

**RECEIVED**  
Arkansas Department of Education  
Charter and Home School Office  
Jul 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:**

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  
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**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://www.iste.org), 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://www.iste.org) 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;

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**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.

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 **public hearing ad.pdf**  
43K

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**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

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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)>

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

Thu, Jun 12, 2014 at 9:12 AM

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 Lightheart  
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

- 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

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- 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

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# 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. Pruitt 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.

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**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.

"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.

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# 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.”

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# 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

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# 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

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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	Brandon 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



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## CENTRO CRISTIANO HISPANO

1751 N. 56th Street  
Springdale, AR 72762

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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

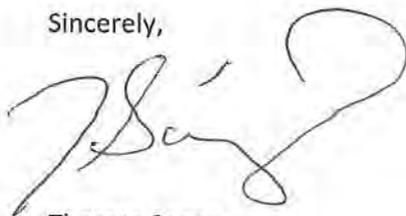
To Whom It May Concern,

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

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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

TIME	ACTIVITY
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

TIME	ACTIVITY
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
72 Fringe Benefits (rate used _____)		\$0.00
73 <b>Total Fiscal Services:</b>		\$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
80 Fringe Benefits (rate used _____)		\$0.00
81 <b>Total Maintenance and Operation:</b>		\$0.00

**Pupil Transportation:**

	2015-2016 No. FTEs	2016-2017 No. FTEs
82 List Positions		
83 Bus Driver	2	2
84	\$10,500.00	\$11,000.00
85		
86		
87 <b>Subtotal:</b>		\$21,000.00
88 Fringe Benefits (rate used 31%)		\$6,527.39
89 <b>Total Pupil Transportation:</b>		\$27,527.39

**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
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**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><u>\$893,097.40</u></u>	<u><u>\$1,339,487.60</u></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><u>\$346,937.00</u></u>	<u><u>\$203,885.00</u></u>
17	<b>TOTAL REVENUES:</b>	<u><u>\$1,240,034.40</u></u>	<u><u>\$1,543,372.60</u></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><u>\$107,392.54</u></u>	<u><u>\$109,098.78</u></u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<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:**

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2015-2016 Amount:      2016-2017 Amount:

Salaries and Benefits  
Purchased Services - List Vendors Below

\$0.00      \$0.00

V - ALE1 Waiver for ALE  
V - ALE2  
V - ALE3  
V - ALE4  
V - ALE5

Supplies and Materials  
Equipment  
Other (List Below)

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

\$0.00      \$0.00

**English Language Learner Program:**

Salaries and Benefits  
Purchased Services - List Vendors Below

\$49,811.48      \$50,466.89

V - ELL1  
V - ELL2  
V - ELL3  
V - ELL4  
V - ELL5

Supplies and Materials  
Equipment  
Other (List Below)

\$675.00      \$675.00

**Total English Language Learner Program:**

\$50,486.48      \$51,141.89

**Guidance Services:**

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

**Total Guidance Services:**

\$350.00      \$400.00

<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 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.

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*Signature of President of the Sponsoring Entity Board of Directors*

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*Date*

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*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

