food Contract	\$40,000.00	\$51,400.00
188	V - FD2 Cafeteria Workers (2 part-time for 1 FTE)	\$8,000.00	\$8,000.00
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	Cafeteria Tables and Seating (Donated)	\$0.00	\$0.00
195			
196			
197			
198			
199	<b>Total Food Services:</b>	<b>\$48,000.00</b>	<b>\$59,400.00</b>

<b>Data Processing:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
200	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support Contract	\$25,000.00	\$28,000.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$3,000.00	\$2,000.00
207	Equipment	\$19,000.00	\$10,000.00
	Other (List Below)		
208	Internet Service	\$2,500.00	\$2,500.00
209	Printers (9 donated for first year)	\$0.00	\$1,500.00
210	Computers- Donated 1st yr & new 2nd year	\$0.00	\$40,000.00
211	Computer Software/Licenses	\$2,500.00	\$3,000.00
212			
213	<b>Total Data Processing:</b>	<b>\$52,000.00</b>	<b>\$87,000.00</b>

<b>Substitute Personnel:</b>			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 3 Substitues @75 per day avg 2 days per wk	\$16,200.00	\$0.00
216	V - SB2 4 Substitues @ 75 per day avg 2 days per wk	\$0.00	\$21,600.00
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<b>\$16,200.00</b>	<b>\$21,600.00</b>

<b>Facilities:</b>			
221	Lease/Purchase Contract for One Full Year	\$14,400.00	\$14,400.00
	Facility Upgrades - List Upgrades Below		
222	Leased Modular Building (not needed 1st yr)	\$0.00	\$7,200.00
223	Hauling, Setup, Steps&Ramps for Mod Bldg	\$0.00	\$5,500.00
224	Handicap restroom provided by KRMS		
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$4,000.00	\$4,500.00
230	Content Insurance for One Full Year	\$5,000.00	\$5,000.00
231	<b>Total Facilities:</b>	<b>\$23,400.00</b>	<b>\$36,600.00</b>

**Debt Expenditures:**

List Debts Below

2015-2016 Amount:

2016-2017 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	<b>Total Debts:</b>	<u>_____</u>	<u>_____</u>

**Other Expenditures:**

List Other Expenditures Below

235	Stipends For Coaching/Clubs/Academies	\$6,000.00	\$6,000.00
236	Membershiop Fee for APSRC	\$2,500.00	\$2,500.00
237	Publish Annual Reports in Newspaper	\$6,000.00	\$6,000.00
238	Assessments(e.g. PARCC, MAP)	\$16,000.00	\$20,000.00
239	Legal Fees	\$5,000.00	\$5,000.00
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u>\$1,232,536.00</u>	<u>\$1,492,273.00</u>

**Net Revenue over Expenditures:**

\$125,365.25

\$229,166.75

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

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Keep Redfield Middle School

Lessee(Tenant): Redfield Tri-County Charter School

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:

This facility was used as a middle school until June 2013. It is currently serving as a community center for Redfield. It is being used for a GED class and a feeding program for children. A basketball camp was held in the gym at the facility in June 2014.

Address of Premises:

101 School Street, Redfield, AR 72132

Square Footage: 8000 sqft plus gym

Terms of Lease: 1 yr renewable lease, RTCCS pays utilities

Rental Amount: \$1200 per month

Contingency: The terms of this agreement are contingent upon

Redfield Tri-County Charter School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2015

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: Redfield Tri County Charter School

By: [Signature] Date 7-15-14

Lessor: Keep Redfield Middle School

By: [Signature] Date 7-19-14

**2014 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:

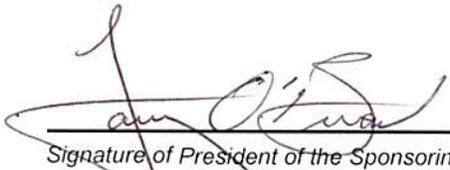
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available 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.

  
\_\_\_\_\_  
*Signature of President of the Sponsoring Entity Board of Directors*

7-15-14  
\_\_\_\_\_  
*Date*

Nancy O'Briant  
\_\_\_\_\_  
*Printed Name*

May 27, 2014

Arkansas Department of Education

Charter and Home Schools Office

Four Capitol Mall

Little Rock, AR 72201

To Whom It May Concern:

Redfield Tri-County Charter School (RTCCS) Board of Directors is a board of educators and citizens of Redfield and surrounding tri-county communities. RTCCS intends to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 101 School Street, Redfield, AR and will be named Redfield Tri-County Charter School. RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation and has received exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for RTCCS is Larry O'Briant, 712 Schoolwood Cove, Redfield, AR 72132. Phone: 501-766-0082. Email:

RTCCS anticipates serving grades K-8 with a maximum enrollment of 400 students in year one. RTCCS intends to add one grade a year for a maximum enrollment of grades K-12 of 600 students.

RTCCS will prepare students to continue their education or enter the work force after graduating high school. This preparation will be built on a solid foundation of common core curriculum combined with elements of Science, Technology, Engineering, and Mathematics (STEM) and College- and Career-Readiness. RTCCS students will also be taught character values and will be involved in community services projects.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry O'Briant", with a large, sweeping flourish extending to the left.

Larry O'Briant, President

Redfield Tri-County Charter School

Cc: Dr. Larry Smith – White Hall School District



Ann Rowan <redfieldtricitycharterschool@gmail.com>

---

## Redfield Tri-County Charter School' Letter of Intent

2 messages

---

**Ann Rowan** <redfieldtricitycharterschool@gmail.com>

Thu, May 29, 2014 at 3:34 PM

To: ade.charterschools@arkansas.gov, lesmith@whitehallsd.org

Bcc: cen72406@centurytel.net

Attached is RTCCS's Letter of Intent. Please confirm receipt of document. Regards, Elizabeth Tuck-Rowan, Secretary

---

 **SignedLetterOfIntent05292014.pdf**  
1823K

---

**ADE Charter Schools** <ade.charterschools@arkansas.gov>

Thu, May 29, 2014 at 3:41 PM

To: Ann Rowan <redfieldtricitycharterschool@gmail.com>

Received. You will be receiving information about the Applicant Workshop in the next few days.

Thank you!

*Sky Bledsoe*

Charter Schools Program Advisor

Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: [sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov)  
Telephone: 501-682-2130  
Fax: 501-371-3514

*This message is intended only for the named recipient. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.*

**From:** Ann Rowan [mailto:[redfieldtricitycharterschool@gmail.com](mailto:redfieldtricitycharterschool@gmail.com)]

**Sent:** Thursday, May 29, 2014 3:35 PM

**To:** ADE Charter Schools; Larry Smith

**Subject:** Redfield Tri-County Charter School' Letter of Intent

Attached is RTCCS's Letter of Intent. Please confirm receipt of document. Regards, Elizabeth Tuck-Rowan, Secretary



Ann Rowan <redfieldtricitycharterschool@gmail.com>

---

## Public Hearing Information For Proposed Charter School In Redfield

1 message

---

**Ann Rowan** <redfieldtricitycharterschool@gmail.com>

Fri, Jun 27, 2014 at 1:26  
PM

To: ade.charterschools@arkansas.gov, lesmith@whitehallsd.org, brendahaynes@sheridanschools.org, jguess@pcssd.org, backlin@dollarwayschools.org, hazelwd@wcmail.k12.ar.us

Redfield Tri-County Charter School (RTCCS) will have a public hearing on a proposed K-8th charter school to be located in Redfield, AR. The hearing will be on Thursday, 17 July 2014 at 7:00 PM at the Redfield Community Center located at 101 School Street, Redfield, AR 72132.

**REDFIELD PLANNING AND ZONING COMMISSION**

**City of Redfield  
P.O. Box 81  
Redfield, AR 72132**

**MEMORANDUM**

**TO:** Mayor Tony Lawhon  
City of Redfield

**FROM:** Jim Ferguson, Chairman  
City of Redfield Planning and Zoning Commission

**DATE:** July 10, 2014

**SUBJECT:** former Redfield Middle School

Please be advised that the former Redfield Middle School property located off Brodie Street, potential site for a new charter school, is correctly zoned. This property is located in Zone R2 which specifically addresses "Schools" as an acceptable and approved use within the zone.

If you have any questions or need any additional information, please contact me.

Name of Individual with Prior Charter Experience Sandra Smith-Jones

Position with Proposed Charter Consultant

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Pine Bluff Lighthouse Charter School	Principal	Operating	West 2nd Street Pine Bluff, Arkansas 71601	www.lighthouse-academies.org

December 31, 2013

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will donate \$85,000.00 and make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center to Redfield Tri-County Charter School.

I have pledged the same donation of \$85,000.00 for the second year of operation.

Additionally, I have contacted the Walton Family Foundation and confirmed that Redfield Tri-County Charter School will qualify to receive a start-up grant in the amount of \$250,000.00.

I will also assist with obtaining future donations and grant funding for the school.

Sincerely,



Ken Shollmier

2014-2015 Application Cycle

# **2013 ESEA Information**

Redfield Tri-County Charter School

Redfield, Arkansas

**District: WHITE HALL SCHOOL DISTRICT**    **Superintendent: LARRY SMITH**  
 School: WHITE HALL SCHOOL DISTRICT    Principal:  
 LEA: 3510000    Grades: K-12  
 Address: 1020 W. HOLLAND AVE.    Enrollment: 2993  
 WHITE HALL, AR 71602    Attendance (3 QTR AVG): 95.85  
 Phone: 870-247-2196    Poverty Rate: 41.63

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1616	1627	99.32	1823	1839	99.13
Targeted Achievement Gap Group	752	757	99.34	823	829	99.28
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	259	262	98.85	295	297	99.33
Hispanic	46	46	100.00	52	52	100.00
White	1235	1243	99.36	1377	1390	99.06
Economically Disadvantaged	701	706	99.29	774	780	99.23
English Language Learners	10	10	100.00	11	11	100.00
Students with Disabilities	142	142	100.00	136	137	99.27

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1316	1557	84.52	81.41	91.00	886	1057	83.82	84.68	93.00
Targeted Achievement Gap Group	546	711	76.79	71.59	91.00	383	485	78.97	78.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	3896	4726	82.44	81.41	91.00	2722	3226	84.38	84.68	93.00
Targeted Achievement Gap Group	1512	2057	73.51	71.59	91.00	1096	1392	78.74	78.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	176	238	73.95	73.64		122	153	79.74	85.57	
Hispanic	34	44	77.27	73.86		27	30	90.00	82.76	
White	1041	1202	86.61	82.65		702	826	84.99	84.43	
Economically Disadvantaged	523	660	79.24	73.24		372	456	81.58	80.26	
English Language Learners	7	10	70.00	58.33					58.33	
Students with Disabilities	49	138	35.51	46.76		23	67	34.33	60.58	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1440	1757	81.96	86.10	92.00	745	1057	70.48	78.19	81.00
Targeted Achievement Gap Group	574	775	74.06	77.65	92.00	294	485	60.62	71.03	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4463	5376	83.02	86.10	92.00	2324	3228	72.00	78.19	81.00
Targeted Achievement Gap Group	1682	2271	74.06	77.65	92.00	866	1393	62.17	71.03	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	179	260	68.85	75.47		84	153	54.90	69.82	
Hispanic	38	48	79.17	80.66		21	30	70.00	79.88	
White	1036	1236	83.82	87.85		605	826	73.24	79.05	
Economically Disadvantaged	550	726	75.76	78.95		284	456	62.28	72.02	
English Language Learners	7	11	63.64	76.19					83.33	
Students with Disabilities	53	131	40.46	60.65		19	67	28.36	54.96	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	201	237	84.81	84.42	94.00
Targeted Achievement Gap Group	65	88	73.86	74.88	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	600	723	82.99	84.42	94.00
Targeted Achievement Gap Group	178	239	74.48	74.88	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	27	32	84.38	81.78	
Hispanic				83.33	
White	159	188	84.57	85.49	
Economically Disadvantaged	60	82	73.17	74.46	
English Language Learners					
Students with Disabilities				64.91	

2014-2015 Application Cycle

# **Rockbridge Montessori School**

## **Summary**

Rockbridge Montessori School

Little Rock, Arkansas

# Rockbridge Montessori School

**Sponsoring Entity:** Rockbridge Montessori School  
**IRS Status:** Applied for 501(c)(3) non-profit status  
**Grade Levels:** K-8th  
**Student Enrollment Cap:** 325  
**Address of Proposed Charter:** 108 W. Roosevelt, Little Rock AR, 72206

## Mission Statement

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

## Information on the School District in Which the Charter Would Be Located

Little Rock School District

62.68% free and reduced-price lunch (2013-2014)

Needs Improvement School District (ESEA 2013)-Literacy and Mathematics

## Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Arkansas Code Annotated §6-23-302 “The last publication date of the notice was no less than seven days prior to the public meeting.” Rockbridge Montessori School published the last notice on July 10, 2014 and the public meeting was held on July 15, 2014, which did not meet the requirements outlined in §6-23-302.
- The statement “We know the remaining NSL funding that is not used for material maintenance will be saved for urgent expenses, and we do know that this amount will be much more than the 10 children funding we will spend on material maintenance.” Note: NSL expenditures are restricted based on the Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.
- The number of students used in the calculations of NSL funds does not reflect the actual number of students anticipated to be eligible for free and reduced lunch.

## **Documentation Provided in Support of the Charter**

### Letters of Support Included in Application

Kathy Smith	Senior Program Officer, Walton Family Foundation
(Name Redacted)	Student
(Name Redacted)	Student

### Other Letters of Support (available for review)

Patricia Matthews,	Director of Children, Youth, and Family Ministry, Christ Episcopal Church
Sue Owens,	Executive Director, Economics Arkansas
Sheila Holicer,	Principal
Kenny & Cathy Dhane,	Parents
Sarah K. McClure,	Librarian and Manager, Hilary Rodham Clinton Children's Library and Learning Center
C. Dennis Edwards I,	Senior Pastor, St. John Missionary Baptist Church

### Petitions (available for review)

63 Signatures

2014-2015 Application Cycle

# ADE

# Evaluation and

# Applicant

# Responses

Rockbridge Montessori School

Little Rock, Arkansas

# ROCKBRIDGE MONTESSORI SCHOOL

## PART A GENERAL INFORMATION

Sponsoring Entity: **Rockbridge Montessori School**  
IRS Status: **Applied for 501(c)(3) non-profit status**  
Grade Levels: **K-8th**  
Student Enrollment Cap: **325**  
Address of Proposed Charter: **108 W. Roosevelt, Little Rock AR, 72206**

## PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

### *Evaluation Criteria:*

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

**Fully Responsive**

## **PART B EXECUTIVE SUMMARY**

The Arkansas Department of Education requires all applicants to include an executive summary.

### *Evaluation Criteria:*

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

## **PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER**

### **C1: PUBLIC HEARING RESULTS**

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### *Evaluation Criteria:*

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

**Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)**

### **Concerns and Additional Questions**

The dates of the newspaper publications have been cut off. Provide newspaper clippings that show the dates that the announcements were published in the paper.

Submitted here are pictures of the entire newspaper pages that show the dates the announcements were published in the newspaper. We decided to simply take pictures of the newspapers since our scanners were not accommodating.

Daily record

Hot Springs' April sales tax receipts down 3.48%

Arkansas Daily Record

Hot Springs' April sales tax receipts down 3.48% from the same month last year, according to city officials.

City officials said the decrease was due to a combination of factors, including a decline in retail sales and a shift in the timing of certain transactions.

Despite the decline, city officials remain optimistic about the future of the local economy and the potential for growth in the coming months.

Births

The following is a list of babies born in Hot Springs during the month of April. Names are listed in alphabetical order by last name.

April 1: Matthew Thomas, son of Matthew and Jennifer Thomas. April 2: Isabella Marie, daughter of David and Sarah Smith. April 3: Jacob Lee, son of Robert and Emily Johnson.

April 4: Sophia Grace, daughter of Michael and Lisa Brown. April 5: Noah James, son of Christopher and Ashley White. April 6: Olivia Rose, daughter of Daniel and Rachel Green.

April 7: Ethan David, son of Steven and Michelle King. April 8: Ava Marie, daughter of James and Karen Lee. April 9: Lucas John, son of William and Susan Clark.

Beating said to kill dog; man arrested

A man was arrested after police officers reported that he had beaten his dog, which was subsequently found dead.

Police officers responded to a report of a dog being hit in a park about 10:30 a.m. on May 15. The dog was found dead and the man was arrested on charges of animal cruelty.

The man, whose name has not been released, is being held in custody. He is facing charges of animal cruelty and is scheduled to appear in court next week.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Arrested

A man was arrested on charges of domestic violence after a woman reported that he had threatened her.

Police officers responded to a report of a domestic violence incident at a residence on May 18. The man was arrested and is being held in custody.

The man is facing charges of domestic violence and is scheduled to appear in court next week. He is being held in custody.

Police officers are continuing to investigate the incident and are looking for any witnesses who may have seen the man at the scene.

Stain Mart HOT SUMMER 2 DAY SALE. Friday & Saturday. All gift items 25-60% off. Summer sale items 25% off. Bermuda 25% off.

FOR HER. 30% OFF Carter & Canal sportswear. 30% OFF Faded & Blended sportswear. 30% OFF Faded & Blended sportswear.

FOR HOME. 50% OFF French Bed dresswear. 50% OFF Abstract blue dresswear. 50% OFF Contemporary bath towels.

FOR HIM. 30% OFF Golf apparel. 30% OFF Faded & Blended sportswear. 30% OFF Faded & Blended sportswear.

COBALT - COMPROMISE NOTHING. Hot Springs. 800.620.6300. www.futrellmarine.com

Yes! We're still open! Peaches Blackberries COLLINS ROUND MOUNTAIN ORCHARD. 800-458-4736

50% off Entire Purchase of Slush Clearance. 25% off Entire Purchase of Slush Clearance. Stain Mart.

The Sole On The Things That NEVER Go On Sale. Everything's Included. Storewide. \$50 off any purchase of \$200 or more. \$100 off any purchase of \$500 or more.

ALL GIFT ITEMS 25-60% off. SUMMER SALE. BERMUDA 25% off. 800-458-4736

800-458-4736. 877-666-8222

Daily record

Arkansas Democrat-Gazette
Daily record
Arkansas Democrat-Gazette
Daily record

Marriage Licenses

Arkansas Democrat-Gazette
Marriage Licenses
Arkansas Democrat-Gazette
Marriage Licenses

Divorces

Arkansas Democrat-Gazette
Divorces
Arkansas Democrat-Gazette
Divorces

Political Animals

Arkansas Democrat-Gazette
Political Animals
Arkansas Democrat-Gazette
Political Animals

Etowah boy killed

Arkansas Democrat-Gazette
Etowah boy killed
Arkansas Democrat-Gazette
Etowah boy killed

Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court
Arkansas Democrat-Gazette
Need no lawyer, double-murder suspect tells court

Arkansas Flag and Banner.com
4th of July is almost here!
25% OFF
NOW THROUGH JULY 7

Stein Mart
THURSDAY & FRIDAY
STORES OPEN JULY 4, 9AM-7PM
Make One More Stop Before You Leave for the 4th!
This is a BETTER SALE because the savings are on TOP OF OUR DISCOUNT PRICES!
4TH OF JULY 50% OFF SALE
2 DAYS ONLY 50% OFF 1000s & 1000s of Items!

4th of July Special
WEDNESDAY & THURSDAY ONLY!
TRG
CANS 70¢/EA
FREE Hot Dogs
945-0881
TENNISBAUGH RACING GROUP LLC

Stein Mart
NOW 40% off
Entire Purchase of Red Dot Clearance
20% off Any One Sale Item



Adrian Bernier's dog, Rocky, is a pit bull and often barks at people who walk by. Bernier says the dog is friendly and often barks at people who walk by. Bernier says the dog is friendly and often barks at people who walk by.

### 2 Civil War markers OK'd by commission

Arkansas' two historical markers have been approved by the National Historic Landmarks Commission. The commission, which meets in Washington, D.C., has approved the markers for the Little Rock Central High School and the Little Rock Central High School. The markers will be placed at the sites of the school during the week of July 10-14.

### Daily recode

The following are the names of the individuals who were arrested or charged with a crime in Pulaski County during the past 24 hours.

### Births

The following are the names of the individuals who were born in Pulaski County during the past 24 hours.

### Marriage Licenses

The following are the names of the individuals who were granted a marriage license in Pulaski County during the past 24 hours.

### Deaths

The following are the names of the individuals who died in Pulaski County during the past 24 hours.

### Divorces

The following are the names of the individuals who were granted a divorce in Pulaski County during the past 24 hours.

### NOTICE OF PUBLIC HEARING

Notice is hereby given that the following public hearing will be held on the 10th day of July, 2008, at 10:00 a.m. at the City of Little Rock, Arkansas.

### TOWN MEETING

The following is the agenda for the town meeting of the City of Little Rock, Arkansas, to be held on the 10th day of July, 2008, at 7:00 p.m.

## Pulaski County notebook

### Final vote is set on assault incentive

Without a recommendation, the Quorum Court is expected to vote on Friday night on a \$1 million incentive for the addition of a full-time police officer to the county's police force. The incentive is a state tax credit for the cost of the officer's salary for the first year.

### 14-6 vote advances sheriff's office plans

A sheriff's office plan to add a new full-time deputy sheriff to the county's sheriff's office was approved by the Quorum Court on Thursday night. The plan was approved by a 14-6 vote.

### Police beat

Scott Carroll, 30, of Little Rock, was arrested on Thursday night on charges of shoplifting at a Little Rock Wal-Mart. Carroll was arrested by Little Rock police officers.

### NR man charged in veterinary theft

A North Little Rock man was charged with the theft of a dog from a veterinary clinic. The man, whose name was not disclosed, was charged with theft of property.

### Shoplift arrested in robbery

A man accused of shoplifting at a Little Rock Wal-Mart was arrested on Thursday night on charges of robbery. The man was arrested by Little Rock police officers.

### Sanitation-billing shift progressed

The Little Rock Sanitation Department is making progress in shifting the billing of sanitation services to the city. The department is currently billing the city for the services.

### Arkansas Newspaper

Arkansas Newspaper is a leading news source in the state. It provides comprehensive coverage of local and national news.

### Fresh Produce Picked Daily

Real Farmers Market offers fresh produce picked daily. The market is located in Little Rock and offers a variety of fresh fruits and vegetables.

### Summer Sale

Summer Sale at Real Farmers Market. Enjoy fresh produce at a special price. The sale is running from July 10-14.

### Gray Davis Limited Time Liquidation

Gray Davis Limited Time Liquidation. A variety of clothing and accessories at a special price. The liquidation is running from July 10-14.

### Nike 5K Fun Run

Nike 5K Fun Run. A 5K run held on Friday, July 11th, at Little Rock, AR. The run is for fun and fitness.

### Trophies - Medals Ribbons - Nike Gear & Other Prizes!

Sign up now for the Nike 5K Fun Run. Prizes include trophies, medals, ribbons, Nike gear, and other prizes.

### Sign Up Now

Sign up now for the Nike 5K Fun Run. Visit www.1037thebuzz.com for more information.



www.1037thebuzz.com

### Arkansas Newspaper

Arkansas Newspaper is a leading news source in the state. It provides comprehensive coverage of local and national news.

### Fresh Produce Picked Daily

Real Farmers Market offers fresh produce picked daily. The market is located in Little Rock and offers a variety of fresh fruits and vegetables.

### Summer Sale

Summer Sale at Real Farmers Market. Enjoy fresh produce at a special price. The sale is running from July 10-14.

### Gray Davis Limited Time Liquidation

Gray Davis Limited Time Liquidation. A variety of clothing and accessories at a special price. The liquidation is running from July 10-14.

### Nike 5K Fun Run

Nike 5K Fun Run. A 5K run held on Friday, July 11th, at Little Rock, AR. The run is for fun and fitness.

### Trophies - Medals Ribbons - Nike Gear & Other Prizes!

Sign up now for the Nike 5K Fun Run. Prizes include trophies, medals, ribbons, Nike gear, and other prizes.

### Sign Up Now

Sign up now for the Nike 5K Fun Run. Visit www.1037thebuzz.com for more information.



www.1037thebuzz.com

## **C2: GOVERNING STRUCTURE**

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

### ***Evaluation Criteria:***

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

### **Fully Responsive**

### **Concerns and Additional Questions**

Confirm that the charter board will follow the freedom of information act in regard to public meetings and that all voting will be done in public.

The school board of Rockbridge Montessori will follow the freedom of information act in regard to public meetings. The school board will all hold all voting in public.

## **C3: MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### ***Evaluation Criteria:***

- A mission statement that is clear and succinct

### **Fully Responsive**

## C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### *Evaluation Criteria:*

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

### **Fully Responsive**

## C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

### *Evaluation Criteria:*

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

### **Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

### Concerns and Additional Questions

Charter goals are stated as “5% higher than combined” mathematics/literacy scores of surrounding district. Explain what is meant by “combined scores” and how they are calculated.

The goal of “40% of entering children will meet 100% of their *literary* growth goals” appears to be listed twice.

The goal of “Children will perform 5% higher than the combined *literacy* scores” appears to be listed twice.

### **Combined Score and Calculation**

Rockbridge previously stated that, “Children will perform five percent higher than the combined literacy scores of the surrounding districts of Little Rock, North Little Rock, and Pulaski County, and children will perform five percent higher than combined mathematics scores of the same surrounding districts. Scores will be determined annually by PARCC or by the next generation of assessment,

determined by the Arkansas Department of Education (ADE).” Rockbridge also spoke of the uncertainty of the direction of Arkansas performance assessment, as the PARCC test has not yet been fully administered nor fully reported for the districts in central Arkansas. Our uncertainty in future testing practices as well as in the future reporting of test results has created difficulty as we seek to precisely report our annual performance assessment goals. Thus we are revising our performance goals in literacy and mathematics to say that children at Rockbridge will meet or exceed at least two out of three composite district scores from the LRSD, NLRSD, and PCSSD.

If we are able to assume that the test reporting methods and dissemination will remain the same, then we can say that we will calculate the composite district scores in literacy and mathematics in this manner:

For each district (LRSD, NLRSD, and PCSSD), Rockbridge will take the overall district-reported scores of “proficient and advanced” for each grade level and will combine and average these scores to create a composite district score, one for literacy and one for mathematics. The grade levels that will be used for the composite district score will only be the grade levels that Rockbridge offered that tested academic year.

### **Table of Performance Goals**

The table measuring performance goals contains typing errors. It should read:

- 40% of entering children will meet 100% of their literacy growth goals
- 40% of entering children will meet 100% of their mathematics growth goals

Based on the revisions mentioned above, two of the table’s rows should now read:

Children will meet or exceed at least two of the three composite district scores from LRSD, NLRSD, & PCSSD in literacy.

Children will meet or exceed at least two of the three composite district scores from LRSD, NLRSD, & PCSSD in mathematics.

## **C6: EDUCATIONAL PROGRAM**

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### ***Evaluation Criteria:***

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

## **Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)**

### **Concerns and Additional Questions**

Provide a description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time.

Explain how the assessment, class assignment, advancements, grade level and data recording will be monitored and implemented in mixed age grouping.

### **Description of Grade Levels and Maximum Enrollment**

Rockbridge will begin as a kindergarten through fifth grade school with a maximum enrollment of one hundred and fifty children. In the course of five years, Rockbridge will grow to provide kindergarten through eighth grade with a maximum enrollment of three hundred and twenty-five. How we grow each year is described as follows:

For the first two years, Rockbridge will offer kindergarten through fifth grade. This will allow our upper elementary teacher to complete AMI training, replete with the sixth grade curriculum, before welcoming sixth graders into the classroom. Fifth graders who join our school the first year will be informed that they will transition to a different school to begin middle school when their year at Rockbridge is complete.

For the third through fifth years, Rockbridge will grow approximately forty to fifty children a year. We will be adding additional multi-age classrooms to accommodate these new children. Similarly, we will also add a grade level annually so as to fully welcome middle school children through the eighth grade into our school's adolescent community.

Multi-age classrooms, classrooms which allow teachers to serve children in three different grades, creates a fluidity of enrollment in the classroom because every year children are transitioning in and out of the classroom. For example, in an early elementary classroom that serves first, second, and third grade children, the multi-age classroom will welcome new first graders every year as they transition from kindergarten to early elementary, thereby gaining enrollment. At the same time, the same multi-age classroom will also promote third graders into the upper elementary classroom, thereby losing enrollment. Thus the fluidity of multi-age classrooms requires that our School Director and School Curriculum Director understand our current enrollment, anticipate our growth goals, and open new classrooms where needed.

Although the fluidity of multi-age classrooms creates complexity in enrollment, the benefits of multi-age classrooms outweighs any additional work created for our Directors. In multi-age classrooms, children have the advantage of continuous learning, peer assistance, the opportunity for leadership, and the same teacher who loses no instructional time in getting to know each of them every year.

Despite this fluidity, we do have some factors that will assist in stabilizing our enrollment numbers. The advice we have received from multiple Montessori Directors is that Montessori schools work best when they have a triangular model, with the largest enrollment numbers for its base and lesser enrollment

throughout the higher grades. (See image.)

Based on this model, most of our recruitment and therefore our enrollment will focus on kindergarten, as we want children to experience Montessori for their entire elementary education. We will also add to our numbers when we add adolescent community classrooms to our school. Every time we open a new classroom of thirty children, we will add a new teacher and aide. For the adolescent community, we might hire two teachers and therefore no aide, to better accommodate the specialized disciplinary knowledge that is needed to teach all subjects required in middle school.

### **Multi-Age Classrooms, Monitoring and Implementing**

To monitor and implement the many facets of a multi-age classroom, we will utilize Montessori Compass. In our application, we mentioned and described this online recording keeping system. We said:

For this class-based assessment, teachers will utilize Montessori Compass in their record keeping. Montessori Compass is an online record keeping system providing Montessori teachers a simple way to personalize each child's academic progress. The teacher can record for each child each lesson presented, each material practiced, each skill mastered. Every Montessori lesson is already aligned to the Common Core Standards so that parents can be assured that their children are receiving an academically rigorous curriculum.

This response gives us more opportunity to report how Montessori Compass will play a central role in allowing our teachers to generate detailed **data recording** for each child. Through Montessori Compass, our teachers can monitor and track each individual child's academic progress in regards to individualized **assignments** (in our application, we call these "lessons") and assessments of these lessons. The Montessori curriculum is sequential, building from one academic concept to the next, yet it is also personalized, with a range of class assignments that cater to the interest of every individual child. Montessori Compass lists all of the lessons in the Montessori curriculum in a way that teachers can see the sequential patterns of lessons yet also use their expertise to select lessons individualized to each child, based on the child's skill and interest. In a Montessori classroom, the true **assessment** of an academic skill is whether the child has mastered the skill or content, whether the child can use the skill to demonstrate how the skill solves real life problems, can apply them to a new situation or event, or can create something new with the new skill acquired. Thus Montessori teachers use the products that children create as evidence of academic progress; the more advanced, complex, and self-created works indicate the greater mastery. Montessori Compass keeps track of all of this.

### **Grade Level and Advancement**

In our application, we discussed how children with exceptionalities helps us see what all children really need. We said, "All children have strengths and areas in which to grow, so all children can benefit from the release of the pressure of yearly grade promotion. All children can be confident in knowing they will stay with their teacher, their classroom, their work cycle for three years, and longer if needed." This statement shows how a Montessori classrooms has the flexibility that children need when it comes to their grade levels and their advancement (we call advancement or promotion a "transition").

In a Montessori multi-age classroom, teachers generally do not distinguish their children by grade level. For example, they will not call all of the "first graders" to a lesson; rather they will determine which children need the lesson and call them by name to the lesson. If a second-year child needs a lesson that other first-year children need to receive, the second-year child will receive the lesson as

well. Because lessons are not grade-specific, there is no negative stigma attached to a child who needs lessons offered at a slower pace. All children know they will be in the same classroom with the same teacher and roughly the same friends for three years; they all know they will continue to receive lessons at their own pace and ability, and therefore they can rest in the fact that they will transition when they are ready. Thus grade levels will not be a distinguishing mark of Rockbridge children, rather they will identify with the small class community they form and the larger Montessori community of Rockbridge.

After three years in each multi-age classroom, children are offered the choice of transitioning to the next multi-age classroom or staying an additional year in their current classroom. The decision to transition is as individualized as the Montessori curriculum, because the teacher, the school directors, parents, and even the child him/herself look at the child's whole development (socially, emotionally, as well as academically) to determine if the child is ready to transition to the next classroom.

We have observed that in Montessori classrooms most children are ready to transition after three years in their classrooms. However if a child appears unready, several factors will be considered, such as: Has the child mastered most if not all the works and materials in the current classroom? Does the child's tests scores on NWEA and PARCC indicate a mastery of skills and content? Has the child developed the social skills needed to function as a full member of the next classroom? Do the decision makers feel confident that the child is ready for transition? Are there extenuating factors that need to be considered before transitioning? Would the child benefit from an additional year in the current classroom? Etc. Finally we must also take into account the child's previous education, specifically if the child has transferred from another school during a "grade level" that has not allowed the child to complete the full three years in the current multi-age Montessori classroom. Although generally we will honor the "grade level" recommended by the child's previous school, we will need to determine if the child's whole academic and social development will allow him or her to successfully transition.

Thus the decision to transition will take into consideration the many facets of each child's progress. It will be informed by data generated by Montessori Compass as well as testing data from NWEA and PARCC. It will be discussed by the many adults that care about the welfare of the child, and it will be made so that each child may thrive in whatever classroom they are in.

## **C7: CURRICULUM ALIGNMENT**

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### ***Evaluation Criteria:***

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

### *Evaluation Criteria:*

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

### **Fully Responsive**

### Concerns and Additional Questions

#### Special Education:

Confirm that the charter will provide a full continuum of services in the least restrictive environment.

Confirm that the charter will comply with all state and federal requirements for students with disabilities

Rockbridge agrees to provide a full continuum of services in the least restrictive environment.

Rockbridge agrees to comply with all state and federal requirements for students with disabilities.

## C9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

### *Evaluation Criteria:*

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

### **Fully Responsive**

## **C10: ANNUAL PROGRESS REPORTS**

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### ***Evaluation Criteria:***

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

## **C11: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

### ***Evaluation Criteria:***

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

**Fully Responsive**

### **Concerns and Additional Questions**

**Confirm that the after school program mentioned is a completely separate program and not a part of the charter.**

**Rockbridge's after-school program is a completely separate program and not a part of the charter.**

## **C12: PRIOR CHARTER INVOLVEMENT**

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

### *Evaluation Criteria:*

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## **C13: STAFFING PLAN**

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### *Evaluation Criteria:*

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

**Fully Responsive**

## **C14: BUSINESS AND BUDGETING PLAN**

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

### *Evaluation Criteria:*

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an

annual budget;

- 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;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

### **Fully Responsive**

#### **Concerns and Additional Questions**

Lines 3 and 8 on the budget template reflect the number of students for NSL. The calculated funding does not support the rate of funding (70% of students would be funded at \$1,033 per the rate).

NSL funds are listed in lines 3 and 8 on the budget template. The application response in this sections states that NSL funds were excluded from the original budget as part of the plan for preparation of urgent expenses. Please explain.

Lines 3 and 8 on the budget template are concerning the revenues that are expected to be generated through NSL funding. Although we expect more of our children to receive NSL funding, we submitted budgeted for only 10 children's NSL funding to cover the budgetary costs that we perceive will happen toward the end of the year. We did this because it was our understanding that the NSL funding would not be readily available until after December, so our budget covers all expenses through most of the academic year. Toward the end of April or May, we are anticipating some end-of-the-year costs with material maintenance. These will be covered by the NSL funding generated by 10 children because by the end of year we should have our full amount of the NSL funding. We anticipate the full amount of NSL funding to reflect the following revised budgetary lines 3 and 8:

Line 3: No. of students 84 x \$1,033.00 eligible rate NSL funding

Line 8: No. of students 105 x \$1,033.00 eligible rate NSL funding

We know the remaining NSL funding that is not used for material maintenance will be saved for urgent expenses, and we do know that this amount will be much more than the 10 children funding we will spend on material maintenance. Thus the urgent expenses for the first and the second year will come from the NSL funding remaining from the first year.

The second year's NSL funding will be used to pay for other budgetary items and will not become a part of the funding for urgent expenses.

## C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

### *Evaluation Criteria:*

- A sound plan for annually auditing school’s financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## C16: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

### *Evaluation Criteria:*

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## C17: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

### *Evaluation Criteria:*

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has

- access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - Members of the local board of the public school district where the charter school will be located;
  - The employees of the public school district where the charter school will be located;
  - The sponsor of the charter school; and
  - Employees, directors and/or administrators of the charter school.

### **Fully Responsive**

#### **Concerns and Additional Questions**

Confirm that the statement, "When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications," is referring to *additional* modifications that could be needed and that the school will be in compliance with all ADA requirements when the facility opens.

Rockbridge confirms that the statement "When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications" is indeed referring to additional modifications that could be needed. Further Rockbridge confirms that the school will be in compliance with all ADA requirements when the facility opens.

## **C18: CONFLICTS OF INTEREST**

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

### ***Evaluation Criteria:***

Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

**Fully Responsive**

## **C19: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

### ***Evaluation Criteria:***

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

**Fully Responsive**

## **C20: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### ***Evaluation Criteria:***

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

**Fully Responsive**

## **C21: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

### *Evaluation Criteria:*

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and fulfilling the charter's mission

### **Concerns and Additional Questions**

**SEE LEGAL COMMENTS**

## **C22: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### *Evaluation Criteria:*

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

### **Concerns and Additional Questions**

**SEE LEGAL COMMENTS**

## **C23: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### *Evaluation Criteria:*

- The plan to ensure the sustainability of the charter in the future.

**Fully Responsive**

2014-2015 Application Cycle

# **Legal Review of Waivers Requested**

Rockbridge Montessori School

Little Rock, Arkansas

**Rockbridge Montessori School  
Waivers Requested in Original Application  
2014**

**1. School Boards**

**Ark. Code Ann. §6-13-601 et seq. District Board of Directors**

**Ark. Code Ann. §6-14-101 et seq. School Board Elections**

*Rockbridge seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Rockbridge is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Rockbridge's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.*

**Legal Comments:** The Applicant should clarify which sections of Ark. Code Ann. § 6-13-601 et seq. it seeks waiver from. Applicant should note that Ark. Code Ann. § 6-13-622 contains a constitutional requirement that cannot be waived.

**Response:** *The applicant wishes to clarify its waiver request by specifically asking for waivers of Ark. Code Ann. §§ 6-13-608; 6-13-611; 6-13-615; 6-13-616; 6-13-618; 6-13-619(c)(Note: This will be the only part of 6-13-619 requiring a waiver unless you do not plan on holding monthly Board meetings); 6-13-620; 6-13-621; 6-13-628; 6-13-630; 6-13-631; 6-13-633; 6-13-634 and 6-13-635. The same rationale for the waiver request that was stated in the charter application is also applicable here.*

**Remaining Issues:** None

**2. Grades**

**Ark. Code Ann. §6-15-902 (a) Grading Scale**

**ADE Rules Governing Uniform Grading Scales**

*Rockbridge seeks exemption from this portion of the Education Code because, under the Rockbridge model, students do not receive grades rather the teacher-based monitoring of academic progress is accomplished through Montessori Compass, an online record-keeping system which records all lessons received, practiced, and mastered by each individual child. Academic progress is further assessed three times a year through Northwest Education Association (NWEA) adaptive testing and is assessed annually through PARCC or the next generation of assessment. The use of the Uniform Grading Scale is permissive at the elementary school level, however, careful records will be kept of student progress in lieu of traditional grades and Rockbridge will be able to make*

*specific, detailed accountings of student progress.*

**Legal Comments:** None

**Remaining Issues:** None

### **3. Licensure**

**Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom**

**Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel**

**Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities**

**Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter**

**Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement**

**Ark. Code Ann. §6-17-902-concerning Definition of Teacher**

**Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract**

**15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts**

**ADE Rules Governing Educator Licensure**

*Rockbridge seeks exemption from these portions of the Education Code. Instead, Rockbridge seeks the flexibility to hire teachers and administrators who are best suited to implement Rockbridge's unique curriculum and policies to best attain the maximum amount of student achievement and growth. Rockbridge will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Rockbridge provides extensive training, support, and supervision for its teachers and administrators. Rockbridge ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.*

**Legal Comments:** None

**Remaining Issues:** None

#### 4. Business Manager

##### **Ark. Code Ann. §6-15-2302 General Business Manager**

*Rockbridge 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. Rockbridge seeks the flexibility to hire a qualified general business manager that is able to address the unique needs of the school's business model.*

**Legal Comments:** In order to effectuate this waiver, the Applicant should also request a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.

**Response:** *The applicant wishes to clarify and fully effectuate the previously requested waiver by additionally requesting a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.*

**Remaining Issues:** None

#### 5. U.S. Flag

##### **Ark. Code Ann. §6-16-105 U.S. Flag**

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

**Legal Comments:** None

**Remaining Issues:** None

#### 6. Arkansas Flag

##### **Ark. Code Ann. §6-16-106 Arkansas Flag**

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

**Legal Comments:** None

**Remaining Issues:** None

### **7. Arkansas History (withdrawn)**

**Ark. Code Ann. §6-16-124 Arkansas History**

**Ark. Code Ann. §6-17-418-concerning the Arkansas History Requirement for Teacher Licensure**

**Standard 9.03.3.11 of the ADE Standards Rules Arkansas History grade 5-8**

*Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow flexibility to follow the established Montessori Method curriculum. The Montessori curriculum is global in nature and does not address specific states' histories. Students who develop interest in Arkansas history would be encouraged to conduct independent study in this area. Arkansas history will be taught as a part of the 7th or 8<sup>th</sup> grade curriculum.*

**Legal Comments:** Waiver of Ark. Code Ann. § 6-17-418 is not necessary. This statute outlines the requirement that teachers complete a college course in Arkansas history before they are licensed.

**Response:** *In light of the ADE review comments on this request, the applicant wishes to withdraw its request for a waiver of Ark. Code Ann. §6-17-418.*

**Remaining Issues:** None

### **8. Daily Planning Period**

**Ark. Code Ann. §6-17-114 Daily Planning Period**

*Rockbridge seeks exemption from this portion of the Education Code because Rockbridge's model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and support. Rockbridge places great emphasis on planning and monitoring teacher and student development and ensures that teachers have the support they need to plan effectively.*

**Legal Comments:** None

**Remaining Issues:** None

### **9. Duty Free Lunch/Non-instructional duties**

**Ark. Code Ann. §6-17-111 Duty Free Lunch**

## **Ark. Code Ann. §6-17-117 Non-Instructional Duties**

*Rockbridge seeks exemption from these portions of the Education Code as, with a small staff, seeks the flexibility to assign duties in such a way as to maximize use of teacher and administrator time.*

**Legal Comments:** None

**Remaining Issues:** None

## **10. Personnel Policies**

### **Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies**

*Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address the unique needs of the school's business model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.*

### **Ark. Code Ann. §6-17-203 Committees on Personnel Policies –Members**

*Rockbridge seeks the flexibility to develop its own personnel policies to address the unique needs of the school's business model.*

**Legal Comments:** Waiver of Ark. Code Ann. § 6-17-203 is included in a waiver of Ark. Code Ann. § 6-17-201 et seq. In order to effectuate this waiver, waiver of Section 4 of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the District Website is also necessary.

**Response:** *In order to clarify and fully effectuate the above requested waivers, the applicant hereby withdraws its separate waiver request for Ark. Code Ann. §6-17-203 (as it is included in the waiver request for Ark. Code Ann. §6-17-201 et seq.) and additionally requests a waiver of Section 4. of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to the District Website.*

**Remaining Issues:** None

## **11. Teacher Fair Dismissal Act**

### **Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act**

*Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model*

*requires the flexibility to hire and retain the most highly qualified teachers available. Rockbridge teachers and administrators are expected to be highly responsive to the needs of students and families.*

**Legal Comments:** None

**Remaining Issues:** None

## **12. Public School Employees Fair Hearing Act**

### **Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act**

*Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most qualified employees available. Rockbridge employees are expected to be highly responsive to the needs of students and families.*

**Legal Comments:** None

**Remaining Issues:** None

## **13. Classified Personnel Policy**

### **Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law**

*Rockbridge seeks exemption from this portion of the Education Code. Instead, the Rockbridge Board will adopt personnel policies, including, but 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.*

**Legal Comments:** In order to effectuate this waiver, waiver of Section 5 of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the District Website is also necessary.

**Response:** *In order to fully effectuate this waiver request, the applicant wishes to additionally request a waiver of Section 5. of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the District Website.*

**Remaining Issues:** None

## 14. Guidance and Counseling

### Section 16.01 of the ADE Standards Rules

#### ADE Rules Governing Public School Student Services

##### Ark. Code Ann. §6-18-1001 et seq. Public School Services Act

*Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model provides a full array of support services which have proven effective in supporting students and families. In the Montessori Method, the teacher also provides services usually provided by the guidance counselor. The services provided by the counselor are therefore provided instead by the entire staff of Rockbridge. In Rockbridge's unique model, teacher stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.*

**Legal Comments:** Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.1 is necessary.

**Response:** *In light of the ADE review comments on this request, the applicant wishes to clarify its request for a waiver of the ADE Rules Governing Public School Student Services (Rules) to only include Section 3.01.1 of the said Rules.*

**Remaining Issues:** None

## 15. School Nurses

### Ark. Code Ann. §6-18-706

#### Ark. Code Ann. §6-18-1001 et seq.

### Section 16.03 of the ADE Standards Rules

#### ADE Rules Governing Public School Services

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules because the duties of the school nurse will be fulfilled by the entire staff. Rockbridge will also employ a staff member with a degree in medical sciences and experience in identifying, treating, and rehabilitating injuries. This staff member is also a certified first-responder, and she has EMT training. The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index).

**Legal Comments:** Instead of Ark. Code Ann. § 6-18-1001 et seq., it appears that only a waiver of Ark. Code Ann. § 6-18-1005(a)(6) is necessary. Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.6 is necessary.

*Response: In light of the ADE review comments on this request, the applicant wishes to clarify its request to waivers of Ark. Code Ann. §6-18-1005(a)(6) and Section 3.01.6 of the ADE Rules Governing Public School Student Services.*

## **16. Superintendent**

**Ark. Code Ann. §6-13-109 School Superintendent**

**Ark. Code Ann. §6-17-302 Principal-Responsibilities**

**Ark. Code Ann. § 6-17-427**

**Section 15.01, 15.02, and 15.03 of the ADE Standards Rules (concerning superintendents and principals)**

*Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow Rockbridge the flexibility to utilize a single person as School Director, fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Rockbridge to promote the most efficient use of human and financial resources in the school.*

*Rockbridge seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Montessori-based school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.*

**Legal Comments:** None

**Remaining Issues:** None

## **17. Transportation (withdrawn)**

**Ark. Code Ann. §6-19-101 et seq. Transportation**

*Rockbridge seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein. Any transportation services provided directly by Rockbridge will be in full compliance with this section.*

**Legal Comments:** The applicant should explain why this waiver is necessary if transportation provided will be in compliance with this section.

*Response: The applicant wishes to withdraw its request for a waiver of Ark. Code Ann. §6-19-101 et seq.*

**Remaining Issues:** None

## **18. Leased Academic Facilities**

### **Ark. Code Ann. §6-21-117 Leased Academic Facilities**

*Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Rockbridge 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 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.*

**Legal Comments:** None

**Remaining Issues:** None

## **19. Personnel Policies/Salary Schedules**

Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation  
Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act  
Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003  
Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies,  
Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

*Rockbridge seeks exemption from these sections of the Education Code and the ADE Rules so that it may have the flexibility to develop its own compensation schedules for its employees.*

**Legal Comments:** In order to effectuate this waiver, waiver of Ark. Code Ann. §§ 6-17-807 is also necessary.

**Response:** *In order to fully effectuate this waiver request, the applicant additionally requests a waiver of Ark. Code Ann. §6-17-807.*

**Remaining Issues:** None

## **20. Purchases of Commodities**

### **Ark. Code Ann. §6-21-304 Manner of Making Purchases**

*Rockbridge 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 \$10,000.00. For purchases between \$1,000.00 and \$50,000.00, Rockbridge will use either a state approved vendor or obtain a minimum of three quotes. Rockbridge will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.00.*

**Legal Comments:** None

**Remaining Issues:** None

## **21. Gifted and Talented/ALE**

**Ark. Code Ann. § 6-15-1005 (b)(5)**

**Ark. Code Ann. § 6-18-503(a)(1)(C)(i)**

**Ark. Code Ann. §6-20-2208(c)(6)**

**Ark. Code Ann. §6-42-101 et. seq.**

**Ark. Code Ann. § 6-48-101 et seq.**

**Section 18.01-18.03 Rules Governing Gifted and Talented Program**

**Section 19.03 ADE Standards Rules**

**ADE Rules Governing Gifted and Talented Program Approval Standards**

**Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds**

*Rockbridge seeks exemption from these portions of the Education Code and the Department of Education Rules because, under the Rockbridge model, each child is taught at his or her own level and is capable of being fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring “gifted and talented” services or placement in an alternative learning environment. Accordingly, each child is given the opportunity to develop his or her own gifts and talents. Rockbridge's model does not designate some children as “gifted and talented” or “ALE” to the exclusion of other children from enriched programs.*

**Legal Comments:** Based on the information provided, it appears the Applicant needs a waiver of Ark. Code Ann. § 6-42-109 instead of Ark. Code Ann. § 6-42-101 et seq. It also appears the Applicant needs a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, and Section 18 of the ADE Standards for Accreditation.

**Response:** *In light of the ADE review comments, the applicant wishes to revise its request for a waiver of Ark. Code Ann. §6-42-101 et seq. to only Ark. Code Ann. §6-42-109 and to additionally request a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards and Section 18 of the ADE Rules Governing the Standards for Accreditation.*

**Remaining Issues:** None

## **22. Library Media Specialist**

### **Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology**

#### **Section 16.02.3 of the ADE Standards Rules**

*Rockbridge seeks exemption from this portion of the Education Code and ADE Rules to the extent that the hiring of a licensed library media specialist is required. Under the Rockbridge model, libraries are located in each classroom. Montessori classrooms essentially have their own nonfiction libraries filled with quality children's nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children's trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and therefore fulfill a standard of Common Core and Arkansas Frameworks. Although Rockbridge's Montessori classrooms will be filled with books, Rockbridge also seeks to acquire additional resources for our children. Rockbridge has contacted a local public library who offers a weekly children's program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.*

**Legal Comments:** None

**Remaining Issues:** None

## **23. Class Size**

### **Section 10.02 of the ADE Standards Rules (Class Size)**

*Rockbridge seeks exemption from this portion of the Department of Education Rules because, under the Rockbridge model, larger class sizes are desirable for student learning and interaction. The variety of students is integral to the Montessori Method. Additionally, each classroom will have not only a teacher, but also an aide present at all*

times. Classes will be no larger than 30 students at a maximum.

**Legal Comments:** None

**Remaining Issues:** None

#### **24. Discipline Policies**

*Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies Rockbridge seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. The policies adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.*

**Legal Comments:** None

**Remaining Issues:** None

#### **25. Fine Arts/Music**

Section 9.03.2.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation  
Section 9.03.3.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

*Rockbridge is required to teach a minimum of 40 minutes per week in both Art and Music in grades K-6. Rockbridge is required to schedule time to teach Music and Art in grades 7 and 8. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Music and Art class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' ELA, Science and Social Studies required coursework.*

**Legal Comments:** Applicant should confirm that it will comply with Ark. Code Ann. § 6-16-130 or seek waiver of necessary provisions.

**Response:** *The applicant wishes to clarify this waiver request by requesting a waiver of Ark. Code Ann. §6-16-130(b)(1), (b)(3), and (b)(4)(A). As stated in the original waiver request, the applicant will provide instruction in Music and Art meeting all state curriculum requirements through the embedding of the required curriculum within the students' English Language Arts, Science and Social Studies required coursework. In summary, Rockbridge is not asking that it be waived of the requirements to teach the Fine Arts and Music curriculum, but just to have flexibility in the amount of time devoted to these subjects per class and the ability to embed the curriculum within other required courses.*

**Remaining Issues:** None

## 26. PE/Health

### **Section 9.03.3.5 Health and Safety Portion Only of the ADE Rules Governing the Standards of Accreditation**

### **Section 9.03.3.7 Health and Safety of the ADE Rules Governing the Standards of Accreditation**

*Rockbridge is required to schedule time to teach Health and Safety. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required Science and Physical Education coursework.*

**Legal Comments:** Applicant should confirm that it will comply with Ark. Code Ann. § 6-16-132 or seek waiver of necessary provisions.

**Response:** *The applicant wishes to clarify this waiver request by requesting a waiver of Ark. Code Ann. §6-16-132(b)(1)(A).*

*The intent of this request is not to attempt to reduce or waive Physical Education requirements, but to obtain flexibility in meeting the Health and Safety requirements of the ADE Rules Governing the Standards for Accreditation by embedding the curriculum into the students' required Science and Physical Education coursework.*

**Remaining Issues:** None

**Desegregation Analysis:** Fully responsive

2014-2015 Application Cycle

# Application

Rockbridge Montessori School

Little Rock, Arkansas



# ARKANSAS DEPARTMENT OF EDUCATION

## 2014 Application Open-Enrollment Public Charter School

**Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.**  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

\_\_\_\_\_  
Rockbridge Montessori School

**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**



The proposed charter will be located in the Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: William Simmons Position: School Board President State of Residence: AR

Name: Sherry Elmer Position: School Board Vice President State of Residence: AR

Name: Shirley Fendley Position: School Board Member at Large State of Residence: AR

Name: Sarah Gober Position: School Board Member at Large State of Residence: AR

Name: Kimber Barber-Fendley Position: Charter application writer State of Residence: AR

Name: Shannon Nuckols Position: AMI accredited Montessori State of Residence: AR

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

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

23,676 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

Little Rock School District North Little Rock School District Pulaski County School District

Benton School District Bryant School District \_\_\_\_\_

\_\_\_\_\_

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

### **Applicant Response:**

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

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

### **Applicant Response:**

The key programmatic feature that Rockbridge Montessori School will offer is Montessori education. The simplest way to understand Montessori education is to start with an image of a child. Let us think of a second grade girl this time. This child has great potential, and yet she also has great need. This child's needs are academic and intellectual, but she also has emotional, physical, social, and what Montessorians call "cosmic" needs. But one of her greatest needs is for the adults in her life to understand her needs and to create an environment for her in which she can enable herself to learn, grow, and thrive.

Montessori education is a perfect pairing of a child's needs to an educational environment that anticipates and meets the needs of the whole child. This deep understanding of children's needs is the distinguishing characteristic of Montessori education and affects every programmatic aspect. Every part of the Montessori Method responds to, serves, and fulfills a deep-seated need of the child.

And what do children need? Part of this application seeks to explain children's needs and how Montessori meets each need in unique ways. Therefore we will be discussing features like prepared environments, three hour work cycles, multi-age classrooms, educational materials, small group presentations, and student choice. But part of this application seeks to communicate our heart, which can be seen in this application as we seek to communicate and to explain Montessori education and its profound effect it has on children. Our desire is to serve Arkansas children through the Montessori Method because we live in Arkansas too. Every member of the school board and every founding member knows Arkansas as their home. We live here. We work here. Some of us even teach here. We want the best for our children here in our state, in our hometown. This application will show how we will do it.

## 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 Public 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.

### **Applicant Response:**

Our Town Meeting was held on July 15, 2014 from 6:30-8:00 pm in the Fellowship Hall of St. John Baptist Church. The leaders and members of St. John, the owners of our school's proposed facility, allowed us to use their fellowship hall for free, saying that, "This school is something we want to support." In this way and in many others, we found that the initial support for the school was established and was quickly growing.

### **Support for School in Announcing the Town Meeting**

A local campaign was made during the two weeks prior to the Town Meeting. We made 400 brochures and 250 flyers announcing the Town Meeting, which were distributed during this time. We first targeted the support of the local businesses and organizations where our school's location would be. We spoke with people from the Hillary Clinton Library, the Arc, the Dream Center, two private preschools, two homeless shelters, and many local businesses. All of them were receptive and excited at the prospect of a new public charter school in their neighborhood. All of them asked for more than the one brochure and flier that was first offered, as they wanted to post these in their establishments as well as have them available to pass out to their patrons. The general consensus was expressed by one of the businessmen when he said, "Welcome to the neighborhood."

We also promoted the Town Meeting and the school through technology and social media. Many of us sent personal invitations through email and posted the announcement of the Town Meeting to our personal Facebook pages. When Rockbridge posted the announcement of the Town Meeting on the school's Facebook, overnight we got forty-six "likes." We had similar results when we posted our new brochure on our Rockbridge page as well as our personal Facebook pages. One unanticipated Facebook "like" came from Trevor Eissler, the national Montessori advocate and author of "Montessori Madness," the "321 Fast Draw" YouTube video that explains his understanding of Montessori education in six minutes ([http://www.montessorimadness.com/Montessori\\_Madness!/Videos.html](http://www.montessorimadness.com/Montessori_Madness!/Videos.html)).

### **Support for School at the Town Meeting**

When our Town Meeting began, we welcomed and thanked our forty-five guests for their interest in our school. We decided early on that our Town Meeting should give our guests a small taste of what Montessori education was like. So after we had a whole group presentation in which our AMI Montessori teacher explained her personal discovery of the Montessori Method and how Montessori education works for children, our meeting broke into a series of small group, hands-on lessons using actual Montessori materials that are used in a Montessori classroom. We presented three different lessons (two in math, one in grammar) several times in a row so our guests could move freely about the space and receive each lesson when they were ready, which is similar to how children move and learn in a Montessori classroom. We invited our guests to touch the materials and play the role of the child, so they could see for themselves why children are attracted to Montessori materials and the academic concepts that are inherent in them.

Our guests were particularly impressed with a multiplication lesson given by a Montessori "alumni" who had recently finished 8<sup>th</sup> grade in a Montessori school, the highest grade that Montessori has currently available in central Arkansas. Many of them spoke of her knowledge as well as poise, which gave them a small example of how a Montessori child grows in intelligence as well as in self-confidence.

Because the second part of the Town Meeting allowed our guests to move about freely and talk with us as they needed, we got a sense of the initial support that the school already has.

Our guests at the Town Meeting gave us many words of encouragement and support. Four different families actually thanked us for our work toward starting this school. Three others said in their own ways that they knew that “This is going to be big!” Parents were particularly excited at the hands-on learning approach that is essential to the Montessori Method. One woman told us that she wished that this Montessori school was available when her sons were in elementary. She spoke of one of her sons that was “a mess, always getting in trouble for not being still.” She said, “This would have been perfect for him.”

We also got to welcome two families that said they already had their children enrolled in private Montessori schools, and they wanted to sign up their children that night for our public Montessori school. We were pleased with their enthusiasm, yet we know that we are primarily seeking low SES families that could never afford private education. Although these families do not represent our targeted school population, we were encouraged to know that families who already know the quality of education that Montessori offers were eager to join a public school; thus we saw that these families were seeking a quality education, not a private education. Based on the private conversations we had with them, we came to the understanding that these families were also seeking the financial relief that comes with public education.

Although our Town Meeting was primarily for prospective parents, we also welcomed three Montessori teachers that came on their own. At the end of the Meeting, two of them said they would like to work for our school. One even came with a prepared resume. We welcomed other educators as well; most were from the Little Rock School District. They had heard by word of mouth about our school's offering of Montessori education and were interested seeing the differences between Montessori and the traditional education offered at their schools. These teachers were the ones who lingered over the lessons given with the Montessori materials, as they were examining them from an educator's perspective. They laughed and smiled when a presenter showed them a math work. One teacher said, “It's like a magic trick.”

Support for our school also came from unexpected people. For example, our realtor, who came strictly on her client's behalf, mentioned to us after the Town Meeting that she was now really excited about the school. “I'm super excited about this project and want to do everything I can to help you guys.” Our realtor had always been helpful and professional, but never before did she recognize that her work toward our lease was a small part of something unique for Arkansas children. The Town Meeting made her not just our realtor, but our advocate.

Support for the school is continuing as more families are learning about Rockbridge. One of our founders passed a brochure to a parent with a three year old daughter who is already looking into kindergarten. She read it and then said, “So I guess she'll be signing up for the lottery in 2016.” We certainly hope she will.

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.

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:**

School Board. The primary governing body of Rockbridge Montessori School will be its school board. The board will be the final decision-making authority for the school in terms of its finances and purchasing, its hiring and firing of staff and/or School Director, and for any long term suspension/expulsion decisions. In decision-making, the school board shall hold the needs of the children as significant, determining factors in all decisions and voting matters. As each member represents the many adults that are invested in the lives of the children, all board members have a duty to vote on all matters coming before the board, unless there is a legitimate reason why a member should not vote.

*Special consideration for hiring/firing of School Director and/or Curriculum Director.* When the School Board votes on the hiring/firing of the School Director and/or Curriculum Director, any currently hired Director is allowed to vote along the School Board. This will ensure that the Directors have a say in the leadership of the school and in their primary collaborator in educational leadership. The conflict of interest policy, as outlined in the conflict of interest section in this application, applies to the ability of Directors to vote on hiring/firing, as it does to any vote made by any governing body or committee of Rockbridge.

*Composition.* The school board will consist of seven members. They are as follows:

- *President* (three year term), calls and presides over board meetings, sets short and long term goals along with the School Director and/or Curriculum Director to assure the vision of Montessori education is achieved at Rockbridge.
- *Vice President* (three year term), assumes duties of President in his or her absence and fulfills other duties, as assigned.
- *Secretary* (two year term), records board meeting minutes and handles all written communication for school board.

*Note:* If additional help is needed for written communications, the Secretary may choose a Clerk to record of the board meeting minutes and other writing duties, as assigned. The Clerk is not a board member, does not have voting rights, and reports to the Secretary. If Secretary is absent during board meeting, Clerk will record minutes but still will not serve as board member.

- *Treasurer* (two year term), responsible for all matters involving the finances of the school, such as the

recording of receipts, disbursements, and source for all the school's funds.

- *Member at Large* (one year term) - represents faculty, aides, and other staff, fulfills assigned duties that do not fall under the scope of other board positions.
- *Member at Large* (one year term) - represents our community leaders and volunteers, acts as liaison to property-owner of school building, fulfills assigned duties that do not fall under the scope of other board positions.
- *Parent Representative* (one year term), from the PTSA (Parent Teacher Student Association), gives voice to the concerns and ideas of the parents of the school.

The composition of the school board has been purposefully created to offer an important role and position to those who are willing to serve in the leadership and in the decision-making for the school. Three out of the seven school board members, the two Members At Large and the Parent Representative, represent important groups that reassures the overall success of our school and therefore need a voice at board meetings. We anticipate that these board positions will be filled by a member of each group who will arise as a leader and will choose to serve. Also the Parent Representative is selected/elected through whatever means is determined by the PTSA, and therefore this position on the school board creates an accountability to the parents/guardians in that their concerns will be fully communicated and addressed because their representative serves on the governing board.

*Selection process.* Because Montessori education is not well-known in Arkansas' public sector at this time, we seek members of the school board that can communicate their understanding of Montessori education to the public. Thus only school board members, the ones who deeply understand Montessori, will be allowed to nominate new board members. After nominations, the school board will ratify each nomination by a two-thirds vote. Board member ratification will be the only time when board members may use secret ballots to cast their votes. All board members serve the terms listed above with the option of serving consecutive terms, if ratified by board. Board members may be exited at the end of their term through a vote of no confidence. The only exception to this selection/ratification process will be the Parent Representative. The PTSA will determine their own means of selecting/electing their Parent Representative.

*Special consideration for student discipline.* Although the school board will have final say on any long term suspension or expulsion of a child, their decision will be based upon the recommendations made by the School Director and/or Curriculum Director and will only be made as a last resort, when all other efforts have been exhausted. It is our desire at Rockbridge Montessori to teach and model our high expectations for academics as well as behavior, and we believe Montessori education has within its curriculum the means by which a child who is not yet peaceful may discover a way to live in community with his or her members of the school. Thus part of our work as the adults of Rockbridge is to find the means and the patience to help each child transition and then thrive at Rockbridge Montessori.

The child's teacher and aide will be pivotal in helping the child learn new ways to show appropriate behavior. They will serve as first-response to any and all minor infractions, attempting to resolve any and all disruptions to the Montessori classroom by employing the Montessori Method (see the process of normalization in the educational need section and see a definition of grace and courtesy in the innovations section). They might contact a child's parent/guardian in order to work together with the parent in seeking a solution. If a child's inappropriate behavior escalates or causes major, constant, and/or consistent disruptions to the classroom environment, the School Director will work with the child's parent/guardian to devise a course of action and, if deemed necessary, to determine any/all disciplinary actions. Corrections to a child's inappropriate behavior will take into consideration what is best for the child and the appropriate measure that will help the child find and maintain within him/herself self-peace and appropriate classroom behaviors.

**Parent Teacher Student Association (PTSA).** The PTSA's primary duties will be fundraising, promotion and organization of school events and activities, support to teachers through materials making, and general advocacy of Rockbridge Montessori School, its children, parents, faculty, administration, and school board. It will be a self-organizing, self-funded organization which will determine its organizational structure, its membership dues or other ways of raising funds, and its electing/selecting its leaders.

Any child, parent, teacher, staff member, administrator, community member, volunteer or other advocating adult can become a member of the PTSA. The members of the school board are the only exception to the PTSA's open membership; they cannot be members while currently serving on the board even if they qualify for membership by some other means (as parents, etc.). Membership fees will be determined by the PTSA. Child membership will not be denied to any child at Rockbridge; child membership fees will be set at a lower cost than adult membership.

*Parent Advisory Council.* Since the PTSA will operate independently yet in support of Rockbridge Montessori's school board and faculty, the PTSA will be a liaison with the school board through its Parent Advisory Council (PAC), which will serve as the primary method of communicating the needs and desires of the PTSA and its members to the school board. The school board will work with the PTSA through its PAC, with the Parent Representative serving as its leader/primary member. The school board will answer all communications with the PTSA and the parents of Rockbridge Montessori through PAC; they will draft formal responses to all matters brought to them through PAC, and PAC will be responsible for disseminating the responses of the school board to its council members and to the members of the PTSA.

*Special consideration for children's involvement in the PTSA and in the leadership of their own school.* All founders of Rockbridge Montessori School have a vested interest in serving children and fulfilling their academic as well as social needs. We see one of these needs as the need to have a small but important voice in matters that affect them, their class, and their school and to take their voice in these matters seriously. In our work to create and then successfully run a children's school, we will adopt a position of listening to the children we are serving, and therefore we are allowing and encouraging the children of Rockbridge to join and maintain active membership in the PTSA.

We also acknowledge that children need guidance and unique considerations for them to understand and to participate in an organization which primarily consists of adults. Since we will add grades to our school, we also acknowledge that a child's membership privileges should grow as the child grows and matures. Therefore student membership will contain the follow privileges, according to the age of the child:

- *Kindergarten -- third grade*, the youngest members can communicate matters that concern them by speaking to their parents/guardians that are members of the PTSA. A child may attend a PTSA meeting or event if his/her parent/guardian is present and if s/he is not disruptive. A child at this age does not have voting privileges.
- *Fourth grade - sixth grade*, our upper elementary children can communicate matters that concern them by speaking to their parents/guardians that are members of the PTSA or another member/leader of the PTSA. If a formal request or response is drafted by the PTSA to be submitted to the school board, children can official show their support of the draft by signing their name in support, if their parent/guardian permits them. In these cases, the PTSA will create the draft or an addendum to the draft that explains the contents in child-accessible language. Like their younger counterparts, a child at this age does not have voting privileges but still may attend a PTSA meeting or event if his/her parent is present and if s/he is not disruptive.
- *Seventh grade - eighth grade*, members of our adolescent community can function as full and adult members of the PTSA while still benefiting from child membership dues. They can establish the ways in which they will communicate to the adults in the PTSA. They can write their own drafts, can support a draft, can express their ideas in a PTSA meeting, and can have full voting privileges when they are active members in good standing and with parental consent.

*Benefits to children involved in the PTSA.* We encourage children to become active members in the PTSA because we see potential benefits to the children as they are involved in real-life organization that address issues that matters to them as well as the adults in their lives. The PTSA will be home to a safe, protective environment where the matters of children will be taken seriously. Because of this, children can have a positive experience that might aid in their initiation toward community involvement and has the potential to become a model for later peaceful and active roles in citizenship.

Further, we see our future adolescent community as receiving tremendous academic benefits in terms of having an opportunity for our emerging writers to use their written communication skills in a real-life situation. When our

adolescents write their concerns, ideas, or other matters to the adults in the school, they will be performing a real-life act of writing in which they must consider the needs of their real audience and draft and revise their text for the audience's need. They will have intrinsic motivation to write because these topics will be of true concern to them, and their need to be persuasive or informative will guide their writing process. If the PTSA or school board chooses to respond to them formally in writing, the children will again have a real-life example of a text in which they must read to comprehend, respond, and act.

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

**Applicant Response:**

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Little Rock School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	67	59.08	75.4
Targeted Achievement Gap Group	59.15	51.27	70.3
African American	60.38	49.16	73.8
Hispanic	60.78	59.75	66.9
White/Caucasian	90.06	87.00	83.3
Economically Disadvantaged	59.44	50.97	69.6
English Language Learners/ Limited English Proficient	59.54	61.45	68.3
Students with Disabilities	24.86	30.45	72.6

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Rockefeller Incentive Elementary School	
Grade Levels	P-05	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	54.78	50.43
Targeted Achievement Gap Group	52.29	47.71
African American	54.63	49.07
Hispanic	not applicable	not applicable
White/Caucasian	not applicable	not applicable
Economically Disadvantaged	52.83	46.23
English Language Learners/ Limited English Proficient	not applicable	not applicable
Students with Disabilities	8.33	16.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Pulaski Heights Middle School	
Grade Levels	06-08	
Campus Status	Needs Improvement - Focus	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	81.23	74.11
Targeted Achievement Gap Group	64.57	52.12
African American	68.63	53.02
Hispanic	76.92	57.14
White/Caucasian	93.79	91.93
Economically Disadvantaged	65.26	52.55
English Language Learners/ Limited English Proficient	80.00	91.67
Students with Disabilities	30.26	25.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Little Rock School District		
Campus Name	Central High School		
Grade Levels	09-12		
Campus Status	Needs Improvement - Focus		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	75.42	71.05	91.01
Targeted Achievement Gap Group	55.20	60.39	86.13
African American	58.33	60.91	87.72
Hispanic	65.22	73.17	80.00
White/Caucasian	97.12	92.83	94.83
Economically Disadvantaged	55.34	59.84	85.40
English Language Learners/ Limited English Proficient	75.00	61.54	not applicable
Students with Disabilities	16.98	51.11	93.02

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

We at Rockbridge see a great need for a different kind of education in Little Rock, one that can particularly address the educational needs of children in poverty. Although poverty is often tied to multiple TAGG groups, we want to limit our discussion of the Campus Data we submit to poverty rates and test scores of economically disadvantaged students, for these are the outcomes that we want to impact as we begin to address the issues raised by how poverty affects the academic learning of the children we wish to serve.

The 2013 ESEA report for Washington Magnet Elementary School, two and a half blocks away (.2 miles) away from our proposed location, begins to tell the story of educational need. We did not choose this elementary school for the Elementary School Campus Data chart in our application because it is a magnet school, drawing LRSD students district-wide rather than in just its surrounding neighborhood, but it does attract students locally as well. Washington Magnet reports a poverty rate of one hundred percent with its economically disadvantaged students scoring in “achieving/advanced” in literacy 66.45% and 55.92% in math. Thus one out of every three students in poverty at this school is not reading on grade-level, and about one out of two students in poverty are not understanding math enough to pass a grade-level skills test.

What is more telling is the 2013 ESEA report for the elementary school closest to our proposed location, Rockefeller Incentive Elementary School, four driving minutes away from us (1.1 miles), drawing children from the local neighborhoods. Rockefeller reports a poverty rate of 89.64% and reports only 52.83% “achieving/advanced” in literacy and 46.23% in math from its economically disadvantaged students. Thus roughly half of economically disadvantaged children in the neighborhoods where our school would be are failing their standardized tests.

From the ESEA reports of the closest middle school and high school, we can see that overall scores are higher and poverty rates are lower than these nearby elementary schools. Forest Heights Middle School and Central High School report overall literacy and math percentage scores from 71.05 - 81.23 percent, and this might be due to their reported lower poverty rates, of 43.72% and 42.17% respectively. Thus it seems poverty rates somehow correlates to results in the test scores reported from these schools. The lower the poverty rate, the higher the

tests score.

However these schools' overall test scores are not being replicated with their economically disadvantaged students. Take as an example the math scores at Forest Heights. Overall 74.11 percent of the students scored "achieving/advanced." Yet their economically disadvantaged students did not fare as well, with only 52.55 percent of these students scoring the same. This is a difference of 21.56 percent. Thus even in schools that are doing better overall, they still are not meeting the academic needs of all of their economically disadvantaged students.

Clearly there is something about the additional element of poverty that makes learning a greater struggle. The research we cite below comes from experts that give insight to a cognitive process called "executive function." What Farah et al., (2004) in "Poverty, Privilege, and Brain Development: Empirical Findings and Ethical Implications" as well as other researchers are finding out is that poverty and its many aspects affect brain development in children. They say that an "association exists between SES (social-economic status) and the development of specific neurocognitive systems, namely...executive function" (p. 15). Larry Quade (2012) in "Enhancement of Executive Function in the Prepared Environment" explains that executive function is the ability to think before reacting, to come up with alternative solutions, to see connections between seemingly divergent things, and to create physical order in the environment (p. 44-45), and it is executive function that enables student learning. He says that stress, and poverty is a stressful environment, is "inimical to prefrontal cortex function" (p. 45). The prefrontal cortex is the part of the brain that controls executive function, therefore a child's self-control through executive functioning (p. 45). If a child cannot control him or herself, the concentration that academic learning requires becomes unavailable to the child.

In *A Framework for Understanding Poverty*, Ruby Payne (1996) reports how cognitive issues created in poverty affects children's ability to learn in school. Payne says low-income children struggle because of "impaired observations of constancies" (p.92) that hinder their ability to "hold an object inside the head and keep the memory of the object constant" (p. 92). She notes low-income children's "impaired spatial orientation" which hinders their ability to "orient objects, people, etc. in space...they neither have the vocabulary nor the concepts for spatial orientation" (p. 93). These impairments are a result of an impairment of executive function, a direct result of poverty.

Payne (1996) wrote about the need for the direct teaching of cognitive strategies to children in poverty. Although she never discusses which methods of instruction should be used for these strategies, we see the Montessori Method as a method of instruction that already incorporates the teaching of cognitive strategies in the structure of the morning's work cycle and specifically in the educational materials. We do not have time to discuss all of the strategies she suggests, but we want to give an example of how specific Montessori materials can respond to the cognitive needs of children in poverty.

One of Payne's (1996) cognitive strategies that must be taught directly to children in poverty is time organization. Payne explains, "Orient data in time is the strategy of assigning abstract values to time and the measurement of time. This strategy for identifying cause and effect, for determining sequence, and for predicting consequences" (p. 96). Montessori's timelines take the whirlwind of cosmic and human experience and organizes them into time periods and sequences. For example, the Timeline of Life takes the entirety of evolutionary history and organizes and categorizes it into the different time periods, each replete with pictorial representations of the animal life present on earth at the time. Further, the Great Stories tell the stories of how earth and its life developed, how humans developed, and how they acquired their great accomplishments in writing and numerals. Thus the child is oriented into the abstract ideas of how the world came into being and how humans came to understand their world through timelines and stories that take these enormous concepts and puts them in a sequential, timely order.

Quade (2012) takes a more direct approach, arguing that the Montessori Method enhances the many levels of executive function because it enables children to learn alternative strategies. He claims that a Montessori environment alleviates stress and gives children a sense of belonging which is a peaceful aid to the development of executive function. For example, through choice-making of the prepared environment, in which only one copy of each work is available, the child becomes normalized, and normalization is a "higher state of functioning than average," and "it might be said that normalization itself is a measure of the development of executive function" (p. 48). This works because with only one copy of each work, the child must practice "inhibitory control" in being

patient for the work to be available (p. 48).

Payne and Quade both see that the effects of poverty are reversible, and educators of all kinds are starting to understand this promising finding. In *USA Today*, Greg Toppo (2008) reports a study that claims that brain development in children of low income is comparable to the damage of a stroke, but one that can heal. He summarizes the findings, "Such deficiencies [because of poverty] are reversible through intensive intervention such as focused lessons and games that encourage children to think out loud or use executive function." (para. 3). Children in poverty are not academically doomed because they are poor, but they need unique help in their educational work. Montessori is a way, we believe the best way, to create an environment for intervention.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

### **Applicant Response:**

We also see there is a need for Rockbridge Montessori School when we consider our commitment to the development of the whole child. Our mission statement recognizes the significant responsibility involved in developing the emotional, social, as well as cognitive aspects of children. Our mission is to "serve and nurture a developing child's mind [and] emotions," and to "practice peaceful social development" is, frankly, a higher promise we give to parents than simply reassuring them that their children's academics will be proficient. Traditional education's emphasis on the academic progress of students leaves little room for direct curricular instruction and modeling that might lead children toward the work of their own emotional and social development. And it is children in poverty who particularly need assistance in developing these resources, as they often lack a deep well in which to draw.

Again we return to Ruby Payne's (1996) *A Framework for Understanding Poverty* because she emphasizes the importance of social and emotional resources for families in poverty. She considers emotional resources to be the most significant resource since, "Emotional resources provide the stamina to withstand difficult and uncomfortable situations and feelings. Emotional resources allows you to not engage in destructive behaviors - to others or yourself" (p.9). She further emphasizes a person's need for social resources. In fact, of the nine resources she says people in poverty often go without, four of these have to do with social resources: support systems, relationships/role models, knowledge of hidden [social] rules, and language/formal register [in different social settings] (p.8). Showing children the ways in which they can draw upon these social resources, the ones they have and the ones that can be nurtured, is crucial to a child's overall development.

Further, not only do children benefit from direction and modeling in peaceful social development and emotional resources, development in these areas also connects to cognitive development. William Hanks (1991) argues that learning cannot be seen anymore as "what kind of cognitive processes and conceptual structures are involved" (p14). But rather Hanks sees learning as an inherent part of what he calls "social engagement." He says "Learners...are engaged both in the contexts of their learning and in the broader social world within these contexts are produced. Without this engagement, there is no learning, and *where the proper engagement is sustained, learning will occur*" (p. 24, italics added). Because learning happens in a social context, the social development of the child is crucial in the cognitive development of the child.

Montessori see social and emotional development of the child as just as essential as their cognitive development because their ability to activate their acquired social and emotional resources influence the ways they learn. A Montessori classroom becomes the "context" where children receive "social engagement" and thereby develop what Montessorians refer to as a "peace," particularly a "self-peace," that aids them in their own emotional resilience, social interactions with peers, and in their cognitive learning. Children who are not yet peaceful particularly benefit from this aspect of Montessori education, whether their lack of self-peace results in disruptions in the classroom or timidity in their learning and social interactions.

When we speak of self-peace, we are talking about a peace, a calming, an ability to focus and think, a quiet confidence inside the child that is so strong that the child is able to speak and act in kindness to others. Thus a self-peace is an emotional resource that aids in the growth of social resources. This type of peace does not

happen because the teacher knows a quick, fancy trick, or a school has adopted a new discipline policy. It is actually earned slowly by each child as he or she learns how to become peaceful and find the natural rewards that come with a mind and body quiet enough to think and reason.

The process of finding this self-peace starts with what Montessorians call “normalization,” a word that frankly sounds a bit awkward to our modern ears. Yet “normalization” is the term originally coined by Dr. Montessori in her book *The Secret of Childhood*, and it is an important part of her Method. Normalization occurs when a child who is not yet peaceful first enters the Montessori environment and is introduced to a material that requires a collaboration between the child's fine motor skills and the child's mental processing. Let us think of a first grade boy this time, a boy who is often distracted, and because of this, often disruptive. To complete the task at hand, he must concentrate on the task, for usually longer than he is used to. By repeating this task and doing others like it, he develops a deep concentration that gives him intrinsic satisfaction with the job done well and completely. The teacher continues to provide him with lessons that contain systematic patterns of increasingly rigorous academic tasks, all of which still have a sensorial or motor skill element to each. There is a quieting of his body and mind, so that he develops deep concentration which he can sustain for longer and longer periods of time, time in which he can think. When the child can deeply concentrate on a task, he is “normalized,” and the negative behaviors that arise from a distracted mind disappear because his attention is drawn to the academic task in which he is engaged.

As he gains confidence in his abilities through these works, he is able to see his normalized peers as those who also have deep concentration and skills that can be helpful to him. When seeking to solve a problem that his thinking alone cannot do, he asks for help from his peers, and he must do it in a kindly spoken and acted way so that he can receive. In their helpfulness, there arises an appreciation for his peers and therefore peaceful acts between them. Thus he now has the emotional resources available to him to access social resources, which aids him in his cognitive development.

*Another consideration, Montessori education is a unique choice for Central Arkansas parents*

One of the purposes of charter schools is to offer public school parents, regardless of their social and economic status, different choices of education for their children. Rockbridge Montessori fulfills this educational need by offering a different and unique educational choice that is currently unavailable in the public sector of central Arkansas. In fact, our charter school would be the *only* free and public Montessori school in central Arkansas. The fact that Montessori is not offered as a public school choice is not due to the lack of support for Montessori education here. In fact, during our Town Meeting, we had Montessori parents attend and express their interest in a free and public Montessori school. Their sentiments are expressed well in an email sent by another Montessori parent to Rockbridge:

“I just found out about Rockbridge Montessori Public Charter School and offer my full support for your efforts. My two children currently attend pre-school and pre-K at a local private Montessori school. We love it there. Our children are thriving in the Montessori environment, but we cannot afford the tuition into perpetuity. Thank you for working to bring a free public Montessori school to Little Rock. We want our daughter to be in the charter kindergarten class in the fall of 2015. Please let me know if there is anything I can do to support your efforts before the ADE.”

Clearly the cost for private education makes it difficult for Arkansas families to have their children continuously enrolled in private Montessori schools. We want Montessori to be a viable choice for central Arkansas families; creating a Montessori school makes this possible.

Describe the innovations that will distinguish the charter from other schools.

**Applicant Response:**

When one thinks of the word “innovation,” one often associates this word with the idea of new, of novel, of the

latest trend. But the innovations of Montessori education are not new at all, rather Dr. Maria Montessori created her research-based curriculum over one hundred years ago. Her curriculum is a result of direct observation of the child and the discovery and deep understanding of what a child needs to thrive. She reported most of her Method in *The Discovery of the Child*. Because the Montessori Method recreates the school classroom experience for each and every child, we want to show the innovations and differences of Montessori education, as it is experienced by the children who practice it.

*Meaningful work for children.* Every school day is composed of meaningful work that the child sees as engaging, interesting, and worthy of doing. Each task is a work that is chosen by the child; each work allows the child to work until he or she feel satisfied with the work accomplished.

*Children's work choice.* The reason why Montessori education can claim it holds meaningful work for the child is because the child is allowed choice in the works he or she chooses. Through a teacher's guidance, children choose the work they will do each day. Because the children are allowed choice, their will is involved; their motivation is naturally engaged. When a child wants to do it, the child will work until mastery and therefore the skill or content in the work goes into the child's long term memory, into the deep cognition of learning.

*The children's multi-age classroom.* Traditionally every Montessori classroom keeps the same children for three consecutive years. The primary classroom usually contains children three years old through kindergarten, and the early elementary classroom has children in first through third grades. Since Rockbridge will begin as an elementary school only, its primary classroom will serve just kindergarteners, yet we will have a full early elementary classroom. We will grow into our upper elementary classroom, starting with fourth and fifth grade, adding sixth grade, and eventually filling our adolescent community with seventh and eighth graders. Through multi-age classrooms, both the older child and the younger child receive benefits from one another. The younger child receives the peer assistance and leadership from the older child. The older child, accustomed to correct behavior and work expectations, becomes a model to emulate, and thus the older child receives the practice of leadership skills. Older children become natural leaders because they have practiced with the younger child's materials until mastery and thus can show a younger friend how to work. Thus younger children see older children practicing works they cannot yet do themselves, yet now they eagerly await for these lessons so they now can choose these works for themselves.

*The prepared environment for children's work.* The prepared environment is the Montessori classroom which is purposely and meticulously prepared by the teacher for the children and their work. Rather than rows of student desks all facing the front of the classroom, the teacher prepares and arranges the classrooms' tables, chairs, shelves, educational materials, storage, walking spaces, gathering spaces, and even the works of art to fit the physical, social, and academic needs of the children.

*Hands-on educational materials for children.* Montessori education is known for its hands-on materials to make abstract concepts concrete and tangible to the child. This means that children must *do something* to complete these works, such as manipulate or move parts of the work or engage in another multi-sensory task. Montessori does not use worksheet, textbooks, or lecture, rather the teacher presents lessons with these materials, and the children learn from them. These materials are diverse in nature, covering the full curriculum in mathematics, literacy (reading, phonics, writing, grammar, research, poetry), the sciences (biology, zoology, botany, chemistry, and evolutionary science), and history (ancient civilizations and world history).

Each work holds certain characteristics that are consistent across all Montessori materials: the materials are attractive, inviting, and they spark the children's curiosity. They are orderly, organized, reinforcing a child's sense of order. They isolate one academic topic or skill so that children can focus on it alone. Materials teach one topic or skill at a time, and therefore they build on each other. Or they add one more element to a greater academic topic or skill, and therefore they add to the children's ever-growing body of knowledge. If the children err in the process, the materials are designed to make the error apparent, so children can self-correct to complete the work. By deeply understanding and internalizing the abstract concepts presented in the materials, children easily transfer what they have learned to standardized tests or other performance-based assessments.

*Children's grace and courtesy.* Montessori children are known for the way they show simple respect and kindness to others in their actions and words. Lessons in grace and courtesy are in fact a hallmark of Montessori education. Students are given lessons, presented and modeled by the teacher, in correct behavior, in respect for

one another, and in how to treat the environment. Grace and courtesy emerges in numerous and sometimes unexpected ways. After these lessons, children care for, clean, and sometimes even repair the materials in the classroom. They share dinner conversation with peers at their tables as they eat lunch with a complete table setting. They encourage one another in groups as they solve problems or approach a big project together. Grace and courtesy brings about self-peace within the child that is central to deep concentration which is required for intensive study.

*Children's need for movement.* In Montessori education, bodily movement is acknowledged as a real and significant need for young, growing bodies as well as a child's way of processing knowledge and learning. Instead of students sitting still in desks for instructional time, children are encouraged to move while they work. In fact the educational materials are designed to be hands on, requiring children to move objects to solve problems and to progress in the working task. In the process of doing, of moving, learning takes place. Further, students are encouraged to work in whatever posture makes work comfortable for them; some students choose to work on the floor on a thick rug, some on child-size table, and others stand while working.

*Individualized curriculum for each child.* Since an AMI Montessori teacher can present every lesson from first through sixth grade, the teacher can match lessons with the child when the child is ready to receive them, rather than working through the academic content of one grade level at a time. AMI teachers observe their children, learn their academic needs, and match work that fits their needs so the children may gain satisfaction with the work they complete. The teacher advances lessons as the child advances, so the child is allowed to progress on his or her own level. This individualized curriculum is helpful for special education students or for those who need remediation. This can be a part of the child's work in the classroom, without being "pulled out" and losing instructional time. Similarly gifted and talented or other accelerated students can receive lessons past their grade level and can concentrate their studies on their special interests.

*The cosmic task in every child.* Because of the individualized curriculum, the teacher knows each child and is able to guide him or her to studies that interest him or her that brings them to what Montessorians call the child's "cosmic task," each child's unique, positive contribution to society. In Montessori education, each child is seen as having something that the world needs that they can contribute to make the world better and more humane. The Montessori classroom serves as a microcosm of greater society, where children practice making contributions to the community and learning about how others have contributed before them. Montessori education encourages children to find their voice, seek their purpose, develop their skills, and ultimately give back through the gifts, skills, and talents they develop.

On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, 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.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Children will increase mastery by 2% in literacy.	Montessori Compass	Increase mastery by 2% point per semester	School will maintain the data per child but will report aggregate grade level performance annually
Children will increase mastery by 2% in mathematics.	Montessori Compass	Increase mastery by 2% point per semester	School will maintain the data per child but will report aggregate grade level performance annually
40% of entering children will meet 100% of their literary growth goal.	Northwest Education Association (NWEA) measure of academic progress	40% of entering children	Annually
40% of entering children will meet 100% of their literary growth goal.	Northwest Education Association (NWEA) measure of academic progress	40% of entering children	Annually
Children will perform 5% higher than the combined literacy scores of LRSD, NLRSD, & PCSSD.	PAARC or next generation assessment instrument approved by ADE	5% higher than combined literacy scores of surrounding districts, LRSD, NLRSD, and PCSSD.	Annually, not publicly reporting until third year
Children will perform 5% higher than the combined literacy scores of LRSD, NLRSD, & PCSSD.	PAARC or next generation assessment instrument approved by ADE	5% higher than combined mathematics scores of surrounding districts, LRSD, NLRSD, and PCSSD.	Annually, not publicly reporting until third year
Children will have joyful learning experiences, and parents will have overall school satisfaction.	Child and parent surveys, aggregate scores	Both parents and children will report 5 out of 8 satisfaction on 8 item survey first year, 6+ satisfaction second year.	Annually
Children entering our school with written offenses will show an increase of peaceful social interactions.	Number of written offenses, in each offense category, according to the LRSD student handbook	Children's offenses will decrease overall by 50% and decrease 75% in top category by the end of year 2.	After these children have been with us for 2 years, & only students who enter with documented offenses, no K5

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

**Applicant Response:**

**Assessing Our Children, Assessing Ourselves.** As we work toward assessing our academically rigorous curriculum and our children's growing knowledge of literacy and mathematics, we must always remember that literacy and math skills are not for the test; they are for the child. Literacy gives the child a way of gathering information, of remembering complex ideas, of hearing others' stories, those experienced and those imagined, and of rendering their own experiences through the deep human tradition of written expression. Mathematics opens the child up to the patterns, organization, and logic of the world, how we number, order, and classify it, how we prioritize it, how we make sense of the abstract--the place value of zero, the concept of money, the passing of time--and how we ultimately account for the greater equations of life when they do not add up to what we expect. These academic skills are essential, equipping the child to understand how the human experience is logically accounted for and then expressed through words. Thus we see children's academic skills as a means to an end. For some children, their academic skills will be a bridge out of poverty. For other children, a bridge toward college or career. But ultimately we hope the intellectual insights children acquire at Rockbridge, those assessed and those not, will be a rock-solid bridge they can rely upon as they journey toward the discovery of their cosmic tasks.

We spoke of cosmic task earlier in the application in the section on innovations. Although this term sounds peculiar to our contemporary ears, Dr. Montessori coined this phrase to remind those of us in Montessori education that the ultimate work of the children is to seek, to discover, and to live out their cosmic task, their special positive contributions to society that make the human community a better place. She spoke of this so often and with so much passion that we saw it fit to put it in our mission statement and to live out this directive. This is our ultimate goal, our ultimate objective, our ultimate test.

And this is more than what is expected from us. The Arkansas Department of Education only requires from us that our children show good test results in academic skills, in "proficient" or "advanced" scores in literacy and math, and thus we at Rockbridge will hold ourselves accountable for this level of academic excellence. In fact the rest of this response will detail the assessment goals and methods that will show these results. Yet we also hold ourselves accountable to make sure that while the children are meeting or exceeding these academic goals they are having what our mission statement describes as a "joyful learning experience." We further hold ourselves accountable to assure the children are gathering a greater self-peace that results in "peaceful social development" in their lives and at their school. And although we may not be able to scientifically assess cosmic task, we hold ourselves accountable in helping each child find a way to live peacefully in the world and contribute uniquely to it. Helping children discover and live out their cosmic task is, in fact, our cosmic task.

**Assessment of Literacy and Mathematics.** The assessment of our children's literacy and math skills will be determined by three different assessment methods, all of which will aid our understanding of each child's academic progress.

**1) Assessment of Montessori Lessons Mastered by Each Child**

**Details of Chart Information:** Children will increase mastery of lessons by two percentage points in literacy, and children will increase mastery of lessons by two percentage points in mathematics, as documented by the number of lessons presented, practiced, and mastered each semester. To assess this, we will use Montessori Compass which shows how Montessori lessons are aligned to Common Core. The school will maintain the data per child but will report aggregate grade level performance annually.

For this class-based assessment, teachers will utilize Montessori Compass in their record keeping. Montessori Compass is an online record keeping system providing Montessori teachers a simple way to personalize each child's academic progress. The teacher can record for each child each lesson presented, each material practiced, each skill mastered. Every Montessori lesson is already aligned to the Common Core Standards so that parents can be assured that their children are receiving an academically rigorous curriculum.

Montessori Compass is needed for record keeping because in a Montessori classroom all lessons are

personalized, determined by each child's ability and pace of mastery rather than a curriculum's pacing guide or administrative requirement. At Rockbridge, children will receive lessons when they are ready, thus no child who has already mastered a lesson must wait for others to do so; similarly no child is made to proceed to the next academic work before mastering the concepts in the previous work. Each child works on the pace that is appropriate to his or her ability and mastery.

We anticipate that the pacing of lessons received and mastered will be slower at first and then increase as the academic year continues. Our assessment of lessons received/mastered accounts for this expectation by increasing the percentage of mastery every semester by two percent. Before the children are normalized, the children are learning how to work in a Montessori classroom, and the teacher must focus some of the instructional time on lessons in grace and courtesy and other lessons that explain class protocols and procedures. Thus we will anticipate that children can receive more lessons, can practice with more materials, and can master more concepts the longer they remain in a Montessori classroom. Thus we anticipate a gradual increase of lessons, given and mastered, over the course of a child's three-year placement in a Montessori classroom.

- *Note on lessons received at first semester's end.* Lessons received by children during the last two weeks of the first semester will not be included in the overall tally of lessons received during the first semester. Rather these lessons will be included in the second semester's tally. This gives assurance to teachers that they can offer continuous instruction in the classroom because these late-given lessons will not skew their "lessons mastered" tally.
- *Note on lessons not yet mastered.* If a child has not yet mastered a lesson during the first semester, it will be counted as received in the second semester and will then be reassessed for mastery.

## **2) Assessment of Literacy and Mathematics Growth Goals**

**Details of Chart Information:** Forty percent of entering children will meet 100% of their literary growth goal, and forty percent of entering children will meet 100% of their mathematics growth goal. Rockbridge will use Northwest Education Association (NWEA) measure of academic progress and report annually.

Rockbridge children will be assessed through NWEA because we see their assessment methods as personalized, similar to the way lessons are personalized to each child in the Montessori classroom. NWEA tests are adaptive tests, adjusting each test question as the child answers, selecting more challenging or less challenging questions based on the answers given by the child. Thus the test mimics the same type of child-based personalization that we advocate in classroom lessons and Montessori education. Yet NWEA testing is also norm-referenced, so we can still get a sense of how each child is doing among other tested children.

Another advantageous feature of NWEA is the generated list of concepts and skills that each child still needs to master, based on the child's test results. NWEA can provide our teachers with another perspective of the learning that is happening with each child in their classroom; it will give another means of determining if the concepts practiced through the materials are being internalized enough to transfer them to an assessment event.

## **3) Assessment of Summative Children's Literacy and Mathematics Skills**

**Details of Chart Information:** Children will perform five percent higher than the combined literacy scores of the surrounding districts of Little Rock, North Little Rock, and Pulaski County, and children will perform five percent higher than combined mathematics scores of the same surrounding districts. Scores will be determined annually by PARCC or by the next generation of assessment, determined by the Arkansas Department of Education (ADE).

This summer, the ADE will determine whether PARCC is the appropriate assessment for Arkansas children. ADE will make a decision on the next generation of testing that will determine the yearly summative assessment for our children as well as all other public school students in Arkansas. This decision will create an assessment that will be well established by the time our school administers the test. However at the moment we are writing our charter application, there is much uncertainty, which creates in us a hesitancy in what we can honestly claim will be our testing performance goals when much is yet to be determined. Thus we must be conservative in our approach here. Although we hope to report higher scores than what we state here, we will at least outperform

surrounding school districts' (LRSD, NLRSD, PCSSD) combined scores by five percent, regardless of which assessment the ADE chooses.

**Assessment of Joyful Learning and Parent Satisfaction.** Although most of our assessments will determine our children's literacy and math skills, we also seek to live out our mission statement that says the children at Rockbridge will have a joyful learning experience. It is not enough for us to have a school in which the academics are rigorous and the test scores are high. We want children to have a joy in learning and a satisfaction in the academic work they do. We also want this joy to be so noticeable that parents recognize and attribute this joy to their children's satisfaction in their mastery of their academic studies. We want children to be so joyful at Rockbridge that their parents are too.

The assessment of joy is not usually a data point acquired in standardized assessments of children, thus we will assess children's joy another way. Anonymous surveys will be created, one designed for children and the other for parents. Both surveys will assess the same information, but they will be adjusted to the reading level and understanding of both parties. The survey will seek to ascertain the level of childhood joy and parental satisfaction of Rockbridge.

By the end of the first year, our goal is to have at least 5 out of 8 survey items (62.5%) answered positively, determined by the aggregate scores of both child and parent surveys in a multi-age classroom. We further our goal the second year by expecting 6 out of 8 (75%) items answered positively, also determined by the aggregate scores of both surveys. The second year expectation will continue with all subsequent years.

We will continue reporting survey data every year, and the surveys will aid in our understanding of how to make more positive and joyous learning experiences for the children. But we suspect that we will see the children's joyful in their own learning even before we report the subsequent survey results. What we have come to see from our own experiences in Montessori education is that the children often complain of summer break being too long, too much time away from their school, from their work. Sometimes the children say winter break is too long as well. When we hear this with our own ears, we will know our mission is being accomplished, and this too will give us joy.

**Peaceful Social Development.** At Rockbridge, we anticipate we will be able to welcome and to serve children who are not yet peaceful. In fact, we hold ourselves so accountable to help these children acquire a self-peace that we have written into our mission statement the promise that "peaceful social development" will be practiced at Rockbridge. When we speak of a child with self-peace, we are talking about a peace, a calming, an ability to focus and think, a quiet confidence inside the child that is so strong that the child is able to speak and act in kindness to others. It is this type of self-peace, the type which results in peaceful behaviors, which we will help these children acquire. And when they do acquire self-peace, we will record and report their work toward decreasing their offenses so we can celebrate with them when they are successful.

Children who enter our school with a student file and/or a written record citing misbehaviors in their previous school/s will be assigned to this assessment study. Their offenses will be numbered and categorized according to the offense categories in the 2015 Little Rock School District Student Handbook. We will use this handbook because we expect most of our children will come from the district in which our school is located; thus their offenses have a good chance of already being number and categorized from this handbook. Any documented misbehaviors that occur at Rockbridge while the child is working toward becoming peaceful will be numbered and categorized by this same handbook which will give us a standard in which to measure the offense. The 2015 LRSD Student Handbook will be used for the next five years to consistently determine the number and category of offenses that have occurred, regardless of which school district the children have last attended. However, the LRSD Handbook will only be used for this assessment study's purpose; the current Rockbridge Montessori School Student Handbook will determine how a child will be encouraged to work toward further self-peace.

- *Note on children who qualify for this assessment:* Only children who enter our school with a transferred student file containing formal written offenses or documented classroom disturbances at their previous schools will be assessed for peaceful social development. For this reason, children entering kindergarten will be automatically disqualified, as will students who enter without a student file given to Rockbridge on or before September 15<sup>th</sup> of the academic year. We expect our school to welcome more

children with documented offenses as we add grades and thus add older children who may be transferring to our school because of less-than-successful behaviors at previous schools.

After children have finished their second year at Rockbridge, they will become part of the reported results of peaceful social development for the current academic year. Our goal is for children who have completed two years at Rockbridge to have fifty percent less overall documented offenses than the amount in which they entered. Further our goal is for children who entered with offenses of the highest (most dangerous) category to have a decrease of seventy-five percent in this specific category of offense, as categorized in the 2015 LRSD Student Handbook.

In another section of the application that demonstrates the needs for the charter school, we discuss how self-peace occurs through normalization, through a steady process of work that creates the deep concentration and self-satisfaction that produces self-peace and therefore peaceful social development. At Rockbridge, we see children who are not yet peaceful as needing to practice this unique work of normalization that is designed just for them. Instead of ignoring disruptive past behavior or negatively reinforcing the inappropriate behaviors, the Rockbridge staff wants to examine the ability of the Montessori Method to systematically address this specific area of social development. We want to give them the Method so they can work on self-peace. And while they are working, we will be working too, helping them develop and then watching them thrive.

## 6. Describe the educational program to be offered by the charter school

### **Applicant Response:**

A full implementation of the Montessori Method requires that we rethink the way that students spend their school days and instructional time. In fact, the way that instructional time is often talked about concerns what the teacher is doing rather than what the students are doing. We often see instructional time as the time that the teacher stands in front of rows of students, imparting the same information onto every student sitting quietly at their desks. This model of instruction assumes that every student will be paying attention, learning, understanding, and working on the same concepts at the same time. It also assumes that students learn in the same way at the same pace. This model of instruction does not account for the needs of children, their need for differentiated instruction as well as the particular needs of children with special needs, accelerated learners, or ELL children. Montessorians change the way instructional time is used by seeing instructional time as *children's* time, and children need significant amounts of uninterrupted time to learn. Dr. Montessori called this extended work time, this most academically significant portion of the child's day, the "three hour work cycle."

After Rockbridge children enter the school and eat breakfast, they will begin their academic day at 8:00 am with their three hour work cycle. Actually, they will have a three *and a half hour* work cycle until 11:30 am. During this time, the natural work cycles that children go through will be protected by dedicating each morning solely to children's work. No pull outs, no assemblies, no distractions from this extended instructional time. During this time, children will receive small group lessons from their teacher, but most of this uninterrupted time will be dedicated to children's engagement in deep concentration of sustained practice of academic works that have been presented to them. "Practice" is a Montessori term that describes how children work with a material; they perform the steps of the lesson independently at their own pace as it was modeled by their teacher. They can continue working with the material until they are personally satisfied with their deep understanding of the academic content or skill. Thus the Montessori curriculum gives children the luxury of time to do the long and deep work of learning.

So what will this time look like? From our experience working in Montessori classrooms, we can say that the three hour work cycles often have the noise and activity of a bee hive, a constant, quiet hum and movement that is inherent when children are working. At Rockbridge our classrooms will enjoy the same level of productivity. During their work cycles, some of the children will choose to work independently. They will set up their materials at an independent work table and practice a material by themselves. Others will choose to work together in small groups, relying on each other's academic strengths to complete the material. In fact, sometimes children who are struggling with their independent work will choose to do what everyone does when they get stuck; they go get some help. These children will move freely across the room to ask a friend who is particularly knowledgeable in that academic subject or material for assistance. We know by experience that these peer-assisted learning strategies will be given by an older child who functions as a leader in the multi-age classroom.

Montessori work cycles are made possible because they contain the important element of student choice. During our work cycles, children will choose materials, work on them until they achieve mastery, then put the material away and choose another. Choice gives children intrinsic motivation to do the work because they chose it. Concerned adults might ask about the wisdom involved in letting children make their own educational choices every day. They might ask, how much will a child learn if she or he chooses, for example, studio art during every work cycle? Indeed this might be the case, if the children's choices were not guided by their teacher. Since children can choose only from the materials from which they have received lessons, the teacher is crucial in directing the child in the works they choose. Also, inherent in the Montessori Method is the concept of freedom *with responsibility*. Children know that they are expected to practice all materials, to work in all academic disciplines. Thus they have the freedom to choose *as well as* the responsibility to make good choices. If a child needs help with making choices, the teacher will conference with a child to inquire how to help the child choose a material to which he or she has been inattentive. Together teacher and child can plan into the child's work plan a time where a material can be addressed. Together they can troubleshoot, does the child, for example, need to see the lesson again? Or does the child need to work with a friend? Together they can assure that the child receives the full resources of the classroom and the full Montessori curriculum.

Although conferences with children have to be used occasionally, most of the time children choose all academic subjects on their own. One reason for this is because a work cycle is a generous amount of time dedicated to academic study. Thus a child may not choose a certain material first, but they will choose it because there is enough time to get to it. The luxury of time gives children the luxury of working with all materials.

Another reason why children choose to work on all subjects, all materials, is because the teacher has meticulously created the order and organization of materials on the shelves to help a child understand the scope and sequence of each academic subject. Teachers take great care to arrange each material on each shelf in a sequential way so that children understand what work comes next. The teacher does this by ordering the materials in the same way that one reads a written page of English, that is, left to right and top to bottom.

An example we might offer here is a typical Language Shelf in an early elementary classroom. (We would love to show you pictures of this shelf, as well as pictures of Montessori materials and Montessori classrooms. Just ask; we'll be happy to do it.) The materials on this particular shelf all teach grammar, focusing on the nine parts of speech (noun, verb, etc.). Each part of speech material is colored coded and has several sequential lessons which are organized into stacked boxes and labeled to show their sequence. Children know what material is next for them because the shelf's organization tells them so. By looking at the shelves, they know what current material they are on, what came before it and what will come after it. Also, many of the materials are designed to be similar in the kind of work required, thus children do not need individual lessons on, for example, every box on the grammar shelf. Once they know how to do one kind of material, they can complete many others without further instruction which fosters their independence in learning. Thus children can choose their material and work independently because they understand where they are in their course of study by noting the physical order of the shelf.

Not only does the placement of materials on the shelf organizes academic knowledge, it gives children internal motivation to work toward mastery of the material they are presently practicing so they can receive the lessons that accompany a desired material further down on the shelf. It also creates an eagerness and anticipation to get to the next work as well as a huge satisfaction when a child has completed a whole row of the shelf, then the next row, and the next, and then finally the entire shelf. Their eagerness now lies on the next shelf, the next level of academic work, the one their older peers are working on.

So far, we have spoken generally about how children function in the work cycle, but we need to take a moment to describe the children that we envision might become a part of our Montessori community. At this point we want to be perfectly clear: we will joyously welcome students with learning differences, physical disabilities, special needs, accelerated learners, and ELL learners into our school, as all can thrive in our work cycles, in our Montessori environments.

What we have experienced by working with Montessori children is that the Montessori Method implemented in the educational materials and in the work cycle does in fact work for on-level children as well as those with exceptionalities. It works for children with ADD, ADHD and those with a high need for physical activity, as they learn by doing the materials and move freely about during the work cycle. It works with children with autism and

other spectrum disorders, as they gain a sense of order in the materials on the shelves and sequence to the work. It works for ELL learners as they work with visual sensorial materials to acquire the English language. It works with children with different learning styles, as the materials engage the senses, offering multiple ways to learn: visual, auditory, kinesthetic. It works for accelerated children who can receive lessons on their advanced pace because the teacher knows the entire curriculum and can borrow an advanced material from an upper classroom.

What we have come to understand is what works for children with exceptionalities is what really works for all children. All children can benefit from a time devoted to study, from a workspace that is organized for learning, from hands-on materials, from practice until mastery, and from a self-paced curriculum. All children have strengths and areas in which to grow, so all children can benefit from the release of the pressure of yearly grade promotion. All children can be confident in knowing they will stay with their teacher, their classroom, their work cycle for three years, and longer if needed. Thus in the Montessori Method, in the regular school day, are the needs of children, of all children, carefully and daily met.

Our description of our morning's work cycle has so far focused on the children, but the adults in the classroom, the teacher and the aide, are essential members of the children's community too. However they function differently in a Montessori classroom than they do in a traditional classroom. The teacher is not in front of the classroom, nor is the aide doing errands for the teacher. Rather they are both where the children are, in their working environment, helping the children continue their work.

The teacher's primary task during the work cycle will be to give small group lessons to children. Our teachers will be fully equipped to do this since they will be AMI (Association Montessori Internationale) teachers with the highest Montessori accreditation possible. Children will receive their lessons with just three or four of their peers at a time. Sometimes the teacher, let us imagine a female teacher this time, will present a lesson to just one child, if this is what the child needs. During each lesson, she walks with the child and shows where materials are for a particular lesson. This way the children will see where the material is located in the classroom, for later practice. She will present to these children by modeling how to use the material and in the process explain the academic content and vocabulary, the abstract concepts that are made concrete in the objects that make up the material. She will also show the way the material offers a self-check or self-correcting function so that the children can work more independently. All of the teacher's lessons, how she presents as well as what she presents, come directly from her AMI Montessori "albums," her collection of Montessori lessons, that she has gained from her AMI Montessori training and are aligned with Common Core. While presenting to the children, the teacher will be completely focused on the children and lesson in front of her. She demonstrates to the children the concentration and work it takes to understand a complex academic skill.

The role of the aide will allow the teacher to engage in these concentrated small group presentations because the aide will attend to the children's needs while the teacher presents. The aide can get the supplies, can answer the quick question, can redirect a child back to his or her work. The aide's work allows the continual peaceful flow of the classroom. Thus the teacher and aide have different roles but work together to provide the adult support the children need in their work cycles.

At the end of the work cycle, the children will be invited to the dining hall for lunch and will dine from 11:30 a.m. until noon. We offer in the food service section of this application a detailed discussion of how Montessori lunch is enjoyed by the children and how it is also used as an educational opportunity to practice dining etiquette.

At noon, the children will enjoy recess, outside in the green common areas. Children can choose their recreation during recess. They might organize their own pick-up game of a sport of their choosing, or they might play on the playground equipment. When working with other Montessori children, we have seen children choose their time during recess to serve as an extension of their academic work, repeating beloved lessons their teacher has shown them, such as finding and classifying different species of leaves or recreating the "Parts of a River" lesson by pouring water into a hand-built trench, with all parts of the river hand-built by them and their peers. Children will practice peaceful social interactions during their recreational time, remembering the lessons of grace and courtesy they have received, such as taking turns, complementing one another on a success, and treating each other with kind words and behavior. The children's aide will be present to remind children that grace and courtesy applies to the playground as well as to the classroom.

The children will return to their classrooms at 12:30 p.m. to begin their second work cycle or to begin their

academic enrichments, offered by members of the central Arkansas community. Although we are still determining the best options for the children, we know we want local Arkansans to share their talents and skills with our children. Local gardeners have already volunteered to help our children plant and grow our vegetable and flower gardens. Arkansas artists will share their love of art or music. We are currently working with a local public library to provide us weekly with fiction literature and children's poetry. A few of our own aides will have talents in leading physical education, playing instruments, or teaching a foreign language. Other children will spend their afternoons with a teacher or curriculum director, receiving one-on-one support for reading or math. Some of these activities will be enjoyed by a whole class to create a greater sense of community, yet other activities will be done in small groups.

The later afternoon, from 1:30 pm-2:45 pm, is dedicated to children's reading and writing. What the national Montessori community is discovering is that public Montessori children need more time to learn to read and write. Thus our day will end with attention to these literary activities.

For the younger child, the Montessori Method is fully equipped to give multiple ways to bring the child into what Montessorians call "total reading." Children's fluency and comprehension will come through Montessori works on sight words, phonics, alphabet letter formation, spelling, and modeled reading. Part of this time is for pleasure reading, enjoying silent reading from the literatures brought from the library, listening as a whole group to a piece of fiction read by the teacher, or reading aloud in pairs or small groups while the teacher and aide assist where needed. For older children, they will also organize their own literature discussion groups, where they will choose a book they all will read, read the book independently while preparing notes and questions, and then engage in a literary discussion over the contents of the text.

Writing instruction will also be a part of the afternoon, with emphasis on the writing process. Different genres of writing will be encouraged, as students get their first taste of being both fiction and nonfiction writers as well as poets. Children will draft their first drafts by hand, and then work toward revising and editing their drafts. They will engage in writers' workshop, where each child reads his or her text aloud in a small group, and the other members give suggestions for revisions. Children will revise for content, voice, and clarity as well as edit for punctuation and spelling. They might type their final drafts or write them in their best cursive or print to keep in their writing portfolios. Or they might use technology to create a presentation of their work to show to their peers.

We will also utilize this time for test preparation during the spring semester when the children look forward to showing what they know in the upcoming standardized tests. The afternoons will be dedicated to teaching children the testing format and test-taking skills they will need so they can translate the knowledge they have gained in their materials to a paper-based or computer-generated test.

The last few minutes of the school day will serve as our time to not only pack up personal belongings but also make ready the classroom for the next day of work. Children will, for example, straighten up the materials on an academic shelf, feed the class pet, or water plants. In this way, children care for their environment, giving them a sense of ownership of their classroom. As they finish their day, they can take pride in knowing their work contribute to their classroom's order and beauty.

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

**Applicant Response:**

When Arkansas joined the many other states across our nation that adopted and implemented Common Core, we began to inquire on how Montessori education, an established curriculum implemented over a century ago, met the high academic expectations that are now articulated in Common Core. We discovered that the greater Montessori community had done the work to create alignments to show how Montessori education meets or exceeds Common Core standards. This crosswalk document can be found at: <http://montessoricompass.com/common-core>

Because Montessori education meets or exceeds the high expectations of academic rigor that is present in Common Core, we can be assured that when our Montessori teachers are teaching Montessori, they are indeed teaching Common Core. To further assure that our teachers are teaching the purest Method of Montessori, they will go to the training that will certify them as AMI (Association Montessori Internationale) teachers. We want to give our children the best by giving them the best teachers. And the best Montessori teachers are teachers that go to AMI training.

The way Dr. Montessori decided to disseminate her Method and to assure her teachers were following the Method with fidelity was to establish Association Montessori Internationale (AMI), which trains teachers today according to the way that Dr. Montessori did originally. It is this AMI training, the training that offers the purest form of Montessori, that our teachers at Rockbridge will receive.

AMI training is just as rigorous professional development as it was when Dr. Montessori established AMI eighty-five years ago. Angelina Lillard in *Montessori: The Science Behind the Genius* documents the consistent training that AMI teachers, like our own, go through. Like all other AMI teachers, our teachers will spend thirty weeks, three of their summers, to receive lectures on the Method and to see and record all lessons for first through sixth grade. They will take their notes from these lectures and lessons and create several "albums," which are essentially a handwritten curriculum, complete with pictures of materials, of the Montessori lessons which will accompany them to their classrooms. They also make many of the hands-on materials for themselves for the children to use. By making these albums and materials, our teachers will internalize the lessons they will present to the children. After their first summer, our teachers will go for several weeks to observe and record other AMI classrooms as well as to perform a teacher practicum where they practice teaching lessons under the guiding eye of an AMI teacher. Our teachers will undergo the same strenuous final examination which includes written as well as oral tests.

The teacher is the most influential person in the academic life of the child because it is the teacher who determines what and how the children will be taught. We want our teachers to be faithful to Common Core by being faithful to Montessori.

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:**

Rockbridge Montessori School seeks to apply for a waiver for the position of counselor, but we offer here a description of how we will provide for this student service.

A common saying in Montessori education is spoken from the child, "Help me do it myself." This attitude is what a guidance counselor works to foster in their students in a traditional school. School counselors work to help students do it themselves in terms of modifying their own negative behaviors that affect the classroom, coping with their own crises, and finding their own paths toward college and career. Yet in Montessori education this help does not come from an adult outside of the classroom; it comes from the Method itself, from a guiding teacher, and from the lessons themselves that inspire a child to follow the path that leads to his or her cosmic task.

The Montessori Method allows the children to work on materials to gain a deep concentration which creates a strong self-peace through normalization. Children experience this peace that pervades their sense of self, their ability to cope, and their relationships with other peers and adults. We have discussed the effects of normalization in detail in the section on the student performance data that demonstrates the additional reasons for the need for the charter school, but we wanted to mention it here because many of the behavior problems that counselors address through the writing of behavioral plans or through extensive conversations with disruptive students are resolved through the normalization process that is already present in the Montessori classroom.

Traditional counselors also seek to help students in crisis. We acknowledge the benefits that occur when an adult advocate is dedicated to assisting a child in crisis, whether it be abuse, a death in the family, a parents' divorce, homelessness, or a lack of food or clothing at home. A child in crisis in a traditional school gets sent to a counselor. According to the American School Counselor Association ([www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf](http://www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf)), in 2010-2011 each of Arkansas' counselors had an average of 316 students. The Association recommends only 250 students per counselor. Both numbers indicate the impractical amount of students that one counselor must serve. No wonder when a referred child is in true crisis a traditional counselor often does not know the student by name and must often rely on student's file and a written teacher referral to begin to help the child. Yet it is this adult that the child in a traditional school must confide in and rely upon in a time of crisis.

In a Montessori classroom, the teacher stays with the child for three consecutive years. The teacher has time to learn not just the academic skills of a child, but the child's home life, family structure, physical needs not met at home, what the child acts like on a typical day and what is atypical. The teacher knows the child and develops a relationship with the child that can be sustaining during crisis. This teacher can receive professional development to see warning signs or to know the necessary steps to act upon. But mostly the teacher has the time to work with and be with a child in crisis. The teacher's time with the child creates a relationship with the child that creates support and advocacy in a time of need.

Finally guidance, in its original definition, spoke of guiding and mentoring so that children can see the paths in which they should go. A primary goal of Montessori education is helping children find their cosmic task, that is, their unique positive contribution to society. Montessori education does this in many ways, but all of them are tied into the Montessori curriculum they are already learning. One example can be seen in the Montessori lessons in which children study the origins of each academic disciplines and the people, named or lost to antiquity, who helped create each field of study. They learn that people uniquely contributed to their classroom by passing along their knowledge to us. Children also research, write, and present to their peers on people, living today and yesterday, who have made significant contributions not just in academics, but in the arts, competitive sports, peace advocacy, humanity rights, civil rights, inventions, business, law and government. When children understand how others have contributed, they began to search for their path, their talents and

skills that will give a significant contribution first to the classroom, then to the school, and then to their greater community. Montessori education's work toward helping the child find his or her own cosmic task is guidance in its truest form.

## B) Health services;

### **Applicant Response:**

Rockbridge Montessori School seeks to apply for a waiver for the position of nurse, but we offer here a description of how we will provide for this student service.

In traditional education, the physical needs of the child are mostly the concern of one individual, the nurse. It is this adult who often works by his or herself to attend to all the physical needs of all of the children in one school. The nurse works to provide first-aid, resources for healthy living, a safe physical environment for the children, health screenings, and resources to provide food and clothing for those in need. In Montessori education, the physical needs of the child are just as important as the academic needs, and thus the work toward the health services for the children will be shared by the whole staff.

In the section about job descriptions, we mentioned that each classroom aide will offer a unique contribution to the classroom and/or school, and health services is a good example of how an aide will offer an additional skill or service that our children will need. One aide who is eager to serve at our school will serve our children's on-site first-aid needs. She has a college degree in kinesiology (study of muscles and bodily movement). She has served as an athletic trainer for the Arkansas Razorbacks, so her background is in the evaluation of injuries as well as in devising and following a rehabilitation plan. She is also a certified first-responder and has had EMT training. She is certified in Red Cross first aid, CPR, and AED (Automatic Electric Defibrillator). She is well-prepared to handle any first-response medical needs our children may have. Our students also need to learn about healthy living, and one important element of health is exercise. Our in-house kinesiologist will provide classes in physical education, as this is her area of expertise.

However the physical health of the children is not the responsibility of just one person. This should be shared by all the Rockbridge staff. The safety of students in particular is a responsibility that can be addressed by each Montessori teacher as they work toward providing a safe classroom. Before the children set foot in the classroom, the teacher will create a prepared environment, a classroom that has been purposefully designed by the teacher to reassure the students have a safe physical space that facilitates learning. While the teacher sets up and organizes the classroom, the teacher will work with the Curriculum Director to consider safety issues, such as the safe placement of electrical cords and the full access to emergency exits. Further the School Director will devise a school-wide system of safety by implementing emergency drills, such as fire and tornado drills, so children can practice being safe at our school.

The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index). The School Director and Member at Large will also work together to find members of the community who run a food bank and a used clothing depository to meet the physical needs of our low SES children.

## C) Media center;

### **Applicant Response:**

Rockbridge Montessori School seeks to apply for a waiver for media services, but we offer here a description of how we will provide for this student service.

Montessori education does not use textbooks for instruction. Rather Montessori teachers prefer children to have access to academic information through a medium that requires and inspires them to research, discover, explore, and learn about an academic topic through the process of reading and researching. Montessori teachers work toward connecting the right text or resource to the child that needs the source to engage in research, and part of the teacher's work is finding the appropriate text that is on each child's reading level so

that all children can read and research independently. Thus Montessori classrooms usually contain a variety of texts and written resources on a range of reading levels that are directly applicable to the lessons that are presented through the Montessori curriculum.

Montessori classrooms essentially have their own nonfiction libraries filled with quality children's nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children's trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and this fulfills a standard of Common Core and Arkansas Frameworks.

Montessori teachers also thoughtfully consider the placement of books and other print-based information. Books are not all placed on one classroom shelf, rather teachers organize the books by the academic discipline they primarily represent and place the appropriate books on the shelves that holds them and the materials children work with. For example, when giving the Story of Numerals, the Montessori teacher shows the children the books on mathematical topics that are placed in the math shelves; their placement encourages the children to read these texts to supplement and further inform them on the math materials they are doing. Teachers go through the same thoughtful placement of visually-organized information as well. The chart, map, or other visual resource is displayed or placed at the child's level in the area of the classroom that the child will use the resource when studying from the particular academic subject.

Although our Montessori classrooms will be filled with books, we also seek to acquire additional resources for our children. We have contacted a local public library who offers a weekly children's program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

Finally, computers will be available to children in their classrooms as we have already budgeted for technology. One of our school board members is a technology specialist and can install the classroom computers for us, connecting them to our network. If a bus becomes available, we can also have the option of going on a regular field trip to the same public library so that our children can have access to their computers in their media center.

#### D) Special education;

##### **Applicant Response:**

In the section describing of our educational program, we welcome children with exceptionalities into our school and into our Montessori classrooms, as we see these children as having a special place at our school. We further welcome children with exceptionalities by giving them the support they need by employing a teacher who is certified in K-12 special education. We welcome them because we know that Montessori classrooms make the difference with these children. Children with exceptionalities benefit from a morning work cycle devoted to study, from a prepared environment that is organized for learning, from hands-on, sensorial materials, from practice until mastery, from a self-paced curriculum, and also from a community of peers and adults that value them as treasured members of the classroom.

We like the way Dr. Jean Miller, an AMI Montessori trainer, describes why children with exceptionalities find a home and a place inside Montessori classrooms. She equates the Montessori classroom to a grand feast, a massive table prepared with fare of every kind, a grand meal where all the children come together, sit, and eat, and where everyone gets what they need. All needs are acknowledged; all needs are met. And they all feast together. This grand feast occurs every day in the Montessori classroom, during the morning's work cycle where all of the children are working on materials; all are getting what they need. Some of their needs can be met by their friends in the classroom that can offer help or a word of encouragement. Through work and through friends, a Montessori community is built, sustained, and feels a loss when one of its members is absent.

Because each Montessori classroom treasures each member, we at Rockbridge are determined to serve children with special needs *in their classrooms*, rather than pulling them out of their classroom for special

services. The special education staff will come into the classroom and provide personalized lessons for these children so that they can successfully work in the classroom for their entire morning work cycle with their community who needs them. Thus we will offer special education services utilizing an inclusion model within the regular classroom setting to the maximum extent possible. Each member of the classroom is valued for who they are and what they offer, and this can be said of all children in the classroom, where children with exceptionalities are no exception to this rule.

The National Autistic Society recently endorsed Montessori education as an excellent educational fit for children with autism and other spectrum disorders. What the special education field is realizing is that children with exceptionalities thrive in Montessori communities, and so do their peers who realize how important each member of the community, each friend, really is.

#### E) Transportation;

##### **Applicant Response:**

Rockbridge Montessori School seeks to apply for a waiver for transportation, but we offer here a description of how we will provide for this student service.

Our hope is to someday provide bus transportation to any child who wants to attend our school. Until this is financially possible, we will take steps during our first years to offer alternatives to school bus transportation by ascertaining the current transportation needs of our students. A simple, temporary solution might be to encourage parents to organize a parent-initiated carpool system for their children.

Yet we know this is not enough. We want to be an active part of the solution to our school's transportation needs. Thus we have purposefully chosen our school's physical location as a site that is possible for low social-economic children to come to us, since we are not yet prepared to bring them to us. Our school's location will be located near the interchange of interstates I-30 and I-630 on an exit, thereby allowing for quick drop off and pick up for driving parents. Our school will be one block from the public bus stop, so we could provide public bus passes for children, if parents are responsive. This option might become more viable as we add grades, as the children become older. Our school is also located within a neighborhood and a community so we will actively seek enrollment from the local neighborhood children who have the option of walking or providing their own transportation on a limited gas budget.

We also will have transportation needs during the school day, as children will need an occasional field trip to further study an academic subject that has drawn their interest. We plan to charter buses, or use public transportation, or use a donated school bus for field trips and other outings. One of our faculty members already has his CDL Class B license; he could provide this service for the children at no additional cost to the school if a donated bus became ours. If we acquire a bus, we will follow all regulations required by Arkansas law concerning the transportation of children, bus drivers, and bus maintenance.

#### F) Alternative education, including Alternative Learning Environments;

##### **Applicant Response:**

Rockbridge Montessori School seeks to apply for a waiver for an Alternative Learning Environment, but we offer here a description of how we will provide for this student service.

In their "Policy Brief" in May 2006, University of Arkansas' Office for Education Policy offers descriptions concerning different types of Alternative Learning Environments (ALE's). Their "Policy Brief" mentions that although ALE's are thought to mainly serve at-risk students, "Some ALEs simply employ non-traditional methods of teaching (e.g., Montessori schools)." Montessori schools are the only schools mentioned by name in this "Brief," therefore the University of Arkansas identified only one type of education, Montessori education, as particularly fitting of the description of an ALE. Montessori education does indeed offer an *alternative* to traditional education. It is indeed an *alternative learning environment* that offers children a richly prepared environment, and it does indeed employ *non-traditional methods of teaching* through the Montessori Method. Thus, the University of Arkansas was right in their assessment; Montessori schools are ALE's.

The good news concerning Montessori education is shrouded in the “Policy Brief” becomes the “Brief” lists the usual student populations of most ALE’s: students who bring drugs, weapons, or violence to school; students with poor grades, problems with truancy, disruptive behaviors, and/or multiple suspensions and expulsions; students who are pregnant and other students who have a high risk of dropping out of school. This list of students saddens us because we know these students’ at-risk behaviors did not start when they joined an ALE. Their difficult histories began before their enrollment, and there could have been preventative measures along the way that might have created an opportunity for these students to change their paths.

This is the reason why we at Rockbridge see our work with young children as critically important - because their paths are not yet set. In the section on the student performance data that demonstrates the additional reasons for the need for the charter school, we discuss the problems of bullying facing traditional schools and how the process of normalization addresses these harmful words and acts. Normalization leads a child to a calming, confident self-peace that brings forth the best in the child so that friendships occur because of the children’s kind acts and words. But normalization also helps children who have other seeds of at-risk behaviors, behaviors that might eventually label a child as an at-risk student.

For normalization to occur, children who are not yet peaceful need significant amounts time to work in their Montessori classrooms; they specifically need the morning’s work cycle in their prepared environments with their peers and teacher. If at all possible, they need to stay in their classrooms even if offenses occur so that the class can form a community which sees each member as treasured and needed. Removing these children from the classroom does not help them see the effects of their behaviors - how the girl had sad feelings because of those words, how the material cannot be used now that it is broken, how the class was upset by the disruption, but also how classmates made gestures of renewed friendship after the offense, how they showed patience and understanding as these children continue to work toward normalization and towards finding the self-peace that redefines them.

## G) English Language Learner (ELL) instruction

### **Applicant Response:**

Rockbridge anticipates and welcomes children who are ELL (English language learners). Two of our staff will have their ESL certification, and one speaks fluent Spanish. She is currently employed to translate Spanish for children and their families at Arkansas Children’s Hospital; she also translates for the juvenile justice system, which required her to pass language tests to prove fluency in conversational Spanish as well as in legal terminology. She will be an enormous asset in communicating to our Spanish-speaking parents about their children’s progress during parent/teacher conferences and other times.

Further, there is much talk in traditional education about reaching ELL by “doing the lesson backwards.” What ESL teachers mean by this is that teachers should start their academic lessons by doing the most hands-on, most visual, or most engaging part of lesson first and then finish the lesson with the parts that would normally come at the beginning, the textbook reading, the note taking from the teacher’s lecture, or other word-intensive assignments. Montessorians would agree that the method on hands-on engagement would be enormously beneficial to ELL children, but Montessori teachers do not have to change their Method to benefit these children.

Every Montessori lesson is accompanied with a material containing touchable, movable objects that reveal the essential elements of the learning and the academic skill or content. When a Montessori teacher gives a small group presentation, the teacher does not just talk, discuss, or lecture, but rather the teacher *shows* the children how to work by demonstrating every step. This Method of instruction is particularly helpful to ELL children because the demonstration accompanies the words. The words are not presented in isolation but rather serves to make sense of the material and academic content. Thus the teacher gives the academic vocabulary and the explanation of the academic work while the ELL child sees the most hands-on, most visual, and the most engaging part of the lesson. In fact, the engaging part of the lesson is actually the whole lesson, so ELL children are not discouraged; they are engaged the whole time. The words they receive are the academic vocabulary that helps them to process the knowledge acquired and to express it in English.

Also small group presentations are particularly beneficial to ELL children because of the proximity of the child to the teacher. The Montessori teacher, the lesson, and the demonstrated material are physically close to the ELL

child in a small group presentation, and thus the teacher can closely monitor the responses and attention of the ELL child, to see that the child is engaged and is understanding the words in English but also the new academic vocabulary. An example of this is when a teacher performs what Montessorians call a “three period lesson” which a teacher will do with every group toward the end of a lesson. Let us imagine this time the teacher is giving a lesson, introducing the verb, to an ELL male child. The Montessori material that accompanies this academic word is a red, wooden circle that represents the action a ball can do and therefore the part of speech that gives action to the sentence. The lesson on the verb itself is the “first period,” where the teacher uses the new vocabulary while demonstrating the material. As the lesson is concluding, the teacher continues with the “second period” by making a request that does not require him to respond verbally, but rather asks him to use his body to respond, “Point to the verb that gives the action in the sentence.” The teacher then concludes with the “third period” by asking a question in which the new vocabulary is required. The teacher points to the wooden circle representing the verb and asks, “What is this?” Thus an ELL child receives three moments where the vocabulary is given and then required. Sometimes an ELL child understands an academic subject, but does not yet have the words in English to express his knowledge. Because the material is hands-on, the ELL child can let his hands do what his words cannot yet do - show what he knows.

We also want to share the ways in which Montessori reading and writing makes word-intensive tasks into work to do. In learning how to read and write, all Montessori children trace letters in the sand; they spell out words by taking the appropriate letters out of an alphabet box; they match words with picture cards; they *do* things with words. And much can be gained by *doing the work*, by manipulating the material and engaging in that deep practice that generates academic knowledge and the words that describe it. ELL children can also acquire English words in the same manner, by doing the work that creates the mastery.

#### H) Gifted and Talented Program.

##### **Applicant Response:**

Rockbridge Montessori School seeks to apply for a waiver for the position of GT, but we have offer here a description of how we will provide for this student service.

Montessori is a self-paced curriculum, and often this element of Montessori education is discussed in terms of a child who is academically struggling and needs additional time and practice for mastery. But self-pacing is also incredibly beneficial to gifted and talented (GT) children. A chronic complaint from GT children in traditional classrooms is the element of boredom, of having to wait until all of the children in the classroom complete an assignment or understand an academic concept. A GT child's academic life becomes one of patiently (or sometimes impatiently) waiting on peers, with an occasional reprieve offered by a pull-out with the GT teacher.

The Montessori classroom relieves GT students from fulfilling only “on-level” study and challenges them to work and study as extensively as they desire. As we have discussed in the section concerning our educational program, Montessori works for accelerated learners because these children can advance as quickly as they are able, receiving differentiated instruction on their advanced pace because the teacher knows the entire curriculum and can borrow an advanced material from an upper classroom. It also works for GT children because sometimes a GT child will develop a passion for a subject matter that they are encouraged to further explore on their own, becoming the class expert --learning beyond the knowledge of even the Montessori teacher! Montessorians speak of their class' zoologists, Egyptologists, botanists, historians, mathematicians, artists, poets, and fiction writers. They talk of the child who masterfully plays a musical instrument, who understands humor, who knows every country on the globe, who serves as the class' literary critic of juvenile literature. When a GT child develops an area of academic interest, a passion really, the GT child has a chance to grow and nurture it in the Montessori classroom.

Montessorians often talk about a child who self-assigns and then engages in an extraordinary expansive academic work as doing a “great work.” And Montessori children, GT or not, do great work all of the time. For example, we submit in our addendum a letter of support by a rising GT freshman who spent seven years in a Montessori school. ██████ recalls a time in second grade that she became interested in the periodic table from an initial lesson her teacher presented, and she set about to record for herself every element on the chart. With

stacks of cardstock squares, [REDACTED] wrote in each element's full name, atomic number, atomic weight, its abbreviation, as well as a hand-drawn picture of each element. Her passion and commitment to her work drew the admiration and assistance from others in her classroom. When her great work was finished, she could assemble the periodic table herself, without any assistance from her teacher or from the original chart. [REDACTED] is now entering an arts and science magnet public high school as a science magnet student. Her great work in second grade will now assist her knowledge as she enters high school science classes, like chemistry. It is this kind of work that can make Montessori GT children thrive, as their academic learning becomes as great as the work they do to obtain it.

A final consideration of GT children needs to be addressed here. Sometimes a child is gifted and can accelerate in one academic area but needs a slower pace in another. Sometimes a GT child is, like most of us, not GT in every academic subject, in every academic skill. Because the Montessori teacher offers lessons that meet the GT child's academic needs at their current pace, GT children are not pressured to "be GT" in every academic subject, in every think-outside-the-box scenario. They can be who they are academically, where they are in their course of study.

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:**

Rockbridge Montessori School will serve the central Little Rock region. The Little Rock School District schools that are in close proximity are Washington Magnet Elementary, Rightsell Elementary, Rockefeller Incentive Elementary, Booker Arts Magnet Elementary, Forest Heights Middle, Mann Magnet Middle, and Dunbar Middle School.

Because some of the founders of Rockbridge Montessori live in many of the surrounding areas of central Arkansas, we might get the opportunity to serve a few students from the North Little Rock School District, Pulaski County School District, as well as the Benton and Bryant School Districts.

As an open-enrollment public charter unrestricted by district boundary lines, Rockbridge may potentially attract students from throughout the Central Arkansas area, but it is anticipated that the vast majority of our students will come from the districts listed above.

According to the 2013-2014 enrollment information housed on the Department of Education Data Center's website, there were 23,676 students enrolled in Little Rock School District; 8553 students enrolled in the North Little Rock School district; 17,060 enrolled in the Pulaski County Special School District; 4,922 students enrolled in the Benton School District and 8,862 enrolled in the Bryant School District. At the school's maximum enrollment of 325 students, it is estimated that up to 185 students would come to Rockbridge from the Little Rock School District; up to 60 students each from the North Little Rock and Pulaski County Special School Districts and up to 10 students each from the Benton and Bryant School Districts.

There are also private preschools located close to our school's proposed location, Scholastic Academy Private Preschool and the Early Childhood Education Program (6-weeks through P4) at Trinity Cathedral Episcopal Church. Trinity Episcopal Church offers on Sundays the Catechesis of the Good Shepherd, a Montessori religious curriculum, so parents might already be familiar with Montessori education and thus be relieved to know that Montessori would be available to them tuition free.

Montessori education is established in the private sector in central Arkansas with at least seven Montessori schools currently in central Arkansas. The newest one, Urban Garden Montessori School, will open in Fall 2014 at 610 Main Street, on the *same street* as our school's proposed location (Main and Roosevelt). Although students whose family can afford private tuition is not our primary targeted student population, we might attract a few students whose parents are struggling to pay tuition yet still want Montessori education for their children. They might be encouraged to know there is finally a public charter school option for families in Arkansas.

There are also several traditional private schools in the Central Arkansas area. It is possible that Rockbridge will draw from this population as well, along with home schooled students, thus further reducing the impact to the Little Rock School District and the other districts listed above.

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:**

In our work toward annual reporting, we find that different audiences require different methods of dissemination. Thus we will employ different methods to disseminate the annual reports when we are reporting to the Arkansas Department of Education (ADE) and to Rockbridge parents and the greater community.

**Reporting to the ADE.** Rockbridge will prepare a formal 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. The report will include the school's assessment results of its academic performance as well as on the assessments of joyful learning experiences and peaceful social development, as laid out in our assessment sections. To disseminate the annual report, we will post the report to our school's website, to the Arkansas Democrat-Gazette (or similar local newspaper), and to any other medium required by law, before November 15<sup>th</sup>.

**Reporting to the Parents and Community of Rockbridge.** Because we are targeting families with low SES, we cannot expect our parents to have access to the technology which would allow them to view the annual report in the ways the ADE will. Further, our work in education has shown us that most parents do not fully understand the content of annual reports that are disseminated to the ADE or to other expert groups of educators. Rather parents require and appreciate annual report information that is carefully prepared for them, for their understanding of their own children's academic and social performance as well as a general knowledge of the performance of their children's school. Thus our methods of dissemination to parents and to the greater community will be more personal, catering to their specific needs.

*Parent-Teacher Conferences.* Because children will have the same Montessori teacher for three years, the teacher can incorporate into the scheduled parent-teacher conferences additional time to review with parents how their children performed academically on the standardized tests of the previous year/semester. For all parents who come to parent-teacher conferences, the teacher will go over the assessments with the parent, explaining what his/her child's scores indicate, explaining where his/her child is in terms of meeting academic standards (for criterion-referenced tests) and/or in comparison to other children taking the same test (for norm-referencing tests). Investing time to personally communicate with parents will help them understand their children's academic skills as well as become an informed advocate for their children and for Rockbridge.

*Parents' Night.* Since our Parents' Nights will already serve as informative meetings about how Montessori helps children understand academic concepts and skills, one yearly Parents' Night dedicated to the explanation of testing of academic skills makes sense; parents need to see how Montessori "translates" into academic skills that are assessed. This Parents' Night will meet all conditions for it to serve as the required public meeting on our annual report, but it will also allow for a greater conversation to occur about meeting the school's academic performance objectives, its work toward testing, and how parents might further help their children during the year as well as during the testing season. The School Director and/or Curriculum Director will be available to explain the results of testing and other elements of the annual reports as well as to answer questions from parents and the community. We also hope this is a time where we can receive feedback from parents and community on suggestions to how to improve the school.

*Online and print-based reporting.* Finally, parents and community members will always have access to all reports generated for the ADE and other legal purposes. Parents and interested parties can access all reports on our school's website or through email as we will send all reports to parents whose current email we have on file. Or we simply will provide parents and/or community members print copies, upon request. The School Director or Curriculum Director will be available, by appointment, to answer any and all questions about the annual report.

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

**Applicant Response:**

**Enrollment Criteria.** In accordance with federal laws, no student will be denied admission to Rockbridge Montessori based on race, ethnicity, national origin, disability, aptitude, or athletic ability. The school will be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Further, Rockbridge Montessori welcomes any and all children, whether or not they have had a previous background in Montessori education.

- Any child whose fifth birthday is on/before August 1 may apply for admission to kindergarten.
- Any child K5 through fifth grade, either by age or documented academic performance levels, may apply for admission to the early elementary (1<sup>st</sup> - 3<sup>rd</sup>) and/or upper elementary (4<sup>th</sup> - 5<sup>th</sup>; 6<sup>th</sup> grade will be available in 2017) as well as the adolescent community (when 7<sup>th</sup> - 8<sup>th</sup> grades begin in 2018).

**Recruitment Process.** Rockbridge Montessori School will begin by recruiting through the normal means of media, through the ads in the newspaper, the public hearing, promotional print media like fliers and brochures, through technology such as our website, social media, and links on our website that explain what is Montessori education. Yet we have concerns with these usual means of recruitment because Montessori education is not well known in the public sector of central Arkansas, but it well established in the private sector. We foresee that the news of a free and public Montessori school might spread quicker to the Montessori private school community than to public school parents who are only familiar with traditional schools. We specifically are worried that recruitment through technology might in fact limit our recruitment efforts to families that can afford full access to the Internet. In fact we anticipate that public school parents, and especially low SES families with little or no access to Internet, will have little or no knowledge of Montessori education and will have limited ways of learning about it. We also anticipate they will need more time to hear about, investigate, and then choose Montessori education for their children.

During their time of discovery and exploration, we do not want the lottery to be filled solely with Montessori private school children whose families can already afford private tuition. Although we welcome Montessori children from private Montessori schools, our targeted student population is low SES families who deserve, just as much as tuition-paying families, to have a true alternative to traditional education, to have the full benefits of Montessori. Thus our recruitment process is designed to target low SES families that are close to our proposed school's location, to recruit from our own neighborhoods.

Rockbridge founders will focus its recruitment on the specific families we are targeting--through a local neighborhood campaign. We will knock on doors and talk to families directly. We will spread by word of mouth, which often travels faster and further than any promotional material. We will specifically target the outlying areas around the Governor's Mansion Historic District, giving these families the most current information about our school, so they can sign up for the lottery and have a good chance of admission. We truly want Rockbridge to be a public school with public school children, so we will actively recruit to make it so.

**Enrollment Criteria for the After-School Program.**

If a child fulfills the enrollment criteria for enrollment at Rockbridge, then the child also can enroll in our after-school program, if parents deem that this additional service is needed. Our after-school program from 3:00 - 5:30 pm will be provided at a minimal cost to our parents. This program will only be offered to our school's children. This time will include a nutritious snack, extended time for recess and physical activity, as well as a short time for doing the homework of reading aloud and/or math facts. If parents are willing to pay an additional cost, individual or group lessons (martial arts, dance, guitar, etc.) could be offered.

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

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

**Applicant Response:**

**Lottery Process.** Families who wish to enroll their children in Rockbridge Montessori School will sign up for the open-enrollment lottery, which will be available from the day the school has been approved by the ADE (or September 1 in its second or sequential years) until March 14. On March 15, enrollment will be determined for the next academic year.

- 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.
- In the event that more applicants have applied to the school than can be accommodated under the terms of the charter, Rockbridge Montessori School will conduct a random, anonymous student selection method, a lottery.

To ensure that the lottery procedure be transparent to the public, the date, time, and location of the annual lottery will be previously announced on the school's website and through other mediums. Rockbridge Montessori will invite any parents, community members, or other interested parties to attend this public event.

**Lottery Procedure.** In preparation of the lottery, the names of all applicants who have submitted timely applications with parent/guardian signatures shall be written or typed on identical pieces of paper, one name per piece of paper, and will be folded in an identical manner. They will be placed in separate containers according to each applicant's desired multi-age class (kindergarten, early elementary (1<sup>st</sup>-3<sup>rd</sup>), upper elementary (4<sup>th</sup>-5<sup>th</sup>). During subsequent years, 6<sup>th</sup> grade applicants will be placed in the container for the upper elementary class, and applicants for the adolescent community (7<sup>th</sup>-8<sup>th</sup> grade) will have its own container for this multi-age class.

On the day of the lottery, one or more board members will conduct the lottery in the presence of all parents, community members, and other interested parties. Beginning with the highest multi-age class, board members will draw applicants' names one at a time and the order in which the names were drawn will be recorded.

Siblings (biological, adopted, half, step, or foster) whose brother or sister's name had been previously drawn will automatically be placed on the enrollment list, provided there is space available in the appropriate multi-age class. Otherwise siblings will be placed on the waiting list in the order in which they were pulled when their siblings' names were drawn. When all seats in all multi-age classes are full, the lottery will end.

**Waiting List Procedure.** Applicants not selected on lottery day will be placed on a waiting list in the order in which they were drawn. If a vacancy arises, the applicant on the waiting list with the lowest number assigned will be contacted. The applicant will be given 48 hours to respond to the offered admission. The applicant can either accept or reject admission at this time. If the applicant accepts, admission is granted at this time. If the applicant rejects admission or if 48 hours has passed with no response from applicant, then the offer of admission will be no longer be considered valid and the applicant will be removed from the waiting list. Applicant can resubmit, if desired, but applicant will be placed at the end of the waiting list. The next applicant on the waiting list will be contacted until all seats in all classes are filled. The waiting list will be valid until the next time Rockbridge is required to conduct a random, anonymous student selection.

**Admission Preference.** The following preferences in admission will be allowed: (1) As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools. (2) In year two and thereafter, preference will be given to returning children who will automatically be assigned a seat within the appropriate multi-age class. (3) Preference will be given to siblings (biological, adopted, half, step, or foster) of children already enrolled in the school.

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:**

We will not have a weighted lottery.

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

**Applicant Response:**

No founders, board members, or leaders involved in Rockbridge Montessori School has any prior involvement in another charter school. Nor are we using a management company.

13. 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:**

In a Montessori school, jobs are determined by the needs of the children. What we have seen in the greater Montessori community is that Montessori children need more adult support in their classroom than they do outside of it. They need more adults working with them in their classrooms than they do working for them in the school office. Children need their experienced Montessori teacher to give them small group presentations and academic guidance, yet they also need their aide to support the flow of the classroom which enables the continuity of academic work. A Montessori classroom works because there are *two* adults present in every classroom looking after the needs of the children.

It is these adults, the ones who contribute the most to the children's education every day, in which we will financially invest. And we will invest only in teachers and aides who are already the best. Many of the founders of Rockbridge are established Arkansas educators, already deeply connected to the central Arkansas educational community, and we have already begun to share our vision. Since Montessori education will be a unique public school teaching opportunity, we have attracted the serious interest of some of the best educators in Arkansas, the ones we know personally and/or by reputation. Recruitment is already working. We are actively recruiting the teachers in central Arkansas who are the most experienced, most skilled, and the most familiar and comfortable working with public school children. Teachers who are not only highly qualified but also who have years of experience in the classroom already. Teachers who are not only licensed but who are willing to work during their summer breaks for free to get their AMI Montessori certification. We will pair these teachers with aides that not only work well with children but can also offer their special contributions, their unique ways to enrich the classroom or school. Thus our goal in hiring is to invest deeply in teachers and in aides so the children's needs are met and that their academic experience is exceptional, unique in central Arkansas.

We know that the staffing of experienced teachers and unique aides creates a financial position that requires inventive and resourceful uses of hired staff. It requires the staff we hire to take on other additional support roles that might normally be fulfilled by additional staffing. It also requires the school operate on a lean staff for administration and office personnel when the school begins. The job descriptions that follow reflect our work toward resourcefulness and minimal staffing outside of the classroom.

### **Job Descriptions.**

#### **Montessori teachers.**

*Requirements:* Teachers must be certified in Montessori education or must be actively enrolled in AMI training. Must be certified or highly qualified in Arkansas. Must have a bachelor's degree, master's degree preferred. Five years of classroom teaching, preferably in a public school. Must be committed to the Montessori Method and to meeting the unique needs of children. Preference is given to those with additional degrees and experience in special education, counseling, media/library services, health services, Gifted and Talented education, or ELL education.

*Note to secondary Montessori teachers on requirements:* We know Montessori training for adolescents teachers (7<sup>th</sup> - 8<sup>th</sup>) is currently being reconstituted and expanded, and therefore Montessori training may or may not be immediately available. When our school opens its adolescent community (7<sup>th</sup>-8<sup>th</sup>) in 2018, Montessori secondary training will be expected from secondary teachers when it becomes available in the summer months.

*Duties include:* Work with children through the Montessori Method, creating a prepared environment for children, record keeping of lessons given, practiced, and mastered by each child, parent communication/ conferences, participation in Parents' Nights and other school activities, test proctoring and other test-related duties.

#### **Classroom Aides.**

*Requirements:* High school diploma or equivalent, college degree or college experience preferred.

Demonstrated ability to work successfully with children and with diverse individuals, computer literacy, and good interpersonal skills. Preference will be given to those who have a demonstrated ability or can provide proof that a personal talent or skill will be shared with the children at the school (such as art, music, foreign language, health services, gardening, technology, domestic arts, culinary arts, physical education, bus driving with CDL license, etc.).

*Duties include:* Assist children and their teacher in the classroom and throughout the school day. Data entry of students' academic activities. Offer a unique contribution to the classroom or school by leading children in an academic enrichment.

### **School Director.**

*Requirements:* Master's degree in education and/or administration degree. Doctorate preferred. At least three years classroom experience. At least three years administrative experience. Commitment to the Montessori Method and its pure implementation at Rockbridge Montessori.

*Duties include:* test administration, parent conferences/contracts, student discipline, promotion and recruitment of the school, enrollment, attendance/participation at school board meetings and other school activities, especially those involving parents; liaison to Department of Education, its employees and affiliates; management of support staff, custodial staff, and non-educational volunteers; work toward compliance to all ADE and federal requirements, interviewing for all positions, and budgeting.

### **Curriculum Director.**

*Requirements:* AMI certification. Master's degree required, master's degree in education or administration preferred. At least five years of classroom experience, with experience in a Montessori classroom.

*Duties include:* working with Montessori teachers so that they might provide a "pure" Montessori Method; working with children in the classroom to provide assistance with normalization; managing all state-required professional development for teachers, providing professional development in all matters of Montessori, providing supplemental instruction to children in literacy and/or numeracy remediation, training of aides and other support staff related to children's education, training/professional development of educational volunteers, leading parent education during Parents' Nights, interviewing along with the School Director for the positions of teachers and aides, substituting during morning work cycle for teachers who are absent for multiple sick days or for their required days of observation and/or mentor-guided teaching, as required to fulfill all AMI certification requirements.

### **Office Administrator/Materials Manager.**

*Requirements:* College experience or equivalent work experience. College degree preferred. Computer skills, Internet skills, and a general understanding of technology. Strong writing skills a must. Website creation a plus. A willingness to serve in whatever capacity is needed each day. A general understanding of Montessori education. Specific knowledge of Montessori materials preferred. A kindness and patience with children.

*Duties include:* Managing the school office, preparing all print-based documents and other materials for faculty meeting, board meetings, and other school events, managing all communication and correspondence (phone, in person, email, facebook, website, etc.), assisting with the lottery system, managing the administrative tasks/data entry required on Montessori Compass, working with the School Board's Member at Large to manage of volunteers, working with School Director to prepare the annual report of academic performance and other required documents, and during standardized assessments, monitoring non-test-taking children while teacher is proctoring (or if qualified, proctoring).

During the second and sequential years, this position will grow into full time work, in which additional duties will be required. These duties may be subsumed under the single position of a full time Office Administrator. Or the Office Administrator will continue part time and another part-time position, Materials Manager, will take on these new duties.

*Second/Sequential year duties include:* managing of Montessori materials (creating new materials, ordering and inventory, repairing when needed), grant writing, promotion writing (brochures, flyers, etc.), rewriting and/or revising any school print-based or online documents including internal documents such as the student handbook, documenting the history of our school through photography, writing, and video, and when the adolescent community begins in 2018, working with students in their writing and visual representations (photography, etc.) to create a school newspaper or other student-created print or online text for the school.

14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

**Applicant Response:**

**Accounting.**

Rockbridge Montessori will comply fully with the following: generally accepted accounting principles (GAAP); 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. The financial records will also be subject to audit annually through the State Division of Legislative Audit.

**Fiscal Year.**

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

**Procurement.**

Rockbridge Montessori will follow rules and regulations defining the bid process for Arkansas public schools. Rockbridge Montessori will adopt a procurement process which complies with Arkansas state law and 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. Rockbridge Montessori 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 supplier relationships.

**Personnel.**

Daily business duties will be overseen by the School Director.

**Budgets.**

The budget shall be developed and approved by the Rockbridge Montessori School Board by June 30<sup>h</sup> and submitted to the Arkansas Department of Education by September 1<sup>st</sup>. The budget will be used to monitor and evaluate the financial status of the school throughout the fiscal year. Financial statements displaying budget vs. actual results will be prepared and presented by the School Director to the Rockbridge Montessori School Board as requested at regular 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 School Director and/or School Board 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 X: 2014-2015 and 2015-2016 Salary Schedule and Budget Template" for a two-year budget estimate that 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.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

**Applicant Response:**

**Minimum Enrollment for Viability.** The minimum number of children who must attend Rockbridge in order for the school to be financially viable is fifty-eight (58). This was determined by:

- a. calculating the fixed minimum costs: \$375,400
  - \$245,400 - the cost of the building (rent, utilities, and insurance)
  - \$130,000 - the cost of minimum staff with two classes (Curriculum Director/Montessori teacher, Montessori teacher, and two aides), which is the minimum requirements of the school.
  
- b. calculating the amount per child that would cover the fixed minimum costs: \$378,218
  - \$6,521 per child (State Foundation Funding) x 58 children
  
- c. subtracting funding per child from the fixed minimum costs
  - \$387,218 - funding per child (58 children)
  - \$375,400 - fixed minimum costs
  - \$ 2,818 - remaining budget (all other expenses could be covered by Walton grant)

Bill Simmons, President of Rockbridge School Board, was assisted by Dr. Bobbi Davis, in this calculation. Dr. Davis is the Director of Financial Services with Arkansas Public School Resource Center. She has over twenty years of experience in finance and budgeting at the state-level and was also a former school superintendent.

**Contingency Plan.** If fewer children than necessary for financial viability are enrolled by May 1, 2015, Rockbridge staff will activate its contingency plan which will consist of accessing all previous applicants remaining on the lottery's waiting list as well as beginning an energetic campaign to recruit new applicants. Our campaign will include the following acts:

First, we will broaden our neighborhood campaigns to include neighborhoods that have yet to be addressed. We will personally invite these neighbors to apply for admission.

Second, we will create a running list as to why interested parents feel they cannot send their children to Rockbridge, and we will attempt to alleviate these reasons. For example we could be the point of contact for parents who need transportation for their child to organize their own parent-initiated carpool system.

Third, we will contact public and private preschools in the area and request our contact information be given to the parents of children who were still undecided about placement into a kindergarten program; these parents might find a Montessori environment to work for their child/ren.

Fourth, we will contact private Montessori schools and request our contact information be given to parents who inquired about Montessori education but did not enroll at a Montessori school; these parents might have desired Montessori education for their child/ren but did not have the financial resources, thus they might be interested in enrolling in a public Montessori school.

If the contingency plan fails to create financial viability and therefore it is determined that Rockbridge will not be opening in the Fall of 2015, Rockbridge will notify the parents, leaders of surrounding school districts, open enrollment charters, as well as staff at the Department of Education on July 10, 2015.

**Education Program and First Day of School Enrollment Procedures.** We will continue to provide the education program outlined in the application, even if previously admitted and enrolled children fail to attend on the first day of school. The education program still remains viable because the educational materials required for a Montessori classroom will have already been purchased, the classroom will have already been prepared. These costs, paid for through grant monies, are determined by class, not per child enrolled. Thus if the class has made, the education plan for the class can proceed as outlined.

Further, because a Montessori classroom thrives when all classroom members are present, we will make assertive efforts to assess attendance needs on the first day of school and to fill all seats on the first day, if children have failed to attend. If any of the children who has previously been offered and accepted admission fail to arrive on the first day of school, his/her seat will be relinquished, and the next child listed on the lottery's waiting list will be offered immediate admission. If Rockbridge uses all of the applicant's submitted telecommunication contact information and still cannot get in contact with applicant, Rockbridge staff will return to the waiting list and offer admission to the next applicant. This procedure will continue until all seats are filled or the lottery's waiting list is exhausted. If the waiting list becomes exhausted, open admission will be offered, in the order of those who have requested immediate admission and who fulfill the admission requirements. This procedure will be executed swiftly, especially if less than fifty-eight (58) children, the minimum number of children required to remain viable, attend the first day of school. Also the procedures listed in the contingency plan might be employed as well to insure enrollment numbers are met.

#### **Preparations for Urgent Expenses.**

We have made preparations for urgent expenses primarily by excluding NSL Funding from the original budget. Rockbridge can cover all fixed minimum costs with fifty-eight children, without the addition of NSL Funding. Although we anticipate that at least seventy percent of children enrolled at Rockbridge will qualify for our school to receive this NSL funding, we have not included in our budgeting any of these funds that we might receive. This will insure that we will have additional funding for urgent expenses that is not part of the original budget.

15. 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:**

Rockbridge Montessori will comply with the Arkansas Department of Education audit requirements as outlined in the "Rules Governing Publicly Funded Educational Institution Audit Requirements." Rockbridge Montessori will also work with the Division of Legislative Auditor to prepare the required annual financial audit and the Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the School Board. The School Board will be responsible for developing a corrective action plan to address items noted by the auditor.

Rockbridge Montessori will adhere to the practices below to ensure programmatic quality:

- 1) Continuous in-house academic program assessment
- 2) Ensure appropriate action is taken as issues related to school programs arise
- 3) Annual creation of a School Improvement Plan to identify and address areas that may be aligned
- 4) Review of curriculum to ensure its alignment with Common Core state standards

16. 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

17. 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 future home of Rockbridge Montessori School will be at 108 W. Roosevelt Street, Little Rock, AR 72206, on the corner of Roosevelt and Main Street, within walking distance of the Governor's Mansion and close to downtown.

The 19,000 square foot, free-standing facility is owned by St. John Baptist Church, an established, local congregation which has been a part of Little Rock's community since 1890 and is eager to work with us for the betterment of the neighborhood. St. John's sanctuary and other religious buildings are across the street, catty corner to the facility, and therefore physically and visually separated from our school's facility. Yet St. John owns the surrounding properties, buildings, and green spaces, thus our school will be nestled within the safety of a single property owner. Rockbridge's operation will be conducted separately from the activities of St. John Baptist Church, and the Church will have no control nor input into the operation of the school. The school will be completely non-sectarian in its practices and operation. All areas of the Church utilized by the school will contain no religious symbols or indicia.

The facility has been used for a variety of the church's programs, but it is currently empty and will remain this way until we begin our lease. Outside is a grassy space that will become a playground area, complete with an encircling fence. This area will also include a place for the children to plant and grow a vegetable and flower garden. The parking lot will be resurfaced as soon as the traffic flow is determined for the school's method for drop off and pick up.

The facility is generous, divided into three different sections with connecting doors or entrances. St John has remodeled the facility with a new roof, new heating and cooling systems, new clean carpet, and fresh paint of a neutral color. They have already installed five security cameras, but the security system could be enhanced with three more, if needed.

Perhaps the best features of the facility are the wide, open rooms that will be recreated into "prepared environments" for children. A Montessori teacher creates the "prepared environment" by purposefully arranging the classroom's tables, chairs, storage, walking spaces, gathering spaces, and of course the many shelves loaded with multidisciplinary, sensorial materials to fit the physical, social, and academic needs of the children. Because a Montessori teacher understands that children need different spaces to accommodate different learning styles, a fully functioning prepared environment takes more space than a classroom filled primarily with

rows of student desks. Our children need room to shelf their materials, to find the many places and postures they take while learning, and to move freely in their environment so as to promote their self-initiated learning.

Thus the generous rooms in our facility will give us the space we need to, ironically, make our prepared environments small. When adults first enter a prepared environment for, say, early elementary (first through third grades), they are often surprised at how small the tables and chairs are, how short the materials shelves are, how low the academic charts are placed on the wall. What these adults are noticing immediately is that a big room is designed to fit the smaller bodies of children who work there. Thus even an untrained eye can see that a Montessori classroom is designed for children's bodies.

But perhaps what is harder to perceive is that the Montessori classroom is designed for children's minds as well. The generous rooms in this facility will not only accommodate the bodies of children at work but the prepared environments will also prepare the children's mind toward academic study. The prepared environment physically organizes academic knowledge; in Montessori terms, it gives "order to the mind."

These generous rooms will accommodate a prepared environment because the classroom is designed to organize the academic subject matters into physical spaces so that the child understands the depths and perimeters of each academic discipline. Traditional elementary educators might connect this idea with what has been traditionally called "centers;" this is a good starting place to think about this, but Montessori environments are much, much bigger than centers. For example, the math materials might dominate six or seven shelves; there might be tables and rugs to work by the shelves to have easy access to materials. The Language section is also a huge field of study, covering shelves and space for works in phonics, grammar, reading, writing, and spelling. Similarly, history and science have their spaces, but there is also places for music study, studio art, and for computer research/typing.

Children are not mentally limited by the boundaries of the physical spaces of academic subjects. They can always perform a cross-disciplinary study, combining materials as well as academic ideas, but even the movement between two physical spaces makes that interdisciplinary abstract concept a physical activity. Because the classroom "gives order to the mind," children gain a tangible understanding of how knowledge is organized.

An empty Montessori classroom contains a sense of anticipation, a feeling of expectancy, a need for children and their work. This is also the feeling we had when we entered this empty facility on Roosevelt. We want to create this Montessori classroom, this prepared environment, at this facility for the children of Rockbridge Montessori School and then eagerly await for their arrival.

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:**

- (1) The facility owners do NOT have a relationship with members of the board of the public school district where Rockbridge will be located.
- (2) St John Baptist Church has members of its congregation who are currently employed in the Little Rock School District.
- (3) The facility owners do NOT have a relationship with the eligible sponsoring entity.
- (4) The facility owners do NOT have a relationship with the sponsoring entity or any employees, directors, administrators or anyone associated with Rockbridge. The first time Rockbridge met the facility owners was during our first viewing of the facility with our realtor.

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:**

**Building Compliance.** When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications. However we are anticipating minimum changes to the ones we have already planned. We will need to put a ramp inside the facility which connects one section of the facility to the other. We will need to modify a restroom to make it handicap accessible. St John Baptist Church, our proprietor, has already agreed to resurface the parking lot, so a handicap accessible ramp into the entrance of our facility will be created. These are the needs we see right now, but we will insure that we will meet all ADA and IDEA requirements for accessibility. We want all children to have full access to Montessori education and will work to make our building work for them.

**Zoning, Permissible Uses.** According to the City of Little Rock Planning and Development's Mansion Area

Zoning Map, our facility is located in the "N" section of the Capitol Zoning District in Little Rock. We have already contacted Boyd Maher, executive director of the Capitol Zoning District Commission (501-324-9644; boyd.maher@arkansas.gov), who has verified that our facility qualifies for the permissible use that is laid out in the "General Standards for Capitol Zoning District" which determines that our school's elementary and secondary schools fits within the permissible uses of "Community Facilities II." We are in the process of getting approval from the Commission, however Maher reassured us that the approval of a school will not be a problem.

There are no alcohol sales within 1,000 feet of the facility. This was confirmed by Judy Chwalinski (501-682-1105) of the Alcoholic Beverage Control office for Little Rock. She checked her database and said that the closest one is 700 E. Roosevelt (a gas station by the interstate which is 2,580 ft. away).

18. 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 prompt, an individual has a financial relationship with another individual or entity if he or she:

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

18 (A). Family Relationships Between Those Named on Application

- 1) Shannon Nuckols and Kimber Barber-Fendley are sisters.
- 2) Shirley Fendley is Kimber Barber-Fendley's mother-in-law.

18 (B). Financial Relationships Between Those Named on Application

- 1) Kimber Barber-Fendley is contracted to write the charter application. She might be contracted to write grants, media promotions, and other written communication for the school in the future.
- 2) none
- 3) Shannon Nuckols will be interviewed to serve as Curriculum Director, and Kimber Barber-Fendley may be hired as the Montessori secondary teacher when the seventh grade becomes available in 2018.
- 4) Rockbridge Montessori School has contracted with Arkansas Public School Resource Center (APSRC) to provide editorial and legal services for the writing of the charter application. All members of APSRC are included in this financial agreement.

18 (C). No relationships, familial or financial, previously exist with the owners of the facility to be leased.

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:**

Rockbridge Montessori School will create a conflict of interest policy which will provide notice to employees that no employee is permitted to accept any outside employment that would interfere with professional responsibilities or create a conflict of interest. A conflict of interest will be determined to have occurred when a real or seeming incompatibility arises between an employee's work duties within the school and the employee's personal, private, or other employment interests. Employees in violation of this policy will be subject to disciplinary measures, which may include termination where appropriate at the discretion of the Board or School Director, as appropriate.

To discourage potential conflict of interest activity, Rockbridge Montessori, a "Conflict of Interest Policy" to be signed by board members, employees, and volunteers. Additionally, to prevent conflict of interest, the Board will abide by the Rockbridge Montessori bylaws in "Article X: Board Members Conflict of Interest." Here is the bylaw:

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt, non-profit corporation's (Rockbridge Montessori School) interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations.

Section 2. Definitions.

1. Interested Person, Any director, principal officer, or member of a committee with governing board delegating powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest, A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a: An ownership or investment interest in any entity with which the School has a transaction or arrangement,
  - b: A compensation arrangement with the Corporation or with any entity or individual with which the School has a transaction or arrangement, or
  - c: A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
3. Compensation, includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. A financial interest, is not necessarily a conflict of interest. Under Article V, a person who has a financial interest may have a conflict of interest only if the appropriate governing body or committee decides that a conflict of interest exists.

Section 3. Procedures.

1. Duty to Disclose, In connection with an actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the members of the committees with governing board delegating powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists, After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest
  - a. An interested person may make a presentation at the governing or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### Section 4. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interests, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### Section 5. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### Section 6. Compensation.

a. A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### Section 7. Annual Statements.

Each director, principal officer and member of a committee with governing board with delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### Section 8. Periodic Reviews.

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 9. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 8, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing.

19. 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:**

Rockbridge Montessori School will apply to participate in the Child Nutrition Program ("CNP"), including both the School Breakfast Program and the National School Lunch Program. It is the intention of Rockbridge to contract through the RFP process with a cost-effective nutritional food vendor to provide hot and cold meals to the students of Rockbridge. A local food vendor may also be considered if the option is more cost-effective for Rockbridge.

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, Rockbridge 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 children. The CNP will also ensure the equal treatment of children 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 staff at Rockbridge will be responsible for serving children, while keeping track of records related to CNP. Rockbridge will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

A discussion of food services for our children would not be complete without a description of what the noonday meal will be like at Rockbridge Montessori. We see the noon meal not only an opportunity for nutrition but also for a daily practice of grace and courtesy that is needed while sharing a common meal. Children will lead the dining practice by being in charge of setting the tables for their class, replete with table cloths, place mats, cloth napkins, and real plates and silverware. If flowers are available in the garden near the playground, children will pick and then arrange flowers in vases to beautify each table. If they choose, the children will select quiet music to play to enhance their dining experience. When the tables are ready, the children will invite their peers and teacher to join them.

When every one at the table is served their plates of food, they will all participate in a moment of silence and then begin to dine. At the beginning of the academic year, the teacher will offer lessons in grace and courtesy that apply directly to the dining experience, such as dining etiquette (napkins in laps, proper use of a fork, closed mouth when eating). But also the social elements of dining will be taught directly as well as modeled by the teacher, elements such as conversing with peers, talking quietly at the table, and what constitutes appropriate dinner conversation. When overt lessons in dining are no longer required, the teacher's presence during meals will serve as a daily example to students of the expectations during dining and the pleasure that is a part of the dining experience. Thus the noonday meal is not just about eating; it is about eating together.

When the meal is finished, the children will play an active role in the cleaning of the tables. For example, they will stack the place mats and gather the table napkins to be laundered. In this way, children will gain a sense of the work involved in meal preparation and thereby also gain an appreciation for this work and for the people who do it everyday for them.

Because the teacher will be actively teaching during the noonday meal, each teacher will be given thirty-minutes of duty-free lunch during the children's recess. The teacher's aide will take lunch while the children dine, and then monitor them during recess.

20. 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:**

**Montessori Parents.** A Montessori school might initially be a fascinating yet mysterious place for parents and guardians who are only familiar with traditional education. Some parents, unacquainted with the workings of a Montessori classroom, might be hesitant to volunteer, not knowing where their help is needed. Our desire is for our parents to understand Montessori well enough so they know what their children are experiencing at school but also so they know the unique ways they as parents might contribute to their children's Montessori classroom or the school's overall educational programs.

To inform themselves on Montessori education, our parents will always have print or online options. They might also choose to formally observe their children's Montessori classrooms after the first quarter when the children are normalized. However another viable option is for parents and guardians to join us and their children in "Parents' Nights" which will be held two or three times a year. These nights are dedicated to helping parents understand what Montessori education is and how Montessori works. Part of these evenings will hold a presentation or demonstration on an academic element of a Montessori classroom. For example, the presentation might show how an educational material, like a Montessori Math material, is initially used in a primary classroom but then is reintroduced in early and upper elementary to teach more complex works. In this way, parents and guardians can learn about Montessori and can then listen with a deeper understanding of their children's Montessori experiences.

When parents understand Montessori, they can offer support in the main educational goal our school has, the development of reading and math skills. The best way a Montessori parent can contribute to the overall school is by doing what Montessorians do, by working with the individual child, except this time the child they are working with just happens to be their own.

When parents come to Parents' Nights, they will understand the nature of Montessori homework, which is not a math or English workbook page, but rather a moment for parent and child to experience a short, enjoyable time together in reading and mathematics practice. This twenty minutes of daily reinforcement of reading and memorizing math facts has a direct effect on Rockbridge's work toward literacy and mathematics and ultimately work toward our assessment goals.

**Parent Teacher Student Association (PTSA).** Parents' initial hesitancy in volunteering is another reason why we seek an active PTSA, to give parents and guardians a way to volunteer through a school organization they are already familiar with. Parents will work within the PTSA to organize and coordinate for the following:

*Saturday Volunteer Day* --A day of volunteerism when parents and other volunteers will work with teachers on materials in the classrooms or light maintenance on the school property. Tasks will be simple yet needed, like cutting out laminating, making booklets, sharpening all of the school's colored pencils. Light maintenance might include raking the leaves, mowing the playground area, and completing small paint projects.

*Special Occasions*--PTSA will work with the adults and children of Rockbridge to celebrate the special occasions and celebrations that will be a part of Rockbridge's academic years. We will begin with two annual events, either a Fall Carnival or Thanksgiving Feast in the first semester, and then a Transition Ceremony in the second semester. A Transition Ceremony is the occasion in which we honor the children who are transitioning to a different multi-age classroom, and thus are entering a new moment in life and a reason for celebration. Both occasions are times children can practice peaceful social interactions as well as grace and courtesy.

*Community Volunteerism* --PTSA will coordinate with members of the community so that the communities' talents and skills might be shared with a single classroom or the whole school. We have promising connections with members of the community who could share their art or music, their green thumb, their practical life skills in the domestic arts(knitting, crocheting, and quilting) and culinary arts. Similarly, community members might organize free after-school programs that could be offered in addition to our after school care.

21. 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 that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

**Applicant Response:**

**Waivers to be considered:**

**Ark. Code Ann. §6-13-601 et seq. District Board of Directors**

**Ark. Code Ann. §6-14-101 et seq. School Board Elections**

Rockbridge seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Rockbridge is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Rockbridge's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.

**Ark. Code Ann. §6-15-902 (a) Grading Scale**

**ADE Rules Governing Uniform Grading Scales**

Rockbridge seeks exemption from this portion of the Education Code because, under the Rockbridge model, students do not receive grades rather the teacher-based monitoring of academic progress is accomplished through Montessori Compass, an online record-keeping system which records all lessons received, practiced, and mastered by each individual child. Academic progress is further assessed three times a year through Northwest Education Association (NWEA) adaptive testing and is assessed annually through PARCC or the next generation of assessment. The use of the Uniform Grading Scale is permissive at the elementary school level, however, careful records will be kept of student progress in lieu of traditional grades and Rockbridge will be able to make specific, detailed accountings of student progress.

**Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom**

**Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel**

**Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities**

**Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter**

**Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement**

**Ark. Code Ann. §6-17-902-concerning Definition of Teacher**

**Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; and the ADE Rules Governing Educator Licensure**

Rockbridge seeks exemption from these portions of the Education Code. Instead, Rockbridge seeks the flexibility to hire teachers and administrators who are best suited to implement Rockbridge's unique curriculum and policies to best attain the maximum amount of student achievement and growth. Rockbridge will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Rockbridge provides extensive training, support, and supervision for its teachers and administrators. Rockbridge ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.

**Ark. Code Ann. §6-15-2302 General Business Manager**

Rockbridge 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. Rockbridge seeks the flexibility to hire a qualified general business manager that is able to address the unique needs of the school's business model.

**Ark. Code Ann. §6-16-105 U.S. Flag**

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

**Ark. Code Ann. §6-16-106 Arkansas Flag**

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

**Ark. Code Ann. §6-16-124 Arkansas History****Ark. Code Ann. §6-17-418-concerning the Arkansas History Requirement for Teacher Licensure Standard 9.03.3.11 of the ADE Standards Rules Arkansas History grade 5-8**

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow flexibility to follow the established Montessori Method curriculum. The Montessori curriculum is global in nature and does not address specific states' histories. Students who develop interest in Arkansas history would be encouraged to conduct independent study in this area. Arkansas history will be taught as a part of the 7<sup>th</sup> or 8<sup>th</sup> grade curriculum.

**Ark. Code Ann. §6-17-114 Daily Planning Period**

Rockbridge seeks exemption from this portion of the Education Code because Rockbridge's model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and support. Rockbridge places great emphasis on planning and monitoring teacher and student development and ensures that teachers have the support they need to plan effectively.

**Ark. Code Ann. §6-17-111 Duty Free Lunch****Ark. Code Ann. §6-17-117 Non-Instructional Duties**

Rockbridge seeks exemption from these portions of the Education Code as, with a small staff, seeks the flexibility to assign duties in such a way as to maximize use of teacher and administrator time.

**Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies**

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address the unique needs of the school's business model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.

**Ark. Code Ann. §6-17-203 Committees on Personnel Policies -Members**

Rockbridge seeks the flexibility to develop its own personnel policies to address the unique needs of the school's business model.

**Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act**

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most highly qualified teachers available. Rockbridge teachers and administrators are expected to be highly responsive to the needs of students and families.

**Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act**

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most qualified employees available. Rockbridge employees are expected to be highly responsive to the needs of students and families.

**Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law**

Rockbridge seeks exemption from this portion of the Education Code. Instead, the Rockbridge Board will adopt personnel policies, including, but 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.

#### **Licensed Guidance Counselors**

##### **Section 16.01 of the ADE Standards Rules**

##### **ADE Rules Governing Public School Student Services**

##### **Ark. Code Ann. §6-18-1001 et seq. Public School Services Act**

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model provides a full array of support services which have proven effective in supporting students and families. In the Montessori Method, the teacher also provides services usually provided by the guidance counselor. The services provided by the counselor are therefore provided instead by the entire staff of Rockbridge. In Rockbridge's unique model, teacher stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

#### **School Nurses**

##### **Ark. Code Ann. §6-18-706**

##### **Ark. Code Ann. §6-18-1001 et seq.**

##### **Section 16.03 of the ADE Standards Rules**

##### **ADE Rules Governing Public School Services**

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules because the duties of the school nurse will be fulfilled by the entire staff. Rockbridge will also employ a staff member with a degree in medical sciences and experience in identifying, treating, and rehabilitating injuries. This staff member is also a certified first-responder, and she has EMT training. The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index).

##### **Ark. Code Ann. §6-13-109 School Superintendent**

##### **Ark. Code Ann. §6-17-302**

##### **Section 15.01 and 15.02 of the ADE Standards Rules (concerning superintendents and principals)**

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow Rockbridge the flexibility to utilize a single person as School Director, fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Rockbridge to promote the most efficient use of human and financial resources in the school.

##### **Ark. Code Ann. §6-19-101 et seq. Transportation**

Rockbridge seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein. Any transportation services provided directly by Rockbridge will be in full compliance with this section.

##### **Ark. Code Ann. §6-21-117 Leased Academic Facilities**

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Rockbridge 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 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.

##### **Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation**

##### **Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act**

##### **Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003**

##### **Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**

Rockbridge seeks exemption from these sections of the Education Code and the ADE Rules so that it may have the flexibility to develop its own compensation schedules for its employees.

##### **Ark. Code Ann. §6-21-304 Manner of Making Purchases**

Rockbridge 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 \$10,000.00. For purchases between \$1,000.00 and \$50,000.00, Rockbridge will use either a state approved vendor or obtain a minimum of three quotes. Rockbridge will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.00.

**Gifted and Talented Children Ark. Code Ann. §6-20-2208(c)(6) and Ark. Code Ann. §6-42-101 et. seq. Section 18.01-18.03 Rules Governing Gifted and Talented Program Alternative Learning Environment: 6-15-1005 (b)(5); 6-18-503(a)(1)(C)(i); 6-48-101 et seq.; Section 19.03 ADE Standards Rules; ADE Rules Governing Gifted and Talented Program Approval Standards; Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds**

Rockbridge seeks exemption from these portions of the Education Code and the Department of Education Rules because, under the Rockbridge model, each child is taught at his or her own level and is capable of being fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring “gifted and talented” services or placement in an alternative learning environment. Accordingly, each child is given the opportunity to develop his or her own gifts and talents. Rockbridge’s model does not designate some children as “gifted and talented” or “ALE” to the exclusion of other children from enriched programs.

**Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology Section 16.02.3 of the ADE Standards Rules**

Rockbridge seeks exemption from this portion of the Education Code and ADE Rules to the extent that the hiring of a licensed library media specialist is required. Under the Rockbridge model, libraries are located in each classroom. Montessori classrooms essentially have their own nonfiction libraries filled with quality children’s nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children’s trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and therefore fulfill a standard of Common Core and Arkansas Frameworks. Although Rockbridge’s Montessori classrooms will be filled with books, Rockbridge also seeks to acquire additional resources for our children. Rockbridge has contacted a local public library who offers a weekly children’s program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

**Section 10.02 of the ADE Standards Rules (Class Size)**

Rockbridge seeks exemption from this portion of the Department of Education Rules because, under the Rockbridge model, larger class sizes are desirable for student learning and interaction. The variety of students is integral to the Montessori Method. Additionally, each classroom will have not only a teacher, but also an aide present at all times. Classes will be no larger than 30 students at a maximum.

**Ark. Code Ann. §6-13-109**

**Ark. Code Ann. §6-17-427**

**Sections 15.01 and 15.03 of the ADE Standards Rules ADE Rules Governing Superintendent Mentoring Program**

Rockbridge seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Montessori-based school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.

**Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies**

Rockbridge seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. The policies adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.

**Section 9.03.2.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation**

**Section 9.03.3.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation**

Rockbridge is required to teach a minimum of 40 minutes per week in both Art and Music in grades K-6. Rockbridge is required to schedule time to teach Music and Art in grades 7 and 8. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Music and Art class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' ELA, Science and Social Studies required coursework.

**Section 9.03.3.5 Health and Safety Portion Only of the ADE Rules Governing the Standards of Accreditation****Section 9.03.3.7 Health and Safety of the ADE Rules Governing the Standards of Accreditation**

Rockbridge is required to schedule time to teach Health and Safety. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required Science and Physical Education coursework.

22. 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:**

Rockbridge Montessori School will locate its open-enrollment public charter school in Little Rock, Arkansas, within the boundaries of the Little Rock School District. Rockbridge expects to obtain most of its students from within the boundaries of the Little Rock School District, with its remaining students coming from the North Little Rock, Pulaski County Special, Benton and Bryant School Districts.

CCLCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of the Little Rock, North Little Rock, Pulaski County Special, Benton and Bryant School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Rockbridge has substantiated that the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) have been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. Rockbridge's review has determined that neither the Benton School District (Benton) nor the Bryant School District (Bryant) are or ever have been subject to any federal desegregation court orders. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment is that 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 Rockbridge cannot be said to have a negative impact on the LRSD, NLRSD and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Rockbridge is asking for an enrollment cap of three hundred twenty-five (325) students. According to the 2013-2014 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the LRSD had a student population of 23,676 students; the NLRSD had a student population of 8,553 students; the PCSSD had a student population of 17,060 students; Benton had a student population of 4,922 students, and Bryant had a student population of 8,862 students. At its maximum enrollment of 325 students, the student population of Rockbridge would equal 1.4% of LRSD's student population; 3.8% of NLRSD's student population; 1.9% of PCSSD's student population; 6.6% of Benton's student population, and 3.7% of Bryant's student population. Pursuant to Ark. Code Ann. § 6-23-306, Rockbridge must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project its racial composition. Ark. Code Ann. § 6-23-106 requires that Rockbridge's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Rockbridge's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the Benton and Bryant School Districts, shows that such negative effect is not present here.

In January 2014, Judge Marshall accepted a Settlement Agreement which effectively concluded the desegregation case (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). One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth Circuit Court of Appeals concerning charter school issues.

In conclusion, Rockbridge submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

**Applicant Response:**

When we consider the possible perpetuity of Rockbridge Montessori School, we cannot help but see how Rockbridge might enter into the deep tradition and established history of Montessori education, for Montessori is itself a Method of perpetuity. Montessorians, Montessori children and parents, and even traditional educators have seen the worthiness of Montessori education for over one hundred years from countries all over the globe. Montessori is an educational legacy, one that we found and received as a great gift. For some of us, we received this gift when our children did, when they enrolled in a Montessori school. For others, we received when we became Montessorians through formal training, and for some of us, through the study and understanding of Montessori education. In our different ways we all have come to share the same understanding of the life-changing potential that Montessori education offers to children. And now we want this gift to be in our home state, where we live, in Arkansas. We are united in our work to offer Arkansas public school families a unique, safe, and joyful academic place for children that a pure implementation of the Montessori Method provides.

Thus we see Rockbridge continuing not just because of the great gift that Montessori is but because of the fact that we are willing to share it. And we will share it like it was shared with us, passionately and generously.

It is with this spirit of sharing that we have begun the process of creating Rockbridge Montessori. We bring with us our most skillful expertise, our most insightful creativity, our most dedicated work to begin this school. Shannon shares her deep understanding of Montessori education, of the pedagogy and praxis which will keep our Method pure and worthy of sharing to all others. Sarah shares her gift of educational leadership, of the wisdom and foresight that emerges from her years as a principal. Kimber shares her gift of writing, of communicating through her words, for the adults that need to understand Montessori now, and for the older children who will need to learn the craft later. Sherry shares her gift of organization, of the events that will arise in the process of creating and celebrating our school and our children's accomplishments. Shirley shares her gift of art, of the beauty that will become our school as it emerges from her paint, flowers, and textiles. Bill shares his gift of technology, as he brings our school online with the networks, websites, and even computer-based testing that will keep our school current in the digital age. Thus our contributions to Rockbridge Montessori may vary, but our commitment does not. We all have much to share.

So it is with these children, the first children of Rockbridge, that we will first share the gift of Montessori. It is these children, the ones who need it the most, to which we want to give, passionately and generously. But these children need more advocates than just us. Thus we will share Montessori to their parents, so they can provide a supportive role in their children's education. We will share Montessori to the leaders of St. John Baptist Church, our proprietor, so they can see the good that has arisen from them saying yes. We will share Montessori to the greater Little Rock community, to our new Montessori teachers, new administrators, new school board members, and new advocates of Rockbridge so they might continue this good work after we retire. But also we will share Montessori to the greater educational community, inviting emerging new teachers from Arkansas universities to observe, student-teach, and ultimately opt for Montessori education --and we will recruit only the best. We will be confident that these new Montessorians can take hold of the leadership and the teaching of the school, after we leave Rockbridge in their stable hands.

And from there, we will not stop sharing. As the founders of Rockbridge were coming to the conclusion of the writing of this application, we began to see that the sharing of the gift of Montessori needs to continue past the gardens and playground of our school, past our neighborhoods, past our city limits. We began to envision that our school may someday serve as a model and a guide for future public Montessori schools in Arkansas. We hope to share this gift so much and so often that we might become a beacon of hope for the educational change that just might emerge if we dream big enough, if we work hard enough. Montessori in Arkansas has many places to grow.

Thus we know that our good work will not end, that our school will continue because of the great need that will generate a demand for Montessori education in the public sector. Montessori was never intended to be just for

the elite, never intended just for those who could afford it. In fact returning Montessori to the public sector, to children in poverty, is returning Montessori education to its humble yet honorable beginnings. It is with pride that Montessorians tell how Dr. Montessori herself beckoned her first class of children from the slums of Rome to begin in the “Casa dei Bambini,” the children's house. The first Montessori children were like ours will be, eager for the opportunity to thrive.

Because of the children, we want to share Montessori again and again. The more we share, the more Montessori in Arkansas will grow; the more it will perpetuate, the more the children of Arkansas will thrive. But we know it starts with one school giving quality Montessori education to the children of Arkansas, sharing our best with each individual child.

We spoke before, at the beginning of this application, of a single Arkansas child. We imagined together the image of a second grade girl, one with great potential and also one with great need. If you saw her today in any public school in central Arkansas, she would not be enrolled in a Montessori school, not in any school as uniquely designed for children as Rockbridge Montessori School aspires to be. In central Arkansas, Montessori education has never before been offered in the public sector, never before been offered to public school children.

The founders of Rockbridge Montessori School want this to change, not just for now, not just for her, but forever. We want to see a different kind of child emerging because we see Arkansas children, the children from our hometown, as having great potential but also having great need. We want to share this rich gift of Montessori education to low SES children, to Arkansas families who could never afford it. Every Arkansas child does indeed have great potential and great need, the need for an amazing educational opportunity in Arkansas regardless of family income; they need Rockbridge Montessori School.

# Attachment

1

**Application for Recognition of Exemption (99)**  
**Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

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

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

**Part I Identification of Applicant**

1 Full name of organization (exactly as it appears in your organizing document) <b>Rockbridge Montessori School</b>		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) <b>809 Loyola Drive</b>		Room/Suite	4 Employer Identification Number (EIN) <b>46-5612652</b>
City or town, state or country, and ZIP + 4 <b>Little Rock, AR 72211</b>		5 Month the annual accounting period ends (01-12) <b>06</b>	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: <b>William Simmons</b>		b Phone: <b>501-554-9625</b>	
		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: <b>www.RockbridgeMontessori.org</b>			
b Organization's email: (optional) <b>Bill@RockbridgeMontessori.org</b>			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation: (MM/DD/YYYY) <b>5 / 21 / 2014</b>			
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat.No. 17133K

Form **1023** (Rev. 12-2013)

**Part II Organizational Structure**

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

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

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

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

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Article V, Paragraph 5.1**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Article V, Paragraph 5.4**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

**Part IV Narrative Description of Your Activities**

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

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>William Simmons</b>	<b>Director, President</b>	<b>809 Loyola Dr. Little Rock, AR 72211</b>	<b>none</b>
<b>Sherry Allen-Elmer</b>	<b>Director, Vice President</b>	<b>513 Westfield Dr. North Little Rock, AR 72118</b>	<b>none</b>
<b>Kimber Barber-Fendley</b>	<b>Director, Secretary &amp; Treasurer</b>	<b>7 Tm Fly Way Maumelle, AR 72113</b>	<b>\$10,000</b>
<b>Sarah Gober</b>	<b>Director</b>	<b>1701 Gay Ln. Benton, AR 72019</b>	<b>none</b>
<b>Shirley Fendley</b>	<b>Director</b>	<b>4528 Austin Drive North Little Rock, AR 72116</b>	<b>none</b>

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>Shannon Nuckols</b>	<b>Curriculum Director</b>	<b>2414 Red Bud Cove Benton, AR 72015</b>	<b>\$85,000.00</b>

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

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

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships?  Yes  No  
If "Yes," identify the individuals and explain the relationship.
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.  Yes  No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No

**3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.  Yes  No

**4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No
- b** Do you or will you approve compensation arrangements in advance of paying compensation?  Yes  No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

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

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  Yes  No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source?  Yes  No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
- 
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.  Yes  No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
- 
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- 
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.  Yes  No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least **fair market value**. Attach copies of any written contracts or other agreements relating to such sales.  Yes  No
- 
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.  Yes  No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at **arm's length**.
- e** Explain how you determine you pay no more than **fair market value** or you are paid at least **fair market value**.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
- 
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.  Yes  No

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

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

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

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

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

**Part VII Your History**

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

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

**Part VIII Your Specific Activities**

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

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

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

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

- |   |  |
|---|--|
| <input type="checkbox"/> mail solicitations                         | <input type="checkbox"/> phone solicitations                                   |
| <input type="checkbox"/> email solicitations                        | <input checked="" type="checkbox"/> accept donations on your website           |
| <input checked="" type="checkbox"/> personal solicitations          | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations             |
| <input checked="" type="checkbox"/> foundation grant solicitations  | <input type="checkbox"/> Other   |

Attach a description of each fundraising program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.  Yes  No

**12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a.  Yes  No

- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.

**13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.  Yes  No

- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.  Yes  No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
  - (i)** Do you require an application form? If "Yes," attach a copy of the form.  Yes  No
  - (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.  Yes  No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

**14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.  Yes  No

- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.  Yes  No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  Yes  No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  Yes  No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.  Yes  No

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

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

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

**Part IX Financial Data**

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

**A. Statement of Revenues and Expenses**

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From <u>7/1/15</u> To <u>6/30/16</u>	(b) From <u>7/1/16</u> To <u>6/30/17</u>	(c) From <u>7/1/17</u> To <u>6/30/18</u>	(d) From _____ To _____	
<b>Revenues</b>	<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)					
	<b>2</b> Membership fees received					
	<b>3</b> Gross investment income					
	<b>4</b> Net unrelated business income					
	<b>5</b> Taxes levied for your benefit					
	<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	<b>7</b> Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	<b>8</b> Total of lines 1 through 7					
	<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	818,459	982,151	982,151		2,782,761
	<b>10</b> Total of lines 8 and 9	818,459	982,151	982,151		2,782,761
	<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	<b>12</b> Unusual grants					
	<b>13</b> Total Revenue Add lines 10 through 12	818,459	982,151	982,151		2,782,761
<b>Expenses</b>	<b>14</b> Fundraising expenses					
	<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)					
	<b>17</b> Compensation of officers, directors, and trustees					
	<b>18</b> Other salaries and wages	457,976	562,776	562,776		
	<b>19</b> Interest expense					
	<b>20</b> Occupancy (rent, utilities, etc.)	275,000	260,000	260,000		
	<b>21</b> Depreciation and depletion					
	<b>22</b> Professional fees	10,000	5,000	5,000		
	<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	75,000	67,000	67,000		
	<b>24</b> Total Expenses Add lines 14 through 23	817,976	894,776	894,776		

**Part IX Financial Data (Continued)**

**B. Balance Sheet (for your most recently completed tax year)**

<b>Assets</b>			
1	Cash . . . . .	1	86
2	Accounts receivable, net . . . . .	2	
3	Inventories . . . . .	3	
4	Bonds and notes receivable (attach an itemized list) . . . . .	4	
5	Corporate stocks (attach an itemized list) . . . . .	5	
6	Loans receivable (attach an itemized list) . . . . .	6	
7	Other investments (attach an itemized list) . . . . .	7	
8	Depreciable and depletable assets (attach an itemized list) . . . . .	8	
9	Land . . . . .	9	
10	Other assets (attach an itemized list) . . . . .	10	
11	<b>Total Assets (add lines 1 through 10)</b> . . . . .	11	<b>86</b>
<b>Liabilities</b>			
12	Accounts payable . . . . .	12	
13	Contributions, gifts, grants, etc. payable . . . . .	13	
14	Mortgages and notes payable (attach an itemized list) . . . . .	14	
15	Other liabilities (attach an itemized list) . . . . .	15	
16	<b>Total Liabilities (add lines 12 through 15)</b> . . . . .	16	
<b>Fund Balances or Net Assets</b>			
17	<b>Total fund balances or net assets</b> . . . . .	17	<b>86</b>
18	<b>Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)</b> . . . . .	18	<b>86</b>
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

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

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.  Yes  No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  Yes  No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.  Yes  No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?  Yes  No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.  
The organization is not a private foundation because it is:
  - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
  - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
  - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
  - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h.

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

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

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

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

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

**For Organization**

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

**For IRS Use Only**

\_\_\_\_\_  
 IRS Director, Exempt Organizations (Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. \_\_\_\_\_
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

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

**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

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

**Please Sign Here** ▶

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

William Simmons  
(Type or print name of signer)  
President  
(Type or print title or authority of signer)

7/16/14  
(Date)

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

**Part I Identification of Applicant**

7. If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative.

Mary Ann Smith, 2303 Mystic Pt, Bryant, AR 72022

**Part IV Narrative Description of Your Activities**

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

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children.

We submitted our charter application with the Arkansas Department of Education in July 2014 requesting approval to enter into a charter agreement to operate an open-enrollment public charter school. Please see our Charter Application attached for further discussion of our school.

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

2a. Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship.

Shannon Nuckols and Kimber Barber-Findley are sisters.  
Shirley Findley is Kimber Barber-Findley's mother-in-law.

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

3a. For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

William Simmons - Director, President

Bill Simmons has served Arkansas businesses in the field of information technology for over twenty years. After graduating from the University of Arkansas, he began as a systems programmer for J.B. Hunt and has advanced into positions of leadership after he moved with his family to Little Rock. Simmons regularly volunteers in his community, serving on the Sherwood Sharks' swimming team board, serving as junior warden at St. Margaret's Episcopal Church, and teaching Sunday school to preschoolers through the Catechesis of the Good Shepherd, a Montessori religious curriculum. He lives with his wife and three children in Little Rock. Bill will serve as Director and President and anticipates spending approximately 30 hours per month in service to Rockbridge Montessori School.

Sherry Elmer - Director, Vice President

Sherry Elmer is an established Arkansas businesswoman in the beauty and salon industry for over thirty-three years. While owning her own business, Elmer mentored young men and women entering into her field as well as earning the titles of "Best Salon" and "Best Salonist" from the North Little Rock Times. Elmer's energetic spirit and reliable service has created loyal customers, contacts, and friends in central Arkansas. Elmer describes herself as having a "servant's heart" who "puts others first" which is made apparent with her work as the coordinator of Fifth Monday for ThatChurch.com where she prepares and serves meals to the homeless as well as her work as special events coordinator at Fellowship Bible Church North in which she organized and served children in their annual community events, such as their fall carnival. Elmer has

been married for twenty-two years and lives in North Little Rock. Her grown son is working on his master's degree and lives in Bryant. Sherry will serve as Director and Vice President and anticipates spending approximately 20 hours per month in service to Rockbridge Montessori School.

Kimber Barber-Fendley, Director, Secretary & Treasurer

Kimber Barber-Fendley is an English teacher at Parkview Arts and Science Magnet High School who takes a hands-on, Montessori approach to English education. She specializes in an alternative teaching style which combines hands-on works, small group lessons, and individualized learning for students with an emphasis on student choice. Her approach serves all of her students well but allows greater access to her special education students, ESL students, as well as her resistant yet emerging writers and readers. Her style of teaching, dubbed "student-led teaching," will be featured next year in the Arkansas Department of Education's AIMM website, devoted to training new teachers during their first year of teaching. She has written and published works for academic audiences; her most recent was a collaborative work that produced the Little Rock School District's ninth English curriculum map which creates and establishes the curriculum for all ninth LRSD English teachers. She taught college composition for eight years yet prefers secondary education. She has two master's degrees and two bachelor's, in writing, literature, rhetoric, and English. She considers making English studies accessible to teens her life work, yet she has taught Catechesis of the Good Shepherd, a Montessori religious curriculum, for ten years. She has obtained the highest level of Catechesis certification which requires 360 hours of teacher training. She is currently a catechist at Christ Church, in downtown Little Rock, where she serves fourth -sixth graders. She lives in North Little Rock with her husband and daughter. Kimber will serve as Director, Secretary and Treasurer and anticipates spending approximately 20 hours per month in service to Rockbridge Montessori School. Mrs. Barber-Fendley was paid \$10,000 to draft and prepare the Charter Application for Rockbridge Montessori School.

Sarah Gober - Director

Sarah Gober has faithfully served in Arkansas public schools for twenty-four years and has been the Harmony Grove Middle School principal for the past thirteen. At her Title 1 school, Gober has advocated for and implemented "wrap around services" that aid children in poverty with summer meals, clothing, mental health services, and legal representation in the court system. She has served her greater district as the Pathwise Mentoring Coordinator, which coordinates all new teachers and their mentors in her school district. She has also represented her district at the Principal and Teachers Institute where she focused on setting and implementing goals and academic objectives in her district. Gober obtained her master's degree in educational leadership at Henderson State University and is continuing her doctorate at Harding University. In her community Gober has developed and implemented the hands-on, special education religious curriculum at Northside Church of Church. She lives with her husband and two children in Benton. Sarah will serve as Director and anticipates spending approximately 15 hours per month in service to Rockbridge Montessori School.

Shirley Fendley - Director

Shirley Fendley has been a life-long child advocate and volunteer for children in Arkansas for over forty years. After receiving her bachelor's degree in education from State College of Arkansas (currently UCA), she taught second and fourth grades at Carver Elementary School in Little Rock and first grade Sunday school for sixteen years. Shirley's many artistic talents have served children and teachers in both public and private schools as well as in children's religious education programs. Some of her volunteerism include teaching art, painting murals, creating hands-on educational materials, and designing and painting entire classrooms. She has made many public school children smile by creating artistic pieces just for them, such as a life-size log cabin for first graders' study of pioneer history as well as a hand-painted map and figurines of all characters of The Odyssey for ninth graders' study of Greek literature. Shirley has further volunteered in Reading Recovery, in scoliosis screening, and in Piece Makers, a quilt-making group that recently gave seventy-five homemade quilts and comfort to children at a youth home. Shirley brings her artistic talents and child advocacy to Rockbridge so that Rockbridge's physical location will be as beautiful as the Montessori Method taught within. Ms. Fendley will serve as Director and anticipates spending approximately 15 hours per month in service to Rockbridge Montessori School.

Shannon Nuckols - Curriculum Director

Shannon Nuckols is a Montessori teacher who began the first Montessori elementary classroom in a public school in Arkansas. Nuckols began her teaching career thirteen years ago as a traditional public school teacher. Then in 2011 she began AMI training, the highest, most rigorous training available. She has acquired her AMI certification as well as her master's in education with an emphasis in Montessori integration this year. Although Nuckols has served Arkansas public schools for six years, she is currently spending her year teaching at Alief Montessori Charter School in Houston, Texas to gain insight on the daily workings of a Montessori charter school. Nuckols' heart is serving children in poverty, which she

has through teaching at a Title 1 school and through leading her church's "bus ministry," which transports children to her church's weekly dinner and religious education program. Nuckols seeks to return to her home in Benton with her husband and two children.

As Curriculum Director, Mrs. Nuckols will be working with Montessori teachers so that they might provide a "pure" Montessori Method; working with children in the classroom to provide assistance with normalization; managing all state-required professional development for teachers, providing professional development in all matters of Montessori, providing supplemental instruction to children in literacy and/or numeracy remediation, training of aides and other support staff related to children's education, training/professional development of educational volunteers, leading parent education during Parent Nights, substituting during morning work cycle for teachers who are absent for multiple sick days or for their required days of observation and/or mentor-guided teaching, as required to fulfill all AMI certification requirements. This is a full-time position requiring at least 40 hours per week in service to Rockbridge Montessori School.

## Part V

### Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

5a. Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

The following conflict of interest policy was adopted by our Board by resolution on May 21, 2014.

#### CONFLICT OF INTEREST POLICY

##### Article I

##### Purpose

The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

##### Article II

##### Definitions

##### 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, in an interested person.

##### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

#### ARTICLE III

##### Procedures

### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committee with governing board delegated powers considering the proposed transaction or arrangement.

### 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

### 3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter the transaction or arrangement.

### 4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective actions.

## ARTICLE IV

### Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## ARTICLE V

### Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for

services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement, which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII

Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable and/or educational purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods or services, further charitable and/or educational purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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

1a. In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children. Students will develop within themselves the power to shape their lives and the world around them.

---

**Part VIII Your Specific Activities**

2b. Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

No. We do not plan to devote significant time or resources to attempt to influence legislation.

---

**Part VIII Your Specific Activities**

4a. Do you or will you undertake fundraising? Attach a description of each fundraising program.  
Other (describe):

We plan to apply for both government grants and foundation grants available to public charter schools. We also plan to accept donations from the public on our website as well as through personal contacts who may want to support the school.

---

**Part VIII Your Specific Activities**

4d. List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

We will operate primarily in Arkansas.

**Rockbridge Montessori School  
EIN - 46-5612652**

**PART IX - Other Expenses Line 23**

	7/1/15-6/30/16	7/1/16-6/30/17	7/1/17-6/30/18
Supplies & Materials	19,000	17,000	17,000
Equipment	11,000	5,000	5,000
Health Screening	8,000	8,000	8,000
Fiscal Services	10,000	10,000	10,000
Child Nutrition Program	22,000	22,000	22,000
Internet	5,000	5,000	5,000
	<hr/>	<hr/>	<hr/>
	75,000	67,000	67,000

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

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

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.  Yes  No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.  Yes  No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  Yes  No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.  Yes  No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  Yes  No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  Yes  No

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

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

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

**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.  Yes  No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?  Yes  No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.  Yes  No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully.  Yes  No

**Schedule B. Schools, Colleges, and Universities (Continued)**

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.  
If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>						

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>								

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.  Yes     No

- 8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)  Yes     No

Name:

EIN: 46-5612652

Sch-B Detail Page 3

1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children. Students will develop within themselves the power to shape their lives and the world around them. Please see further explanation in our attached Charter Application.

2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding.

We have submitted a Charter Application with the Arkansas Department of Education to operate as an open-enrollment public charter school. See further explanation in our attached Charter Application.

# Attachment

2

# NOTICE OF PUBLIC HEARING



an Arkansas non-profit corporation

announces its **TOWN MEETING**

to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock

Tuesday, July 15, 2014 • 6:30-8:00 pm

**FREE REFRESHMENTS** at St. John Baptist Church's Fellowship Hall  
2501 S. Main Street in Little Rock

*Come let us show you how different Montessori education is.*

For more information, please visit: [www.rockbridgemonessori.org](http://www.rockbridgemonessori.org)

# Attachment

3

## Divorces

### FILED

14-2853. Murray Haupt v. Suann Haupt.  
14-2855. Michael Davis v. Inez Davis.  
14-2856. Scott McEntire v. Kristie McEntire.  
14-2859. Deborah Kiech v. Michael Kiech.  
14-2860. Earnest Franklin Jr. v. Cheriotte Franklin.  
14-2862. Phyllis Thompson v. Bruce Stewart Sr.  
14-2864. Pedro Ramirez v. Alicia Ramirez.

### GRANTED

12-3816. Michael Green v. Ellen Green.  
13-1056. David Johnson Jr. v. Shanna Hines.  
13-1685. Dawn McGhee v. Willie Harris.  
13-3427. Lesley Landry v. Ryan Landry.  
13-4584. Adrian Jackson v. Lorenzo Jackson.  
14-432. Kirk Phillips v. Danielle Phillips.  
14-800. Taquilla Dean v. David Dean.  
14-1187. Tonya Huff v. William Burris Jr.  
14-1325. Felicia Smith v. Brandon Smith Sr.  
14-1755. Beatrice Jackson v. James Jackson.  
14-2005. Eric Shaw v. Melanie Shaw.

## Political Animals to hear Rutledge

ARKANSAS DEMOCRAT-GAZETTE

Leslie Rutledge, the Republican candidate for attorney general, will speak July 16 at the Political Animals Club.

Rutledge, a former deputy prosecuting attorney and deputy counsel for then-Gov. Mike Huckabee, will address the club at a lunch event from 11:30 a.m. to 1 p.m. State Rep. Nate Steel, the Democratic candidate for attorney general, will speak to the group next month.

Tickets are \$20 per person, which include lunch at the Grand Hall of the Governor's Mansion at 1800 Center St. in Little Rock.

Reservations can be made by emailing Susan Edwards at [sedwards@arkindcolleges.org](mailto:sedwards@arkindcolleges.org).

## Etowah boy killed by lightning strike

ARKANSAS DEMOCRAT-GAZETTE

ETOWAH — Lightning struck and killed a Mississippi County teenager Tuesday night, officials said.

Steven Shepherd, 16, of Etowah was struck about 8 p.m. as a strong storm system rolled through the county, said Joseph Richmond, director of the Mississippi County Office of Emergency Management.

Shepherd was at a church near his home on Arkansas 136 and was struck as he ran back to the house for cover, Richmond said. Emergency personnel transported him to the South Mississippi County Regional Medical Center in Osceola where he was pronounced dead.

more and filed a motion asking the judge to appoint him a lawyer.

Wright obliged him Wednesday by reappointing Jackson. When Brooks balked, the judge said he could not give Brooks a choice about who would represent him.

The judge said he can't advise Brooks on legal issues that arise from the cases and that he will hold him at trial to the same standards he holds prosecutors, noting that Brooks admitted that he does not know the rules of criminal evidence. The judge said Brooks' lack of familiarity with the law might cause him to overlook evidence that could be beneficial to his case.

Deputy prosecutor Jeanna Sherrill told the judge she was apprehensive about Brooks' ability to represent himself. In his motion for representation, Brooks had admitted he has limited knowledge of the law and poor access to legal material.

The defendant reported he

★★★★★  
*Ristorante*  
*Capeo*  
Fine Italian Cuisine  
Wine Cellar/Full Bar

• \$10.00 OFF ANY ENTREE WITH THIS AD  
• Limit One Per Ticket  
• Expires 11/30/14

425 Main St., NLR, AR  
501.376.3463  
WWW.CAPEO.US



es, including the background, the experience and the conduct of the accused," Pittman wrote, citing a 2005 Arkansas Supreme Court case, *Pierce v. State*, in a ruling involving a criminal defendant acting as his own lawyer.

Court doctrine requires that judges must carefully warn defendants about what they're getting into, Pittman said. "A specific warning of the dangers and disadvantages

Fresh Produce  
picked daily  
from a  
**REAL**  
FARMERS MARKET

Tree ripened Peaches, Tomatoes  
picked "red-ripe" including  
Cherokee Purple, Green  
Tomatoes, Okra, Cantaloupe,  
Watermelon (including seedless),  
Vidalia type Sweet Onions,  
Squash, Zucchini, New Potatoes,  
Cucumbers, Sweet Corn,  
Blueberries & Jalapenos



**HOLLAND BOTTOM FARMS**  
Cabot - 1255 Hwy 321  
- Rockwood & Hwy 5  
501-843-7152  
8AM - 7PM MON - SAT • 9AM - 7PM SUN

Arkansas' NOW THROUGH JULY 31<sup>st</sup>  
**FlagandBanner.com**

4<sup>TH</sup> OF JULY IS ALMOST HERE!  
SAVE ON EVERYTHING IN THE STORE!

25% OFF

- U.S. FLAGS (ALL SIZES)
- FLAG POLES
- DECORATIONS
- PARTY SUPPLIES
- PATRIOTIC BUNTING
- PATRIOTIC APPAREL
- MILITARY GIFTS

IN STOCK PRODUCTS ONLY • CANNOT BE COMBINED WITH ANY OTHER OFFER  
800 W. 9th St. • DOWNTOWN LR • [www.flagandbanner.com](http://www.flagandbanner.com)  
Open: M-F 8-5:30 • CLOSED July 4th • Sat. 10-4 • 1-800-445-0653

Rockbridge  
Montessori School  
an Arkansas non-profit corporation

announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock Tuesday, July 15, 2014 • 6:30-8:00 pm

FREE REFRESHMENTS at St. John Baptist Church's Fellowship Hall  
2501 S. Main Street in Little Rock

Come let us show you how different Montessori education is.

Arkansas' NOW THROUGH JULY 31<sup>st</sup>  
**FlagandBanner.com**

4<sup>TH</sup> OF JULY IS ALMOST HERE!  
SAVE ON EVERYTHING IN THE STORE!

25% OFF

- U.S. FLAGS (ALL SIZES)
- FLAG POLES
- DECORATIONS
- PARTY SUPPLIES
- PATRIOTIC BUNTING
- PATRIOTIC APPAREL
- MILITARY GIFTS

IN STOCK PRODUCTS ONLY • CANNOT BE COMBINED WITH ANY OTHER OFFER  
800 W. 9th St. • DOWNTOWN LR • [www.flagandbanner.com](http://www.flagandbanner.com)  
Open: M-F 8-5:30 • CLOSED July 4th • Sat. 10-4 • 1-800-445-0653

**Stein Mart**  
STORES OPEN

Make One More  
You Leave

★ This is a Bargain  
because the  
TOP OF OUR DISCOUNTS

**4TH OF JULY**  
**50% OFF**  
**2 DAYS ONLY**  
**50% OFF**  
**1000s & 1000s of Items**

- 50% OFF Assorted Ladies swimwear
- 50% OFF Petite & Women's sportswear
- 50% OFF VAC & Nine West Collections
- 50% OFF Earl Jeans Crop denim
- 50% OFF Ladies shorts, tees & crop tops
- 50% OFF Ladies spring sweaters
- 50% OFF Boutique separates
- 50% OFF Dresses
- 50% OFF Ladies casual hats
- 50% OFF Ladies casual tops
- 50% OFF Ladies career & casual sportswear
- 50% OFF Ladies career & casual collections
- 50% OFF Men's short sleeve knits
- 50% OFF Men's long sleeve work shirts
- 50% OFF Double beverage dispensers
- 50% OFF Quilts
- 50% OFF 500TC wrinkle free & 400TC sheet sets

**BOGO FREE** Clearance decor

Savings off select items. Entire stocks not included unless specified. Styles & colors vary by store & online. Prices valid 7/3 & 7/4/2014.

# Attachment

4

deputy counsel for then-Gov. Mike Huckabee, will address the club at a lunch event from 11:30 a.m. to 1 p.m. State Rep. Nate Steel, the Democratic candidate for attorney general, will speak to the group next month.

Tickets are \$20 per person, which include lunch at the Grand Hall of the Governor's Mansion at 1800 Center St. in Little Rock.

Reservations can be made by emailing Susan Edwards at sedwards@arkindcolleges.org.

## Etowah boy killed by lightning strike

ARKANSAS DEMOCRAT-GAZETTE  
ETOWAH — Lightning struck and killed a Mississippi County teenager Tuesday night, officials said.

Steven Shepherd, 16, of Etowah was struck about 8 p.m. as a strong storm system rolled through the county, said Joseph Richmond, director of the Mississippi County Office of Emergency Management. Shepherd was at a church near his home on Arkansas 136 and was struck as he ran back to the house for cover, Richmond said. Emergency personnel transported him to the South Mississippi County Regional Medical Center in Osceola, where he was pronounced dead.

**Capeo**  
Fine Italian Cuisine  
Wine Cellar/Full Bar  
\$10.00 OFF ANY ENTREE WITH THIS AD  
Limit One Per Ticket  
Expires 11/30/14

425 Main St., NLR, AR  
501.376.3463  
WWW.CAPEO.US

REMOTE STAND  
WATCH FOR SIGNS  
HOMESTAND  
HWY. 321  
KERR STATION

**HOLLAND BOTTOM FARMS**  
Cabot - 1255 Hwy 321 - Rockwood & Hwy 5  
501-843-7152  
8AM - 7PM MON - SAT • 9AM - 7PM SUN

**Arkansas' NOW THROUGH JULY 3<sup>rd</sup> FlagandBanner.com**

**4<sup>TH</sup> OF JULY IS ALMOST HERE!**

**SAVE ON EVERYTHING IN THE STORE!**

**25% OFF**

- U.S. FLAGS (ALL SIZES)
- FLAG POLES
- DECORATIONS
- PARTY SUPPLIES
- PATRIOTIC BUNTING
- PATRIOTIC APPAREL
- MILITARY GIFTS

IN STOCK PRODUCTS ONLY • CANNOT BE COMBINED WITH ANY OTHER OFFER  
800 W. 9th St. • Downtown LR • www.flagandbanner.com  
Open: M-F 8-5:30 • CLOSED July 4th • Sat. 10-4 • 1-800-445-0653

**NOTICE OF PUBLIC HEARING**

**Rockbridge**  
Montessori School  
an Arkansas non-profit corporation

announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new **FREE** and **PUBLIC** charter school in Little Rock

**FREE REFRESHMENTS**  
Tuesday, July 15, 2014 • 6:30-8:00 pm  
at St. John Baptist Church's Fellowship Hall  
2501 S. Main Street in Little Rock

Come let us show you how different Montessori education is.  
For more information, please visit: [www.rockbridgemonessori.org](http://www.rockbridgemonessori.org)

**4<sup>TH</sup> of JULY SPECIAL**  
**WEDNESDAY & THURSDAY ONLY!**

**CANS 70¢/lb**

**FREE Hot Dogs Thursday!**

Yard Hours: 8am - 4pm

4500 W Bethany Rd  
161  
40

**\*Price Only Good with this Ad**  
**945-0881**  
TENENBAUM RECYCLING GROUP, LLC  
4500 W. BETHANY RD • N. LITTLE ROCK  
Just minutes from I-40 Exit 157  
We will be closed July 4th, 5th & 6th

# 50% OFF 1000s & 1000s of ite

- 50% OFF Assorted Ladies swimwear
  - 50% OFF Petite & Women's sportswear
  - 50% OFF VAC & Nine West Collections
  - 50% OFF Earl Jeans Crop denim
  - 50% OFF Ladies shorts, tees & caps
  - 50% OFF Ladies spring sweaters
  - 50% OFF Boutique separates
  - 50% OFF Dresses
  - 50% OFF Ladies casual hats
  - 50% OFF Ladies casual tops
  - 50% OFF Ladies career & casual sportswear
  - 50% OFF Ladies career & casual collections
  - 50% OFF Men's short sleeve knit shirts
  - 50% OFF Men's long sleeve woven shirts
  - 50% OFF Double beverage dispensers
  - 50% OFF Quilts
  - 50% OFF 500TC wrinkle free & 400TC sheet sets
- BOGO FREE Clearance decorative**

Savings off select items. Entire stocks not included unless specified. Styles & colors vary by store & online. Prices valid 7/3 & 7/4/2014 in participating stores. Merchandise must be returned to store. MasterCard® Rewards Card® must be surrendered at time of sale. Valid 7/3 & 7/4/2014 in participating stores. Reproductions will not be accepted. Not for use by Stein Mart associates.

**NOW** **Stein Mart** **THURSDAY & FRIDAY**  
**40% off**  
Entire Purchase of Red Dot

Valid on all Red Dot purchases. Savings cannot be combined with other offers. Excludes Red Dot Clearance, Gift Cards, Fabulous Finds, 80/80, Mad Dash and Doorbuster merchandise. Not valid on previously purchased merchandise. May be used with Stein Mart MasterCard® Rewards Card. Coupon must be surrendered at time of sale. Valid 7/3 & 7/4/2014 in participating stores. Reproductions will not be accepted. Not for use by Stein Mart associates.

Use These Coupons for MORE

THURSDAY & FRIDAY **Stein Mart**

7002001020587524  
ONLINE USE PROMO CODE JULY14

**20% off**  
Any One Sale Item

One time use per transaction on one sale item. Cannot be combined with other coupon offers on the item. Excludes Red Dot Clearance, Gift Cards, Fabulous Finds, 80/80, Mad Dash and Doorbuster merchandise. Not valid on previously purchased merchandise. May be used with Stein Mart MasterCard® Rewards Card. Coupon must be surrendered at time of sale. Valid 7/3 & 7/4/2014 in participating stores. Reproductions will not be accepted. Not for use by Stein Mart associates.

For your nearest Stein Mart store visit [www.steinmart.com](http://www.steinmart.com)

# Attachment

# 5

ing announcements published exclusively on Arkansas Online, the paper's website, can be found [www.arkansasonline.com/tools/links/](http://www.arkansasonline.com/tools/links/).  
Electronic form is available on website to submit support group announcements or changes. Users can access that form by going to [www.arkansasonline.com/contact/supportgroupform/](http://www.arkansasonline.com/contact/supportgroupform/) and submitting the appropriate information.

**Births**

Following is a list of those births reported to the Arkansas Democratic Party by area hospitals. It may not be a complete list since parents may elect not to publicly release news of a birth.

**OPTIST HEALTH MEDICAL CENTER- LITTLE ROCK**

**June 23**

Andrew and Jessica Carnes, Little Rock, son.  
Andrew and Tracy Bowen, Little Rock, son.

**June 24**

Andrew and Laura Turner, Sherwood, son.  
Andrew and Rebecca Williams, Benton, son.

Andrew and Deidra Parish, Little Rock, son.

Andrew Hampton and Terreka Hancock, Little Rock, son.  
Andrew Humphrey and Latoya Jenkins, Little Rock, son.

**June 25**

Andrew and Emily Canada, Little Rock, son.  
Andrew and James Davis II, Conway, son.

Andrew and Alisha Cothern, Little Rock, son.  
Andrew and Ashley Jackson, Little Rock, son.

Andrew Stallings Sr. and Meagan Harper, Little Rock, daughter.

Andrew and Kristen Schneider, Little Rock, son.

Andrew and the Abernathy, Little Rock, son.

**June 26**

Andrew Elbert, Little Rock, son.

**June 27**

Andrew and Jamie Brainard, Little Rock, son.  
Andrew and Alisha Kinnard, Hensley, son.  
Andrew and Carly Nalley, Benton, son.  
Andrew and Jessica Stagg, North Little Rock, daughter.

Andrew and Wofford, North Little Rock, son.

**June 28**

Andrew and Betel Alston, Little Rock, son.

Andrew Messersmith, Sherwood, son.

**June 29**

Andrew and Amber Self, Little Rock, son.

Andrew and Que McKinley, North Little Rock, son.

**June 30**

Andrew and Kristen Toblesky, Benton, son.

Andrew and Emily Whitley, North Little Rock, son.

Andrew and Casey Polk, Benton, son.

**July 1**

Andrew and a Hall, Searcy, son.

Andrew Collins, Little Rock, son.  
Andrew Williams, Pine Bluff, daughter.  
Andrew and Laura Westbrook, Benton, son.

Andrew and Kari Richards, Little Rock, son.

Andrew and Alicyn Blaylock, Alexander, son.

Andrew and El Dorado, daughter.  
Andrew and Tycee Rhodes, Little Rock, daughter.

**July 2**

Andrew and Heather Abbott, Bryant, son.

daughter.  
Austin and Lauren White, Alexander, twin daughters.  
Cecilia and Charles Poston III, Jacksonville, son.  
Austin and Rebekah Nick, Little Rock, son.  
Gerald Walker and Tamika Hawkins, Jacksonville, son.  
Andrea and Michael Flowers Sr., Pine Bluff, son.  
Nick and Christina Rhoades, Maumelle, son.  
Jonathan and Emily Presswood, Benton, daughter.

**July 3**

Dustin and Mary Bullard, White Hall, daughter.  
Jeremy and Heather Rogers, Little Rock, daughter.  
Madalaine and Clifton Hughes IV, Benton, daughter.

**July 4**

Jason and Elizabeth Roberts, Little Rock, son.  
Bobby and Rebecca Markham, Vilonia, son.

**July 5**

Charles and Whitney Moore, Cabot, daughter.  
William Martin and Amanda Boyce, Mayflower, son.

**Marriage Licenses**

Jeremiah Bastien, 25, and Linda McCurley, 34, both of Jacksonville.  
Patrick Copeland, 36, of Sherwood and Lauren Davis, 30, of Cabot.  
Brandon Davis, 32, of Hensley and Jacqueline Johnston, 34, of Little Rock.  
Joey Hobson, 34, and Kelly Hobson, 34, both of Redfield.  
Charles James, 79, of Jacksonville and Elizabeth Boyd, 58, of Sherwood.  
Essex Johnson, 31, of Dermott and Rhonda Neal, 29, of Little Rock.  
Steven Marshall, 22, and Emily Fleming, 25, both of Jacksonville.  
Tommy McIntosh, 67, and Sonya Phillips, 47, both of Little Rock.  
Brock Ratton, 29, and Emilee Phillips, 28, both of Little Rock.  
Jameel Rogers, 30, and Shereeta Hughes, 37, both of Little Rock.  
Carl Rogers Jr., 30, and Shatara McBride, 25, both of North Little Rock.  
Gary Stratton, 63, of North Little Rock and Patricia Petry, 64, of Maumelle.  
Michael Verser, 23, and Keelen Denniston, 23, both of North Little Rock.  
Steve Williams, 32, and Lesley Jones, 24, both of Jacksonville.

**Divorces**

**FILED**

14-2947. Horace Lenderman v. Dianna Lenderman.  
14-2950. Antoinette McMillion v. Marcus Smith.  
14-2952. Andrew Smith v. Jacqueline Smith.  
14-2955. Jay Gelnett v. Deborah Gelnett.  
14-956. Lucinda Giron v. Marvin Vasquez.  
14-2957. Lara Mark v. Robert Rowley.  
14-2959. Christy Jenkins v. Pierre Strong Sr.  
14-2960. Joseph Massery v. Hope Massery.  
14-2961. Jeanne Colglazier v. Roy Colglazier.  
14-2963. Fernando De Avila v. Jacqueline De Avila.  
14-2964. Ashley Cole v. Jeffrey Cole.  
14-2965. Keely Zavala v. Alfonso Zavala.

**GRANTED**

14-1201. Brandy Boleware v. James Boleware.  
14-2338. Vickie Le v. Tu Vo.

a restaurant robbery.  
Officers pulled over and arrested Johnny Romes, 49, about 10:30 a.m. at 11300 Cantrell Road. Romes had reportedly fled from the Wal-Mart at 2520 Cantrell Road after stealing \$362.47 worth of meat, fishing poles, laundry detergent and other items.

Romes broke free from officers and fled on foot after he was detained but was taken into custody again soon afterward, according to an arrest report. Officers reported finding 1.3 grams of cocaine, 3 grams of marijuana, 4 Xanax pills and a glass smoking pipe in his possession. He attempted to dispose of the Xanax before being caught, the report states.

Romes was charged with theft of property, fleeing, driving on a suspended license, tampering with physical evidence and multiple drug-related offenses.

An arrest warrant was issued about six weeks ago for Romes in the robbery of Mexico Chiquito, 13924 Cantrell Road. Witnesses told police that Romes, a former employee of the restaurant, reached over a counter and stole cash from a register April 24, according to a court affidavit.

Charges in that case were unknown late Wednesday. Romes was being held in the Pulaski County jail in lieu of \$45,000 bond.

**Man Charged in veterinary theft**

A North Little Rock man was arrested Tuesday after reportedly breaking into an animal hospital and stealing \$2,810 worth of drugs, according to a police incident report.

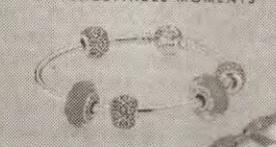
Surveillance cameras at Park Hill Pet Clinic, 2900 Main St., recorded a suspect wearing gray pants and a hooded sweatshirt burglarizing the business about 1:30 a.m. The suspect used an unknown tool to cut bars covering a window, the report says. The suspect then broke the window and found keys to a medicine cabinet.

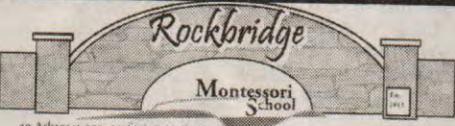
More than 300 combined tablets of the anti-anxiety drug Diazepam and the painkiller Tramadol were stolen. Additionally, one bottle of liquid Diazepam, three bottles of the anesthetic Ketamine and one bottle of the sedative Dexdomitor were taken.

Justin Wiley, 32, was arrested later Tuesday and charged with commercial burglary. He admitted to the break-in, according to an arrest report.

Details of his arrest were unavailable. Late Wednesday, he was not listed on the Pulaski County jail roster.

**Frankie's** Est. 1919  
Experience Our Award Winning Southern Home Cooking!  
Downtown 372-1919  
Rodney Parham 225-4487  
[www.frankescafeteria.com](http://www.frankescafeteria.com)  
Arkansas's Oldest Restaurant

**PANDORA**  
UNFORGETTABLE MOMENTS  
  
WICKS & WAX GIFTS  
3513 JFK Blvd, NLR  
501.771.1568  
© 2014 Pandora Jewelry, LLC • All rights reserved • PANDORA.NET

**NOTICE OF PUBLIC HEARING**  
  
an Arkansas non-profit corporation  
announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new **FREE** and **PUBLIC** charter school in Little Rock  
Tuesday, July 15, 2014 • 6:30-8:00 pm  
**FREE REFRESHMENTS** at St. John Baptist Church's Fellowship Hall  
2501 S. Main Street in Little Rock  
Come let us show you how different Montessori education is.  
For more information, please visit: [www.rockbridgemonterossori.org](http://www.rockbridgemonterossori.org)

**Gifts to you**  
GIFTS • A GOOD TASTE  
8121 Cantrell Rd. 614-9030  
Mon-Fri, 10a-6p  
Sat. 10a-5p

**CRAZY DAVE**  
**LIMITED TIME**  
  
#40 Market Plaza • North Little Rock  
[www.CrazyDave.com](http://www.CrazyDave.com)

**FRIDAY**  
**LITTLE ROCK**  
**PROMENADE**  
**TROPHIES**  
**RIBBONS -**  
**& OTHER**

**SIGN UP**  
**WWW.1037THEBUZZ.COM**

**103.7 THE BUZZ**  


# Attachment

# 6

# Rockbridge Montessori School



July 3, 2014

Jeff Collum, Superintendent  
Benton School District  
P.O. Box 939  
Benton, AR 72018  
Sent via email: [jcollum@bentonschools.org](mailto:jcollum@bentonschools.org)

Mr. Collum,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons  
President of School Board  
Rockbridge Montessori School  
108 West Roosevelt Street  
Little Rock, AR 72206  
501-554-9625  
[bill.simmons@rockbridgemonessori.org](mailto:bill.simmons@rockbridgemonessori.org)

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:  
St John Baptist Church  
Fellowship Hall  
2501 S. Main Street  
Little Rock, AR 72206  
July 15, 2014  
6:30 pm – 8 pm

Please contact me if you have any questions.  
Thank you.

Bill Simmons  
President

Enclosed: LOI to ADE

# Rockbridge Montessori School



July 3, 2014

Dr. Tom Kimbrell, Superintendent  
Bryant School District  
200 Northwest Fourth Street  
Bryant, AR 72022  
Sent via email: [tkimbrell@bryantschools.org](mailto:tkimbrell@bryantschools.org)

Dr. Kimbrell,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons  
President of School Board  
Rockbridge Montessori School  
108 West Roosevelt Street  
Little Rock, AR 72206  
501-554-9625  
[bill.simmons@rockbridgemonessori.org](mailto:bill.simmons@rockbridgemonessori.org)

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:  
St John Baptist Church  
Fellowship Hall  
2501 S. Main Street  
Little Rock, AR 72206  
July 15, 2014  
6:30 pm – 8 pm

Please contact me if you have any questions.  
Thank you.

Bill Simmons  
President

Enclosed: LOI to ADE



July 3, 2014

Dr. Dexter Suggs, Superintendent  
Little Rock School District  
810 West Markham Street  
Little Rock, AR 72201  
Sent via email: [dexter.suggs@lrsd.org](mailto:dexter.suggs@lrsd.org)

Dr. Suggs,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons  
President of School Board  
Rockbridge Montessori School  
108 West Roosevelt Street  
Little Rock, AR 72206  
501-554-9625  
[bill.simmons@rockbridgemonessori.org](mailto:bill.simmons@rockbridgemonessori.org)

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:  
St John Baptist Church  
Fellowship Hall  
2501 S. Main Street  
Little Rock, AR 72206  
July 15, 2014  
6:30 pm – 8 pm

Please contact me if you have any questions.  
Thank you.

Bill Simmons  
President

Attachment: LOI to ADE

# Rockbridge Montessori School



July 3, 2014

Kelly Rodgers, Superintendent  
North Little Rock School District  
2700 Poplar Street  
North Little Rock, AR 72114  
Sent via email: [rodgerske@nlrsd.org](mailto:rodgerske@nlrsd.org)

Mr. Rodgers,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons  
President of School Board  
Rockbridge Montessori School  
108 West Roosevelt Street  
Little Rock, AR 72206  
501-554-9625  
[bill.simmons@rockbridgemonessori.org](mailto:bill.simmons@rockbridgemonessori.org)

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:  
St John Baptist Church  
Fellowship Hall  
2501 S. Main Street  
Little Rock, AR 72206  
July 15, 2014  
6:30 pm – 8 pm

Please contact me if you have any questions.  
Thank you.

Bill Simmons  
President

Enclosed: LOI to ADE

# Rockbridge Montessori School



July 3, 2014

Jerry Guess, Superintendent  
Pulaski County Special School District  
925 E Dixon Road  
Little Rock, AR 72206  
Sent via email: [jguess@pcssd.org](mailto:jguess@pcssd.org)

Mr. Guess,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons  
President of School Board  
Rockbridge Montessori School  
108 West Roosevelt Street  
Little Rock, AR 72206  
501-554-9625  
[bill.simmons@rockbridgemonessori.org](mailto:bill.simmons@rockbridgemonessori.org)

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:  
St John Baptist Church  
Fellowship Hall  
2501 S. Main Street  
Little Rock, AR 72206  
July 15, 2014  
6:30 pm – 8 pm

Please contact me if you have any questions.  
Thank you.

Bill Simmons  
President

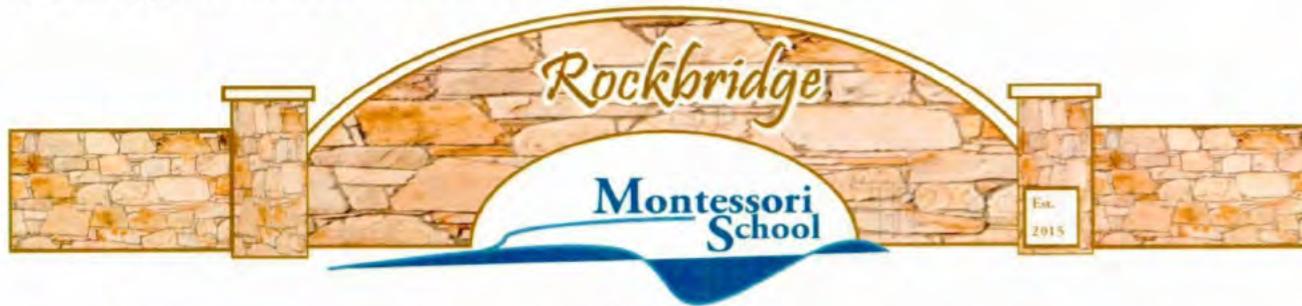
Enclosed: LOI to ADE

# Attachment

7

**Rockbridge Montessori School Public Meeting**

July 15<sup>th</sup>, 2014 6:30pm



**Sign In**

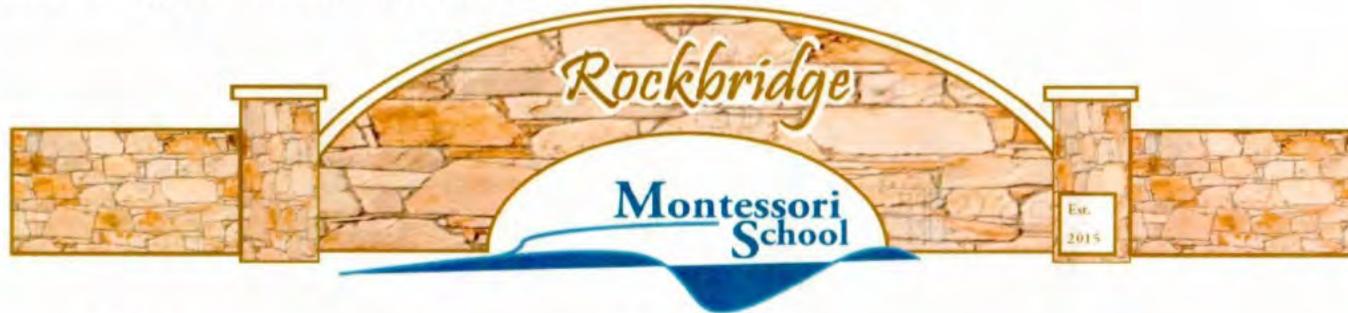
**St. John Church**

2501 S. Main St, Little Rock,  
AR 72206

Name	Email	Phone Number
1) Morgan Baber		
2) April Carter		
3) Marilyn Finnigan		
4) ARLENE JONES		
5) Monica K. Norwood		
6) Angelica Barrow		
7) Rose M. Austin		
8) Darrle Hinton		
9) Laura Woford		
10) <del>Nash Woford</del>		
11) Katherine Gentry		
12) Neil Fendley		
13) Susie Cavan		
14) Yvonne B. DAVENPORT		
15) FRED HAYNES		
16) Keely Easter		
17) Leonard M. Colson		

# Rockbridge Montessori School Public Meeting

July 15<sup>th</sup>, 2014 6:30pm



## Sign In

**St. John Church**  
 2501 S. Main St, Little Rock,  
 AR 72206

Name	Email	Phone Number
1) Curtis Evans		
2) michala DANLA		
3) Autumn Devile		
4) Miranda Johnson		
5) Paul L. Barber		
6) Rhonda Kay Barber		
7) Eliciana Dixon		
8) Dianne J. Suple		
9) FRED ALLEN		
10) Priscilla Fincher		
11) Jessie D Fendley		
12) Melissa Ayers		
13) Stephanie Greaves		
14) Dr. Charity Smith		
15) Jack Fendley		
16) Tammy Givens		
17) Chris Givens		

# Attachment

8

In first grade, I experienced Montessori. It was fantastic!  
The thing I really liked about Montessori is the freedom  
of working at my own pace. I also learned multiplication  
and diagraming sentences this really made things easier  
for me in third grade. Montessori has helped me so  
much and I hope that someday you will get the  
experience of Montessori!!!!

4<sup>th</sup> grade

Note on \_\_\_\_\_ ; letter of support:

Because Montessori education values the work and the voice of children, we chose to include this letter of support, written by a child with full support and consent by his parent. \_\_\_\_\_ currently entering fourth grade, enjoyed Montessori education for one year as a part of a pilot project that created a Montessori first grade classroom inside a traditional public school in Arkansas. When he heard about Rockbridge, he wanted to write a letter of support so other children might receive Montessori like he did. He chose to type his letter to show his best work.

# Attachment

9

Dear members of the Charter Board,

My name is [REDACTED], a Montessori graduate, from here in central Arkansas. I have been asked to write a letter of support and explain how Montessori education has been a part of shaping me to become who I am today. Rockbridge thought I would be a good example because I did not begin in a Montessori school. When I entered preschool in 2004 in a traditional, private school, I enjoyed the experience, but I found myself academically unchallenged. In kindergarten and first grade, I remember becoming frequently irritated when I, being the first to finish my work, was told to sit silently up to fifteen minutes waiting for the every student to be finished. So I switched to a Montessori school when I was in second grade. Last academic school year, I began to wonder if I was ready, after so many years of Montessori education, for a traditional, public high school.

My first year in Montessori education, as I said before, began as a second grader in Early Elementary, the first through third grade classroom, in 2007. The most notable change that happened during my first year was that I, much to my relief, was allowed to complete assignments at my own pace and not have to wait for other students or have other students wait on me. Naturally, as my mother is an English teacher, I am gifted in English and literature. Not being restricted to what the other students could or couldn't do, my teacher placed me in the higher language group where we began to learn about basic grammar. By the end of the year, everyone in our group, mostly second and third graders, could identify every word's grammatical name in a sentence. Later on in Upper Elementary, the fourth through sixth grade classroom, I learned advanced grammar terms such as linking verb, helping verb, and other useful terminology. As I excelled in literacy I could explore more in this subject with the guidance of my teachers. At the time, my friends from other schools were in GT programs, and when I had shown them my school work was fascinated with the work I did and wished to do it themselves.

Although I was ahead in many academic groups, math was not one of them. Had I been in a traditional setting this might have been a problem but since, in Montessori, every student works at his/her own pace my teacher just placed me with the lower math group. However, by the end of my second grade year I was fully caught up with my grade level as well as could add, subtract, and multiply four digit numbers using the materials in the classroom. As I got older, impressively, we began geometry and discussed the beginning principles of pi. As I progressed into Upper Elementary, fourth through sixth, I began on Algebra I and the principles of cubing giving us a head start in high school math.

Science seems to be one of Montessori's best taught subjects. The Periodic Table of the Elements lesson covered a span of about three hours. We watched unmoving as my teacher placed one card down at a time to represent every element and how it is used in modern society. After the lesson our teacher placed pre-cut cards in a basket explaining that, if we wished, we were allowed to draw the card of our favorite element. As everyone else did one or two, I sat there looking at the periodic table of the elements. I looked up at my teacher saying, "Could I do them all?" She laughed, then nodded and that was all I needed to get going. After working every day for about a week, word got around that I was doing them all. Other students wanted help so I gladly allowed them into the group. In Montessori we are encouraged to work in groups to help us, the kids, develop the social skills of working together.

Experts have said that Montessori education has enriched the learning experience and lives for many children. Looking back on my education, I realized that every lesson I received, has prepared me to confidently begin my life. Therefore I write this letter of support for Rockbridge Montessori in hopes to let all kids experience Montessori like I have.

Sincerely,

[REDACTED]

Note on [REDACTED]'s letter of support:  
Because Montessori education values the work and the voice of children, we chose to include this letter of support, written by an older child with full support and consent by her parent [REDACTED], currently entering a public high school in the Little Rock School District, enjoyed Montessori education for seven years at a private Montessori school in central Arkansas. When she heard about Rockbridge, she wanted to write a letter of support because she has seen how Montessori works for children with special needs and she aspires to someday become a special education teacher.

# Attachment

10

July 1, 2014

Mr. Tony Wood  
Commissioner  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

Dear Mr. Wood,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start-up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start-up grant process.

The foundation has already made planning grant in the amount of \$30,000, based in the concept of the proposed Montessori charter school for Little Rock, submitted by Shannon Nuckols. As such, I feel confident that should the school be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start-up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith  
Senior Program Officer  
Arkansas Education

# Attachment

11



# 2015-2016 School Calendar

MONTH	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	ST DAY	WV SV H	WD PC R	SD	TCD	
August	3	4	5	6	7	10	11	SD 12	SD 13	SD 14	SD 17	WD 18	*	19	20	21	24	25	26	27	28	31					9	0	1	4	14
September		1	2	3	4	H 7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	1	0	0	21	
October				1	2	5	6	7	8	9	12	13	14	[40] 15	SD/R 16	PC 19	20	21	22	23	26	27	28	29	30	20	0	1.5	.5	22	
November	2	3	4	SD 5	SD 6	9	10	11	12	13	16	17	18	19	20	23	24	H 25	H 26	H 27	30					16	3	0	2	18	
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	[41] 21	WV 22	WV 23	WV 24	H 25	WV 28	WV 29	WV 30	WV 31		15	8	0	0	15	
January					WV 1	SD 4	5	6	7	8	11	12	13	14	15	H 18	19	20	21	22	25	26	27	28	29	18	2	0	1	19	
February	1	2	3	4	5	8	9	10	11	SD 12	PC 15	16	17	18	19	22	23	24	25	26	29					19	0	1	1	21	
March		1	2	3	4	7	8	9	10	11	14	15	16	[50] 17	SD/R 18	SV 21	SV 22	SV 23	SV 24	SV 25	28	29	30	31		17	5	.5	.5	18	
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	21	0	0	0	21	
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	H 30	31				21	1	0	0	20	
June			[47] # 1	SD IW 2	IW 3	IW 6	IW 7	IW 8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		1	0	0	1	3	
<b>TOTALS</b>																									<b>178</b>	<b>20</b>	<b>4</b>	<b>10</b>	<b>192</b>		

Legend:			
*	1st Day Students	H	Holiday
[ ]	End Quarter	SD	Staff Development
WV	Winter Vacation	SD/R	Staff Development (am)/Record Day (pm)
WD	Non-student Work Day	TCD	Total Contract Days
SV	Spring Vacation	#	Last Day Students
ST DAY	Student Day		
IW	Inclement Weather Make Up Day		

# Attachment

12



## 2015-2016 Daily Schedule

Time	Activity
7:30 am - 8:00 am	Breakfast
8:00 am - 11:30 am	Morning Work Cycle
11:30 – 12:00 noon	Noon Meal Dining
12:00 noon – 12:30 pm	Recess/Physical Education
12:30 pm - 1:30 pm	Afternoon Work Cycle and/or Academic Enrichments (music, art, gardening, library, etc.)
1:30 pm – 2:45 pm	Concentrated Studies in Reading and Writing (or test preparation, when needed)
2:45 pm – 3:00 pm	Care for the Environment
3:00 pm – 3:15 pm	Dismissal
OR 3:00 pm – 5:30 pm	After-School Care Program (for those enrolled)

# Attachment

13

**2015-2016**  
**Public Charter School Application**  
**Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2015-2016</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2016-2017</b>
<i>Line#</i>	<b>List Positions</b>	<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
1	School Director	1	\$70,000.00	1	\$70,000.00
2	Director of Curriculum	0.7	\$65,000.00	1	\$65,000.00
3	Office Administrator	0.25	\$40,000.00	0.25	\$40,000.00
4					
5					
6					
7	<b>Subtotal:</b>		\$125,500.00		\$145,000.00
8	Fringe Benefits (rate used 31%)		\$38,905.00		\$44,950.00
9	<b>Total Administration:</b>		\$164,405.00		\$189,950.00

<b>Regular Classroom Instruction:</b>		<b>2015-2016</b>		<b>2016-2017</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
10	Teachers	3	\$40,000.00	4	\$40,000.00
11	Aides	3	\$25,000.00	4	\$25,000.00
12	<b>Subtotal:</b>		\$195,000.00		\$260,000.00
13	Teacher Fringe Benefits (rate used 31%)		\$37,200.00		\$49,600.00
14	Aide Fringe Benefits (rate used 31%)		\$23,250.00		\$31,000.00
15	<b>Total Regular Classroom Instruction:</b>		\$255,450.00		\$340,600.00

<b>Special Education:</b>		<b>2015-2016</b>		<b>2016-2017</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
16	Teachers	1	\$40,000.00	1	\$40,000.00
17	Aides	1	\$35,000.00	1	\$35,000.00
18	<b>Subtotal:</b>		\$75,000.00		\$75,000.00
19	Teacher Fringe Benefits (rate used 31%)		\$12,400.00		\$12,400.00
20	Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
21	<b>Total Special Education:</b>		\$87,400.00		\$87,400.00

<b>Gifted and Talented Program:</b>		<b>2015-2016</b>		<b>2016-2017</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
22	Teachers				
23	Aides				
24	<b>Subtotal:</b>				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	<b>Total Gifted and Talented Program:</b>				

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

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
34 WAIVER		
35		
36		
37		
38		
39 <b>Subtotal:</b>		
40 Fringe Benefits (rate used _____)		
41 <b>Total English Language Learner Program:</b>		

**Guidance Services:**

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
42 WAIVER		
43		
44		
45		
46		
47 <b>Subtotal:</b>		
48 Fringe Benefits (rate used _____)		
49 <b>Total Guidance Services:</b>		

**Health Services:**

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
50 WAIVER		
51		
52		
53		
54		
55 <b>Subtotal:</b>		
56 Fringe Benefits (rate used _____)		
57 <b>Total Health Services:</b>		

**Media Services:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
58 List Positions				
59 WAIVER				
60				
61				
62				
63 <b>Subtotal:</b>				
64 Fringe Benefits (rate used _____)				
65 <b>Total Media Services:</b>				

**Fiscal Services:**

	2015-2016 No. FTEs	2016-2017 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 <b>Subtotal:</b>		
72 Fringe Benefits (rate used _____)		
73 <b>Total Fiscal Services:</b>		

**Maintenance and Operation:**

	2015-2016 No. FTEs	2016-2017 No. FTEs
74 List Positions		
75		
76		
77		
78		
79 <b>Subtotal:</b>		
80 Fringe Benefits (rate used _____)		
81 <b>Total Maintenance and Operation:</b>		

**Pupil Transportation:**

	2015-2016 No. FTEs	2016-2017 No. FTEs
82 List Positions		
83 WAIVER		
84		
85		
86		
87 <b>Subtotal:</b>		
88 Fringe Benefits (rate used _____)		
89 <b>Total Pupil Transportation:</b>		

<b>Food Services:</b>		<b>2015-2016</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2016-2017</b>
<b>List Positions</b>		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
90	_____	_____	_____	_____	_____
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	<b>Subtotal:</b>	_____	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____	_____
97	<b>Total Food Services:</b>	_____	_____	_____	_____

<b>Data Processing:</b>		<b>2015-2016</b>	<b>2016-2017</b>
<b>List Positions</b>		<b>No. FTEs</b>	<b>No. FTEs</b>
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	<b>Subtotal:</b>	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____
105	<b>Total Data Processing:</b>	_____	_____

<b>Substitute Personnel:</b>		<b>2015-2016</b>	<b>2016-2017</b>
		<b>No. FTEs</b>	<b>No. FTEs</b>
106	Number of <b>Certified</b> Substitutes _____	75	75
107	Number of <b>Classified</b> Substitutes _____	_____	_____
108	<b>Subtotal:</b>	\$5,625.00	\$5,625.00
109	Certified Fringe Benefits (rate used 31% )	\$1,743.75	\$1,743.75
110	Classified Fringe Benefits (rate used _____)	_____	_____
111	<b>Total Substitute Personnel:</b>	\$7,368.75	\$7,368.75

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>	\$514,623.75	\$625,318.75
-----	---	--------------	--------------

**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

**State Public Charter School Aid:**

Line#		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>2015-2016</b>		
1	No. of Students <u>120</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$782,520.00</u>	
2	No. of Students <u>120</u> x <u>\$26.67</u> Professional Development	<u>\$3,200.40</u>	
3	No. of Students <u>10</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$10,330.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	<b>2016-2017</b>		
6	No. of Students <u>150</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$978,150.00</u>
7	No. of Students <u>150</u> x <u>\$26.67</u> Professional Development		<u>\$4,000.50</u>
8	No. of Students <u>75</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$77,475.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$796,050.40</u></u>	<u><u>\$1,059,625.50</u></u>

**Other Sources of Revenues:**

*( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)*

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other ( <i>Specifically Describe</i> )		
15	Walton Family Grant	<u>\$220,000.00</u>	
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$220,000.00</u></u>	
17	<b>TOTAL REVENUES:</b>	<u><u>\$1,016,050.40</u></u>	<u><u>\$1,059,625.50</u></u>

**EXPENDITURES**

**Administration:**

Line#		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
18	Salaries and Benefits	<u>\$164,405.00</u>	<u>\$189,950.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$2,000.00</u>	<u>\$2,000.00</u>
25	Equipment	<u>\$4,000.00</u>	
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$170,405.00</u></u>	<u><u>\$191,950.00</u></u>

<b>Regular Classroom Instruction:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
32	Salaries and Benefits	<u>\$255,450.00</u>	<u>\$340,600.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials		<u>\$3,000.00</u>
39	Equipment		
	Other (List Below)		
40	Montessori Classroom Materials	<u>\$120,000.00</u>	
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	<b>Total Regular Classroom Instruction:</b>	<u><u>\$375,450.00</u></u>	<u><u>\$343,600.00</u></u>

<b>Special Education:</b>			
46	Salaries and Benefits	<u>\$87,400.00</u>	<u>\$87,400.00</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		
53	Equipment		
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	<b>Total Special Education:</b>	<u><u>\$87,400.00</u></u>	<u><u>\$87,400.00</u></u>

<b>Gifted and Talented Program:</b>			
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	<b>Total Gifted and Talented Program:</b>	_____	_____

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

2015-2016 Amount:

2016-2017 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			
83			
84			
85			
86			
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>		

**English Language Learner Program:**

88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1		
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	<b>Total English Language Learner Program:</b>		

**Guidance Services:**

102	Salaries and Benefits		
	Purchased Services - List Vendors Below		
103	V - GS1		
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	<b>Total Guidance Services:</b>		

<b>Health Services:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Health Screening</u>	\$5,000.00	\$5,000.00
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	<b>Total Health Services:</b>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
<b>Media Services:</b>			
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	<b>Total Media Services:</b>		
<b>Fiscal Services:</b>			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 <u>B&amp;D Consulting (Chris Bell)</u>	\$40,000.00	\$40,000.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	<u>\$40,000.00</u>	<u>\$40,000.00</u>

<b>Maintenance and Operation:</b>		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Janitorial	\$5,000.00	\$5,000.00
160	V - MO2 Repairs & Maintenance	\$5,000.00	\$5,000.00
161	V - MO3 Utilities	\$72,000.00	\$72,000.00
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	\$4,000.00	\$4,000.00
165	Equipment	_____	_____
	Other (List Below)		
166	_____	_____	_____
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	<b>Total Maintenance and Operation:</b>	<u>\$86,000.00</u>	<u>\$86,000.00</u>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
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	<b>Total Pupil Transportation:</b>	<u>_____</u>	<u>_____</u>

<b>Food Services:</b>			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 Child Nutrition Program	\$40,000.00	\$80,000.00
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	<b>Total Food Services:</b>	<u>\$40,000.00</u>	<u>\$80,000.00</u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
200	<b>Data Processing:</b>		
	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Data Services, Internet</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
202	V - DP2 _____		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials		
207	Equipment	<u>\$2,000.00</u>	
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	<b>Total Data Processing:</b>	<u><u>\$7,000.00</u></u>	<u><u>\$5,000.00</u></u>
	<b>Substitute Personnel:</b>		
214	Salaries and Benefits	<u>\$7,368.75</u>	<u>\$7,368.75</u>
	Purchased Services - List Vendors Below		
215	V - SB1 _____		
216	V - SB2 _____		
217	V - SB3 _____		
218	V - SB4 _____		
219	V - SB5 _____		
220	<b>Total Substitute Personnel:</b>	<u><u>\$7,368.75</u></u>	<u><u>\$7,368.75</u></u>
	<b>Facilities:</b>		
221	Lease/Purchase Contract for One Full Year	<u>\$158,400.00</u>	<u>\$158,400.00</u>
	Facility Upgrades - List Upgrades Below		
222	Furniture & Equipment	<u>\$2,000.00</u>	<u>\$2,000.00</u>
223	_____		
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	<u>\$5,000.00</u>	<u>\$5,000.00</u>
230	Content Insurance for One Full Year		
231	<b>Total Facilities:</b>	<u><u>\$165,400.00</u></u>	<u><u>\$165,400.00</u></u>

**Debt Expenditures:**

List Debts Below

2015-2016 Amount:

2016-2017 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____

**Total Debts:**

=====

**Other Expenditures:**

List Other Expenditures Below

235	Security	\$20,000.00	\$20,000.00
236	Insurance	\$10,000.00	\$10,000.00
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u>\$1,014,023.75</u>	<u>\$1,041,718.75</u>

**Net Revenue over Expenditures:**

\$2,026.65

\$17,906.75

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

# Attachment

14

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

Lessor(Owner): St. John Missionary Baptist Church

Lessee(Tenant): Rockbridge Montessori School

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 facility was newly renovated and currently unoccupied.

Address of Premises: 108 W. Roosevelt

Square Footage: 19,000 SQ FT

Terms of Lease: 5 years

Rental Amount: \$13,200/Month

Contingency: The terms of this agreement are contingent upon

Rockbridge Montessori School

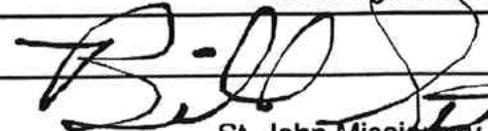
*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2015

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: Rockbridge Montessori School

By:  Date 7/15/2014

Lessor: St. John Missionary Baptist Church

By:  Date 7/15/2014

# Attachment

15

**2014 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.

  
\_\_\_\_\_  
*Signature of President of the Sponsoring Entity Board of Directors*

7/19/2014  
\_\_\_\_\_  
*Date*

Bill Simmons  
\_\_\_\_\_  
*Printed Name*

# Attachment

16

## Works Cited in this Application

- American School Counselor Association. (2014). Student-to-school-counselor ratio 2010-2011. In *American School Counselor Association*. Retrieved from [www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf](http://www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf)
- Eissler, Trevor. (2014). Montessori madness video. In *Montessori Madness*. Retrieved from [http://www.montessorimadness.com/Montessori\\_Madness!/Videos.html](http://www.montessorimadness.com/Montessori_Madness!/Videos.html)
- Farah, M. J., Noble, K.G., and Hurt, H. (2004). Poverty, privilege, and brain development: Empirical findings and ethical implications. In *Neuroethics* (2<sup>nd</sup> ed.). (19). Retrieved from <http://www.mekids.org/assets/files/poverty/povertyprivilegebraindevelopment208.pdf>
- Fidler, W. (2014). Montessori: A special education. In *National Autistic Society*. Retrieved from <http://www.autism.org.uk/working-with/education/educational-professionals-in-schools/resources-for-teachers/montessori-a-special-education.aspx>
- Hanks, W. (1991). Introduction. In J. Lave and E. Wenger, *Situated learning: Legitimate peripheral participation* (pp 13-24). New York: Cambridge University Press.
- Lillard, A. S. *Montessori: The science behind the genius*. Oxford: Oxford University Press.
- Montessori Compass. (2013). Montessori scope & sequence aligned to the common core state standards. In *Montessori Compass*. Retrieved from <http://montessoricompass.com/common-core>
- Montessori, M. (2003). *The discovery of the child* (10th ed.) Thiruvanniyur, Madras-41, India: Kalakshetra Press. (Original work published 1948)
- Montessori, M. (1966). *The secrets of childhood*. New York: Fides Publishers, Inc.
- Payne, R. K. (1996). *A framework for understanding poverty*. (4<sup>th</sup> ed.). Highlands, TX: aha! Process, Inc.
- Quade, L. G. (2012). Enhancement of executive function in the prepared environment. *Communications: Journal of the Association Montessori Internationale*, 2012, (1-2), 42-53.
- University of Arkansas. (2006) Policy brief 3: Alternative learning environments in Arkansas. In *Office for Education Policy*. Retrieved from [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww.uark.edu%2Fua%2Foep%2Fpolicy\\_briefs%2F2006%2F03.pdf&ei=HDe7U5X7HevT8gHO\\_oGYCQ&usq=AFQjCNENNLTOmkgqDjIn890svFWsUB5KIQ&bvm=bv.70138588,d.b2U](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww.uark.edu%2Fua%2Foep%2Fpolicy_briefs%2F2006%2F03.pdf&ei=HDe7U5X7HevT8gHO_oGYCQ&usq=AFQjCNENNLTOmkgqDjIn890svFWsUB5KIQ&bvm=bv.70138588,d.b2U)
- Toppo, G. (2008, December 7). Study: Poverty dramatically affects children's brains. *USA Today*. Retrieved from [http://usatoday30.usatoday.com/news/health/2008-12-07-childrens-brains\\_N.htm](http://usatoday30.usatoday.com/news/health/2008-12-07-childrens-brains_N.htm)
- Note:* All ESEA Reports for LRSD and individual schools were accessed from Arkansas Department of Education's "ADE Data Center." Website that accesses these reports: <https://adedata.arkansas.gov/arc/>

2014-2015 Application Cycle

# **2013 ESEA Information**

Rockbridge Montessori School

Little Rock, Arkansas

**District:** LITTLE ROCK SCHOOL DISTRICT    **Superintendent:** MORRIS HOLMES  
**School:** LITTLE ROCK SCHOOL DISTRICT    **Principal:**  
**LEA:** 6001000    **Grades:** K-12  
**Address:** 810 W. Markham ST.    **Enrollment:** 23594  
**Little Rock, AR 72201**    **Attendance (3 QTR AVG):** 95.58  
**Phone:** 501-447-1002    **Poverty Rate:** 71.86

**OVERALL SCHOOL STATUS:** **NEEDS IMPROVEMENT**

**PERCENT TESTED**

<b>PERCENT TESTED STATUS: ACHIEVING</b>						
	<b>LITERACY</b>			<b>MATHEMATICS</b>		
<b>ESEA Flexibility Indicators</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>
All Students	12103	12284	98.53	13597	13879	97.97
Targeted Achievement Gap Group	9050	9200	98.37	10273	10514	97.71
<b>ESEA Subgroups</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>	<b># Attempted</b>	<b># Expected</b>	<b>Percentage</b>
African American	8126	8262	98.35	9276	9506	97.58
Hispanic	1243	1264	98.34	1396	1419	98.38
White	2354	2375	99.12	2537	2565	98.91
Economically Disadvantaged	8557	8696	98.40	9749	9981	97.68
English Language Learners	1189	1209	98.35	1315	1336	98.43
Students with Disabilities	1477	1514	97.56	1561	1604	97.32

**STUDENT PERFORMANCE -- LITERACY**

<b>LITERACY STATUS: NEEDS IMPROVEMENT</b>										
	<b>STATUS PERFORMANCE -- LITERACY</b>					<b>GROWTH PERFORMANCE -- LITERACY</b>				
<b>ESEA Flexibility Indicators</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>
All Students	7740	11553	67.00	68.27	91.00	5367	7747	69.28	73.03	93.00
Targeted Achievement Gap Group	5117	8651	59.15	61.03	91.00	3816	6010	63.49	67.68	93.00
<b>Three Year Average Performance</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>
All Students	23406	35580	65.78	68.27	91.00	17023	24157	70.47	73.03	93.00
Targeted Achievement Gap Group	15467	26704	57.92	61.03	91.00	12038	18592	64.75	67.68	93.00
<b>ESEA Subgroups</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>
African American	4680	7751	60.38	61.78	91.00	3464	5417	63.95	68.18	93.00
Hispanic	719	1183	60.78	63.48	91.00	527	759	69.43	71.79	93.00
White	2030	2254	90.06	88.97	91.00	1213	1384	87.64	88.39	93.00
Economically Disadvantaged	4867	8188	59.44	60.93	91.00	3633	5747	63.22	67.63	93.00
English Language Learners	687	1148	59.84	62.18	91.00	527	739	71.31	72.35	93.00
Students with Disabilities	353	1420	24.86	35.06	91.00	280	887	31.57	42.38	93.00

**STUDENT PERFORMANCE -- MATHEMATICS**

<b>MATHEMATICS STATUS: NEEDS IMPROVEMENT</b>										
	<b>STATUS PERFORMANCE -- MATHEMATICS</b>					<b>GROWTH PERFORMANCE -- MATHEMATICS</b>				
<b>ESEA Flexibility Indicators</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>
All Students	7646	12941	59.08	67.59	92.00	3645	7748	47.04	63.35	81.00
Targeted Achievement Gap Group	5016	9784	51.27	61.14	92.00	2409	6011	40.08	57.20	81.00
<b>Three Year Average Performance</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>
All Students	24192	39915	60.61	67.59	92.00	12500	24172	51.71	63.35	81.00
Targeted Achievement Gap Group	15919	30133	52.83	61.14	92.00	8261	18607	44.40	57.20	81.00
<b>ESEA Subgroups</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>	<b># Achieved</b>	<b># Tested</b>	<b>Percentage</b>	<b>2013 AMO</b>	<b>90TH PCTL</b>
African American	4285	8717	49.16	60.22	92.00	2084	5418	38.46	56.43	81.00
Hispanic	797	1334	59.75	69.48	92.00	394	759	51.91	67.38	81.00
White	1968	2262	87.00	89.12	92.00	1034	1384	74.71	83.25	81.00
Economically Disadvantaged	4736	9292	50.97	60.91	92.00	2291	5747	39.86	57.08	81.00
English Language Learners	778	1266	61.45	70.45	92.00	399	739	53.99	67.84	81.00
Students with Disabilities	457	1501	30.45	42.49	92.00	156	888	17.57	34.57	81.00

**2012 SCHOOL GRADUATION RATE**

<b>GRADUATION RATE STATUS: ACHIEVING</b>					
	<b>2012 SCHOOL GRADUATION RATE</b>				
<b>ESEA Flexibility Indicators</b>	<b># Actual Graduates</b>	<b># Expected Graduates</b>	<b>Percentage</b>	<b>2012 AMO</b>	<b>90TH PCTL</b>
All Students	1342	1641	81.78	70.61	94.00
Targeted Achievement Gap Group	726	937	77.48	64.88	94.00
<b>Three Year Average Performance</b>	<b># Actual Graduates</b>	<b># Expected Graduates</b>	<b>Percentage</b>	<b>2012 AMO</b>	<b>90TH PCTL</b>
All Students	3943	5596	70.46	70.61	94.00
Targeted Achievement Gap Group	2027	3149	64.37	64.88	94.00
<b>ESEA Subgroups</b>	<b># Actual Graduates</b>	<b># Expected Graduates</b>	<b>Percentage</b>	<b>2012 AMO</b>	<b>90TH PCTL</b>
African American	868	1095	79.27	67.94	94.00
Hispanic	78	121	64.46	59.05	94.00
White	326	353	92.35	80.87	94.00
Economically Disadvantaged	687	885	77.63	65.11	94.00
English Language Learners	36	51	70.59	47.92	94.00
Students with Disabilities	122	154	79.22	66.77	94.00