



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application Open-Enrollment Public Charter School

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



Name of Proposed Charter School:

Rockbridge Montessori School

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

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

The proposed charter will be located in the Little Rock School District.

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

Name: William Simmons Position: School Board President State of Residence: AR

Name: Sherry Elmer Position: School Board Vice President State of Residence: AR

Name: Shirley Fendley Position: School Board Member at Large State of Residence: AR

Name: Sarah Gober Position: School Board Member at Large State of Residence: AR

Name: Kimber Barber-Fendley Position: Charter application writer State of Residence: AR

Name: Shannon Nuckols Position: AMI accredited Montessori State of Residence: AR

Name: _____ Position: _____ State of Residence: _____

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

23,676 (Total District Enrollment)

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

Little Rock School District North Little Rock School District Pulaski County School District

Benton School District Bryant School District _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

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

Applicant Response:

The key programmatic feature that Rockbridge Montessori School will offer is Montessori education. The simplest way to understand Montessori education is to start with an image of a child. Let us think of a second grade girl this time. This child has great potential, and yet she also has great need. This child's needs are academic and intellectual, but she also has emotional, physical, social, and what Montessorians call "cosmic" needs. But one of her greatest needs is for the adults in her life to understand her needs and to create an environment for her in which she can enable herself to learn, grow, and thrive.

Montessori education is a perfect pairing of a child's needs to an educational environment that anticipates and meets the needs of the whole child. This deep understanding of children's needs is the distinguishing characteristic of Montessori education and affects every programmatic aspect. Every part of the Montessori Method responds to, serves, and fulfills a deep-seated need of the child.

And what do children need? Part of this application seeks to explain children's needs and how Montessori meets each need in unique ways. Therefore we will be discussing features like prepared environments, three hour work cycles, multi-age classrooms, educational materials, small group presentations, and student choice. But part of this application seeks to communicate our heart, which can be seen in this application as we seek to communicate and to explain Montessori education and its profound effect it has on children. Our desire is to serve Arkansas children through the Montessori Method because we live in Arkansas too. Every member of the school board and every founding member knows Arkansas as their home. We live here. We work here. Some of us even teach here. We want the best for our children here in our state, in our hometown. This application will show how we will do it.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

Our Town Meeting was held on July 15, 2014 from 6:30-8:00 pm in the Fellowship Hall of St. John Baptist Church. The leaders and members of St. John, the owners of our school's proposed facility, allowed us to use their fellowship hall for free, saying that, "This school is something we want to support." In this way and in many others, we found that the initial support for the school was established and was quickly growing.

Support for School in Announcing the Town Meeting

A local campaign was made during the two weeks prior to the Town Meeting. We made 400 brochures and 250 flyers announcing the Town Meeting, which were distributed during this time. We first targeted the support of the local businesses and organizations where our school's location would be. We spoke with people from the Hillary Clinton Library, the Arc, the Dream Center, two private preschools, two homeless shelters, and many local businesses. All of them were receptive and excited at the prospect of a new public charter school in their neighborhood. All of them asked for more than the one brochure and flier that was first offered, as they wanted to post these in their establishments as well as have them available to pass out to their patrons. The general consensus was expressed by one of the businessmen when he said, "Welcome to the neighborhood."

We also promoted the Town Meeting and the school through technology and social media. Many of us sent personal invitations through email and posted the announcement of the Town Meeting to our personal Facebook pages. When Rockbridge posted the announcement of the Town Meeting on the school's Facebook, overnight we got forty-six "likes." We had similar results when we posted our new brochure on our Rockbridge page as well as our personal Facebook pages. One unanticipated Facebook "like" came from Trevor Eissler, the national Montessori advocate and author of "Montessori Madness," the "321 Fast Draw" YouTube video that explains his understanding of Montessori education in six minutes (http://www.montessorimadness.com/Montessori_Madness!/Videos.html).

Support for School at the Town Meeting

When our Town Meeting began, we welcomed and thanked our forty-five guests for their interest in our school. We decided early on that our Town Meeting should give our guests a small taste of what Montessori education was like. So after we had a whole group presentation in which our AMI Montessori teacher explained her personal discovery of the Montessori Method and how Montessori education works for children, our meeting broke into a series of small group, hands-on lessons using actual Montessori materials that are used in a Montessori classroom. We presented three different lessons (two in math, one in grammar) several times in a row so our guests could move freely about the space and receive each lesson when they were ready, which is similar to how children move and learn in a Montessori classroom. We invited our guests to touch the materials and play the role of the child, so they could see for themselves why children are attracted to Montessori materials and the academic concepts that are inherent in them.

Our guests were particularly impressed with a multiplication lesson given by a Montessori "alumni" who had recently finished 8th grade in a Montessori school, the highest grade that Montessori has currently available in central Arkansas. Many of them spoke of her knowledge as well as poise, which gave them a small example of how a Montessori child grows in intelligence as well as in self-confidence.

Because the second part of the Town Meeting allowed our guests to move about freely and talk with us as they needed, we got a sense of the initial support that the school already has.

Our guests at the Town Meeting gave us many words of encouragement and support. Four different families actually thanked us for our work toward starting this school. Three others said in their own ways that they knew that "This is going to be big!" Parents were particularly excited at the hands-on learning approach that is essential to the Montessori Method. One woman told us that she wished that this Montessori school was available when her sons were in elementary. She spoke of one of her sons that was "a mess, always getting in trouble for not being still." She said, "This would have been perfect for him."

We also got to welcome two families that said they already had their children enrolled in private Montessori schools, and they wanted to sign up their children that night for our public Montessori school. We were pleased with their enthusiasm, yet we know that we are primarily seeking low SES families that could never afford private education. Although these families do not represent our targeted school population, we were encouraged to know that families who already know the quality of education that Montessori offers were eager to join a public school; thus we saw that these families were seeking a quality education, not a private education. Based on the private conversations we had with them, we came to the understanding that these families were also seeking the financial relief that comes with public education.

Although our Town Meeting was primarily for prospective parents, we also welcomed three Montessori teachers that came on their own. At the end of the Meeting, two of them said they would like to work for our school. One even came with a prepared resume. We welcomed other educators as well; most were from the Little Rock School District. They had heard by word of mouth about our school's offering of Montessori education and were interested seeing the differences between Montessori and the traditional education offered at their schools. These teachers were the ones who lingered over the lessons given with the Montessori materials, as they were examining them from an educator's perspective. They laughed and smiled when a presenter showed them a math work. One teacher said, "It's like a magic trick."

Support for our school also came from unexpected people. For example, our realtor, who came strictly on her client's behalf, mentioned to us after the Town Meeting that she was now really excited about the school. "I'm super excited about this project and want to do everything I can to help you guys." Our realtor had always been helpful and professional, but never before did she recognize that her work toward our lease was a small part of something unique for Arkansas children. The Town Meeting made her not just our realtor, but our advocate.

Support for the school is continuing as more families are learning about Rockbridge. One of our founders passed a brochure to a parent with a three year old daughter who is already looking into kindergarten. She read it and then said, "So I guess she'll be signing up for the lottery in 2016." We certainly hope she will.

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

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

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

Applicant Response:

School Board. The primary governing body of Rockbridge Montessori School will be its school board. The board will be the final decision-making authority for the school in terms of its finances and purchasing, its hiring and firing of staff and/or School Director, and for any long term suspension/expulsion decisions. In decision-making, the school board shall hold the needs of the children as significant, determining factors in all decisions and voting matters. As each member represents the many adults that are invested in the lives of the children, all board members have a duty to vote on all matters coming before the board, unless there is a legitimate reason why a member should not vote.

Special consideration for hiring/firing of School Director and/or Curriculum Director. When the School Board votes on the hiring/firing of the School Director and/or Curriculum Director, any currently hired Director is allowed to vote along the School Board. This will ensure that the Directors have a say in the leadership of the school and in their primary collaborator in educational leadership. The conflict of interest policy, as outlined in the conflict of interest section in this application, applies to the ability of Directors to vote on hiring/firing, as it does to any vote made by any governing body or committee of Rockbridge.

Composition. The school board will consist of seven members. They are as follows:

- *President* (three year term), calls and presides over board meetings, sets short and long term goals along with the School Director and/or Curriculum Director to assure the vision of Montessori education is achieved at Rockbridge.
- *Vice President* (three year term), assumes duties of President in his or her absence and fulfills other duties, as assigned.
- *Secretary* (two year term), records board meeting minutes and handles all written communication for school board.

Note: If additional help is needed for written communications, the Secretary may choose a Clerk to record of the board meeting minutes and other writing duties, as assigned. The Clerk is a not a board member, does not have voting rights, and reports to the Secretary. If Secretary is absence during board meeting, Clerk will record minutes but still will not serve as board member.

- *Treasurer* (two year term), responsible for all matters involving the finances of the school, such as the

recording of receipts, disbursements, and source for all the school's funds.

- *Member at Large* (one year term) - represents faculty, aides, and other staff, fulfills assigned duties that do not fall under the scope of other board positions.
- *Member at Large* (one year term) - represents our community leaders and volunteers, acts as liaison to property-owner of school building, fulfills assigned duties that do not fall under the scope of other board positions.
- *Parent Representative* (one year term), from the PTSA (Parent Teacher Student Association), gives voice to the concerns and ideas of the parents of the school.

The composition of the school board has been purposefully created to offer an important role and position to those who are willing to serve in the leadership and in the decision-making for the school. Three out of the seven school board members, the two Members At Large and the Parent Representative, represent important groups that reassures the overall success of our school and therefore need a voice at board meetings. We anticipate that these board positions will be filled by a member of each group who will arise as a leader and will choose to serve. Also the Parent Representative is selected/elected through whatever means is determined by the PTSA, and therefore this position on the school board creates an accountability to the parents/guardians in that their concerns will be fully communicated and addressed because their representative serves on the governing board.

Selection process. Because Montessori education is not well-known in Arkansas' public sector at this time, we seek members of the school board that can communicate their understanding of Montessori education to the public. Thus only school board members, the ones who deeply understand Montessori, will be allowed to nominate new board members. After nominations, the school board will ratify each nomination by a two-thirds vote. Board member ratification will be the only time when board members may use secret ballots to cast their votes. All board members serve the terms listed above with the option of serving consecutive terms, if ratified by board. Board members may be exited at the end of their term through a vote of no confidence. The only exception to this selection/ratification process will be the Parent Representative. The PTSA will determine their own means of selecting/electing their Parent Representative.

Special consideration for student discipline. Although the school board will have final say on any long term suspension or expulsion of a child, their decision will be based upon the recommendations made by the School Director and/or Curriculum Director and will only be made as a last resort, when all other efforts have been exhausted. It is our desire at Rockbridge Montessori to teach and model our high expectations for academics as well as behavior, and we believe Montessori education has within its curriculum the means by which a child who is not yet peaceful may discover a way to live in community with his or her members of the school. Thus part of our work as the adults of Rockbridge is to find the means and the patience to help each child transition and then thrive at Rockbridge Montessori.

The child's teacher and aide will be pivotal in helping the child learn new ways to show appropriate behavior. They will serve as first-response to any and all minor infractions, attempting to resolve any and all disruptions to the Montessori classroom by employing the Montessori Method (see the process of normalization in the educational need section and see a definition of grace and courtesy in the innovations section). They might contact a child's parent/guardian in order to work together with the parent in seeking a solution. If a child's inappropriate behavior escalates or causes major, constant, and/or consistent disruptions to the classroom environment, the School Director will work with the child's parent/guardian to devise a course of action and, if deemed necessary, to determine any/all disciplinary actions. Corrections to a child's inappropriate behavior will take into consideration what is best for the child and the appropriate measure that will help the child find and maintain within him/herself self-peace and appropriate classroom behaviors.

Parent Teacher Student Association (PTSA). The PTSA's primary duties will be fundraising, promotion and organization of school events and activities, support to teachers through materials making, and general advocacy of Rockbridge Montessori School, its children, parents, faculty, administration, and school board. It will be a self-organizing, self-funded organization which will determine its organizational structure, its membership dues or other ways of raising funds, and its electing/selecting its leaders.

Any child, parent, teacher, staff member, administrator, community member, volunteer or other advocating adult can become a member of the PTSA. The members of the school board are the only exception to the PTSA's open membership; they cannot be members while currently serving on the board even if they qualify for membership by some other means (as parents, etc.). Membership fees will be determined by the PTSA. Child membership will not be denied to any child at Rockbridge; child membership fees will be set at a lower cost than adult membership.

Parent Advisory Council. Since the PTSA will operate independently yet in support of Rockbridge Montessori's school board and faculty, the PTSA will be a liaison with the school board through its Parent Advisory Council (PAC), which will serve as the primary method of communicating the needs and desires of the PTSA and its members to the school board. The school board will work with the PTSA through its PAC, with the Parent Representative serving as its leader/primary member. The school board will answer all communications with the PTSA and the parents of Rockbridge Montessori through PAC; they will draft formal responses to all matters brought to them through PAC, and PAC will be responsible for disseminating the responses of the school board to its council members and to the members of the PTSA.

Special consideration for children's involvement in the PTSA and in the leadership of their own school. All founders of Rockbridge Montessori School have a vested interest in serving children and fulfilling their academic as well as social needs. We see one of these needs as the need to have a small but important voice in matters that affect them, their class, and their school and to take their voice in these matters seriously. In our work to create and then successfully run a children's school, we will adopt a position of listening to the children we are serving, and therefore we are allowing and encouraging the children of Rockbridge to join and maintain active membership in the PTSA.

We also acknowledge that children need guidance and unique considerations for them to understand and to participate in an organization which primarily consists of adults. Since we will add grades to our school, we also acknowledge that a child's membership privileges should grow as the child grows and matures. Therefore student membership will contain the follow privileges, according to the age of the child:

- *Kindergarten -- third grade*, the youngest members can communicate matters that concern them by speaking to their parents/guardians that are members of the PTSA. A child may attend a PTSA meeting or event if his/her parent/guardian is present and if s/he is not disruptive. A child at this age does not have voting privileges.
- *Fourth grade - sixth grade*, our upper elementary children can communicate matters that concern them by speaking to their parents/guardians that are members of the PTSA or another member/leader of the PTSA. If a formal request or response is drafted by the PTSA to be submitted to the school board, children can official show their support of the draft by signing their name in support, if their parent/guardian permits them. In these cases, the PTSA will create the draft or an addendum to the draft that explains the contents in child-accessible language. Like their younger counterparts, a child at this age does not have voting privileges but still may attend a PTSA meeting or event if his/her parent is present and if s/he is not disruptive.
- *Seventh grade - eighth grade*, members of our adolescent community can function as full and adult members of the PTSA while still benefiting from child membership dues. They can establish the ways in which they will communicate to the adults in the PTSA. They can write their own drafts, can support a draft, can express their ideas in a PTSA meeting, and can have full voting privileges when they are active members in good standing and with parental consent.

Benefits to children involved in the PTSA. We encourage children to become active members in the PTSA because we see potential benefits to the children as they are involved in real-life organization that address issues that matters to them as well as the adults in their lives. The PTSA will be home to a safe, protective environment where the matters of children will be taken seriously. Because of this, children can have a positive experience that might aid in their initiation toward community involvement and has the potential to become a model for later peaceful and active roles in citizenship.

Further, we see our future adolescent community as receiving tremendous academic benefits in terms of having an opportunity for our emerging writers to use their written communication skills in a real-life situation. When our

adolescents write their concerns, ideas, or other matters to the adults in the school, they will be performing a real-life act of writing in which they must consider the needs of their real audience and draft and revise their text for the audience's need. They will have intrinsic motivation to write because these topics will be of true concern to them, and their need to be persuasive or informative will guide their writing process. If the PTSA or school board chooses to respond to them formally in writing, the children will again have a real-life example of a text in which they must read to comprehend, respond, and act.

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

Applicant Response:

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

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

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

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Little Rock School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	67	59.08	75.4
Targeted Achievement Gap Group	59.15	51.27	70.3
African American	60.38	49.16	73.8
Hispanic	60.78	59.75	66.9
White/Caucasian	90.06	87.00	83.3
Economically Disadvantaged	59.44	50.97	69.6
English Language Learners/ Limited English Proficient	59.54	61.45	68.3
Students with Disabilities	24.86	30.45	72.6

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Rockefeller Incentive Elementary School	
Grade Levels	P-05	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	54.78	50.43
Targeted Achievement Gap Group	52.29	47.71
African American	54.63	49.07
Hispanic	not applicable	not applicable
White/Caucasian	not applicable	not applicable
Economically Disadvantaged	52.83	46.23
English Language Learners/ Limited English Proficient	not applicable	not applicable
Students with Disabilities	8.33	16.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Pulaski Heights Middle School	
Grade Levels	06-08	
Campus Status	Needs Improvement - Focus	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	81.23	74.11
Targeted Achievement Gap Group	64.57	52.12
African American	68.63	53.02
Hispanic	76.92	57.14
White/Caucasian	93.79	91.93
Economically Disadvantaged	65.26	52.55
English Language Learners/ Limited English Proficient	80.00	91.67
Students with Disabilities	30.26	25.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Little Rock School District		
Campus Name	Central High School		
Grade Levels	09-12		
Campus Status	Needs Improvement - Focus		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	75.42	71.05	91.01
Targeted Achievement Gap Group	55.20	60.39	86.13
African American	58.33	60.91	87.72
Hispanic	65.22	73.17	80.00
White/Caucasian	97.12	92.83	94.83
Economically Disadvantaged	55.34	59.84	85.40
English Language Learners/ Limited English Proficient	75.00	61.54	not applicable
Students with Disabilities	16.98	51.11	93.02

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

Applicant Response:

We at Rockbridge see a great need for a different kind of education in Little Rock, one that can particularly address the educational needs of children in poverty. Although poverty is often tied to multiple TAGG groups, we want to limit our discussion of the Campus Data we submit to poverty rates and test scores of economically disadvantaged students, for these are the outcomes that we want to impact as we begin to address the issues raised by how poverty affects the academic learning of the children we wish to serve.

The 2013 ESEA report for Washington Magnet Elementary School, two and a half blocks away (.2 miles) away from our proposed location, begins to tell the story of educational need. We did not choose this elementary school for the Elementary School Campus Data chart in our application because it is a magnet school, drawing LRSD students district-wide rather than in just its surrounding neighborhood, but it does attract students locally as well. Washington Magnet reports a poverty rate of one hundred percent with its economically disadvantaged students scoring in “achieving/advanced” in literacy 66.45% and 55.92% in math. Thus one out of every three students in poverty at this school is not reading on grade-level, and about one out of two students in poverty are not understanding math enough to pass a grade-level skills test.

What is more telling is the 2013 ESEA report for the elementary school closest to our proposed location, Rockefeller Incentive Elementary School, four driving minutes away from us (1.1 miles), drawing children from the local neighborhoods. Rockefeller reports a poverty rate of 89.64% and reports only 52.83% “achieving/advanced” in literacy and 46.23% in math from its economically disadvantaged students. Thus roughly half of economically disadvantaged children in the neighborhoods where our school would be are failing their standardized tests.

From the ESEA reports of the closest middle school and high school, we can see that overall scores are higher and poverty rates are lower than these nearby elementary schools. Forest Heights Middle School and Central High School report overall literacy and math percentage scores from 71.05 - 81.23 percent, and this might be due to their reported lower poverty rates, of 43.72% and 42.17% respectively. Thus it seems poverty rates somehow correlates to results in the test scores reported from these schools. The lower the poverty rate, the higher the

tests score.

However these schools' overall test scores are not being replicated with their economically disadvantaged students. Take as an example the math scores at Forest Heights. Overall 74.11 percent of the students scored "achieving/advanced." Yet their economically disadvantaged students did not fare as well, with only 52.55 percent of these students scoring the same. This is a difference of 21.56 percent. Thus even in schools that are doing better overall, they still are not meeting the academic needs of all of their economically disadvantaged students.

Clearly there is something about the additional element of poverty that makes learning a greater struggle. The research we cite below comes from experts that give insight to a cognitive process called "executive function." What Farah et al., (2004) in "Poverty, Privilege, and Brain Development: Empirical Findings and Ethical Implications" as well as other researchers are finding out is that poverty and its many aspects affect brain development in children. They say that an "association exists between SES (social-economic status) and the development of specific neurocognitive systems, namely...executive function" (p. 15). Larry Quade (2012) in "Enhancement of Executive Function in the Prepared Environment" explains that executive function is the ability to think before reacting, to come up with alternative solutions, to see connections between seemingly divergent things, and to create physical order in the environment (p. 44-45), and it is executive function that enables student learning. He says that stress, and poverty is a stressful environment, is "inimical to prefrontal cortex function" (p. 45). The prefrontal cortex is the part of the brain that controls executive function, therefore a child's self-control through executive functioning (p. 45). If a child cannot control him or herself, the concentration that academic learning requires becomes unavailable to the child.

In *A Framework for Understanding Poverty*, Ruby Payne (1996) reports how cognitive issues created in poverty affects children's ability to learn in school. Payne says low-income children struggle because of "impaired observations of constancies" (p.92) that hinder their ability to "hold an object inside the head and keep the memory of the object constant" (p. 92). She notes low-income children's "impaired spatial orientation" which hinders their ability to "orient objects, people, etc. in space...they neither have the vocabulary nor the concepts for spatial orientation" (p. 93). These impairments are a result of an impairment of executive function, a direct result of poverty.

Payne (1996) wrote about the need for the direct teaching of cognitive strategies to children in poverty. Although she never discusses which methods of instruction should be used for these strategies, we see the Montessori Method as a method of instruction that already incorporates the teaching of cognitive strategies in the structure of the morning's work cycle and specifically in the educational materials. We do not have time to discuss all of the strategies she suggests, but we want to give an example of how specific Montessori materials can respond to the cognitive needs of children in poverty.

One of Payne's (1996) cognitive strategies that must be taught directly to children in poverty is time organization. Payne explains, "Orient data in time is the strategy of assigning abstract values to time and the measurement of time. This strategy for identifying cause and effect, for determining sequence, and for predicting consequences" (p. 96). Montessori's timelines take the whirlwind of cosmic and human experience and organizes them into time periods and sequences. For example, the Timeline of Life takes the entirety of evolutionary history and organizes and categorizes it into the different time periods, each replete with pictorial representations of the animal life present on earth at the time. Further, the Great Stories tell the stories of how earth and its life developed, how humans developed, and how they acquired their great accomplishments in writing and numerals. Thus the child is oriented into the abstract ideas of how the world came into being and how humans came to understand their world through timelines and stories that take these enormous concepts and puts them in a sequential, timely order.

Quade (2012) takes a more direct approach, arguing that the Montessori Method enhances the many levels of executive function because it enables children to learn alternative strategies. He claims that a Montessori environment alleviates stress and gives children a sense of belonging which is a peaceful aid to the development of executive function. For example, through choice-making of the prepared environment, in which only one copy of each work is available, the child becomes normalized, and normalization is a "higher state of functioning than average," and "it might be said that normalization itself is a measure of the development of executive function" (p. 48). This works because with only one copy of each work, the child must practice "inhibitory control" in being

patient for the work to be available (p. 48).

Payne and Quade both see that the effects of poverty are reversible, and educators of all kinds are starting to understand this promising finding. In *USA Today*, Greg Toppo (2008) reports a study that claims that brain development in children of low income is comparable to the damage of a stroke, but one that can heal. He summarizes the findings, "Such deficiencies [because of poverty] are reversible through intensive intervention such as focused lessons and games that encourage children to think out loud or use executive function." (para. 3). Children in poverty are not academically doomed because they are poor, but they need unique help in their educational work. Montessori is a way, we believe the best way, to create an environment for intervention.

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

Applicant Response:

We also see there is a need for Rockbridge Montessori School when we consider our commitment to the development of the whole child. Our mission statement recognizes the significant responsibility involved in developing the emotional, social, as well as cognitive aspects of children. Our mission is to "serve and nurture a developing child's mind [and] emotions," and to "practice peaceful social development" is, frankly, a higher promise we give to parents than simply reassuring them that their children's academics will be proficient. Traditional education's emphasis on the academic progress of students leaves little room for direct curricular instruction and modeling that might lead children toward the work of their own emotional and social development. And it is children in poverty who particularly need assistance in developing these resources, as they often lack a deep well in which to draw.

Again we return to Ruby Payne's (1996) *A Framework for Understanding Poverty* because she emphasizes the importance of social and emotional resources for families in poverty. She considers emotional resources to be the most significant resource since, "Emotional resources provide the stamina to withstand difficult and uncomfortable situations and feelings. Emotional resources allows you to not engage in destructive behaviors - to others or yourself" (p.9). She further emphasizes a person's need for social resources. In fact, of the nine resources she says people in poverty often go without, four of these have to do with social resources: support systems, relationships/role models, knowledge of hidden [social] rules, and language/formal register [in different social settings] (p.8). Showing children the ways in which they can draw upon these social resources, the ones they have and the ones that can be nurtured, is crucial to a child's overall development.

Further, not only do children benefit from direction and modeling in peaceful social development and emotional resources, development in these areas also connects to cognitive development. William Hanks (1991) argues that learning cannot be seen anymore as "what kind of cognitive processes and conceptual structures are involved" (p14). But rather Hanks sees learning as an inherent part of what he calls "social engagement." He says "Learners...are engaged both in the contexts of their learning and in the broader social world within these contexts are produced. Without this engagement, there is no learning, and *where the proper engagement is sustained, learning will occur*" (p. 24, italics added). Because learning happens in a social context, the social development of the child is crucial in the cognitive development of the child.

Montessori see social and emotional development of the child as just as essential as their cognitive development because their ability to activate their acquired social and emotional resources influence the ways they learn. A Montessori classroom becomes the "context" where children receive "social engagement" and thereby develop what Montessorians refer to as a "peace," particularly a "self-peace," that aids them in their own emotional resilience, social interactions with peers, and in their cognitive learning. Children who are not yet peaceful particularly benefit from this aspect of Montessori education, whether their lack of self-peace results in disruptions in the classroom or timidity in their learning and social interactions.

When we speak of self-peace, we are talking about a peace, a calming, an ability to focus and think, a quiet confidence inside the child that is so strong that the child is able to speak and act in kindness to others. Thus a self-peace is an emotional resource that aids in the growth of social resources. This type of peace does not

happen because the teacher knows a quick, fancy trick, or a school has adopted a new discipline policy. It is actually earned slowly by each child as he or she learns how to become peaceful and find the natural rewards that come with a mind and body quiet enough to think and reason.

The process of finding this self-peace starts with what Montessorians call “normalization,” a word that frankly sounds a bit awkward to our modern ears. Yet “normalization” is the term originally coined by Dr. Montessori in her book *The Secret of Childhood*, and it is an important part of her Method. Normalization occurs when a child who is not yet peaceful first enters the Montessori environment and is introduced to a material that requires a collaboration between the child's fine motor skills and the child's mental processing. Let us think of a first grade boy this time, a boy who is often distracted, and because of this, often disruptive. To complete the task at hand, he must concentrate on the task, for usually longer than he is used to. By repeating this task and doing others like it, he develops a deep concentration that gives him intrinsic satisfaction with the job done well and completely. The teacher continues to provide him with lessons that contain systematic patterns of increasingly rigorous academic tasks, all of which still have a sensorial or motor skill element to each. There is a quieting of his body and mind, so that he develops deep concentration which he can sustain for longer and longer periods of time, time in which he can think. When the child can deeply concentrate on a task, he is “normalized,” and the negative behaviors that arise from a distracted mind disappear because his attention is drawn to the academic task in which he is engaged.

As he gains confidence in his abilities through these works, he is able to see his normalized peers as those who also have deep concentration and skills that can be helpful to him. When seeking to solve a problem that his thinking alone cannot do, he asks for help from his peers, and he must do it in a kindly spoken and acted way so that he can receive. In their helpfulness, there arises an appreciation for his peers and therefore peaceful acts between them. Thus he now has the emotional resources available to him to access social resources, which aids him in his cognitive development.

Another consideration, Montessori education is a unique choice for Central Arkansas parents

One of the purposes of charter schools is to offer public school parents, regardless of their social and economic status, different choices of education for their children. Rockbridge Montessori fulfills this educational need by offering a different and unique educational choice that is currently unavailable in the public sector of central Arkansas. In fact, our charter school would be the *only* free and public Montessori school in central Arkansas. The fact that Montessori is not offered as a public school choice is not due to the lack of support for Montessori education here. In fact, during our Town Meeting, we had Montessori parents attend and express their interest in a free and public Montessori school. Their sentiments are expressed well in an email sent by another Montessori parent to Rockbridge:

“I just found out about Rockbridge Montessori Public Charter School and offer my full support for your efforts. My two children currently attend pre-school and pre-K at a local private Montessori school. We love it there. Our children are thriving in the Montessori environment, but we cannot afford the tuition into perpetuity. Thank you for working to bring a free public Montessori school to Little Rock. We want our daughter to be in the charter kindergarten class in the fall of 2015. Please let me know if there is anything I can do to support your efforts before the ADE.”

Clearly the cost for private education makes it difficult for Arkansas families to have their children continuously enrolled in private Montessori schools. We want Montessori to be a viable choice for central Arkansas families; creating a Montessori school makes this possible.

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

Applicant Response:

When one thinks of the word “innovation,” one often associates this word with the idea of new, of novel, of the

latest trend. But the innovations of Montessori education are not new at all, rather Dr. Maria Montessori created her research-based curriculum over one hundred years ago. Her curriculum is a result of direct observation of the child and the discovery and deep understanding of what a child needs to thrive. She reported most of her Method in *The Discovery of the Child*. Because the Montessori Method recreates the school classroom experience for each and every child, we want to show the innovations and differences of Montessori education, as it is experienced by the children who practice it.

Meaningful work for children. Every school day is composed of meaningful work that the child sees as engaging, interesting, and worthy of doing. Each task is a work that is chosen by the child; each work allows the child to work until he or she feel satisfied with the work accomplished.

Children's work choice. The reason why Montessori education can claim it holds meaningful work for the child is because the child is allowed choice in the works he or she chooses. Through a teacher's guidance, children choose the work they will do each day. Because the children are allowed choice, their will is involved; their motivation is naturally engaged. When a child wants to do it, the child will work until mastery and therefore the skill or content in the work goes into the child's long term memory, into the deep cognition of learning.

The children's multi-age classroom. Traditionally every Montessori classroom keeps the same children for three consecutive years. The primary classroom usually contains children three years old through kindergarten, and the early elementary classroom has children in first through third grades. Since Rockbridge will begin as an elementary school only, its primary classroom will serve just kindergarteners, yet we will have a full early elementary classroom. We will grow into our upper elementary classroom, starting with fourth and fifth grade, adding sixth grade, and eventually filling our adolescent community with seventh and eighth graders. Through multi-age classrooms, both the older child and the younger child receive benefits from one another. The younger child receives the peer assistance and leadership from the older child. The older child, accustomed to correct behavior and work expectations, becomes a model to emulate, and thus the older child receives the practice of leadership skills. Older children become natural leaders because they have practiced with the younger child's materials until mastery and thus can show a younger friend how to work. Thus younger children see older children practicing works they cannot yet do themselves, yet now they eagerly await for these lessons so they now can choose these works for themselves.

The prepared environment for children's work. The prepared environment is the Montessori classroom which is purposely and meticulously prepared by the teacher for the children and their work. Rather than rows of student desks all facing the front of the classroom, the teacher prepares and arranges the classrooms' tables, chairs, shelves, educational materials, storage, walking spaces, gathering spaces, and even the works of art to fit the physical, social, and academic needs of the children.

Hands-on educational materials for children. Montessori education is known for its hands-on materials to make abstract concepts concrete and tangible to the child. This means that children must *do something* to complete these works, such as manipulate or move parts of the work or engage in another multi-sensory task. Montessori does not use worksheet, textbooks, or lecture, rather the teacher presents lessons with these materials, and the children learn from them. These materials are diverse in nature, covering the full curriculum in mathematics, literacy (reading, phonics, writing, grammar, research, poetry), the sciences (biology, zoology, botany, chemistry, and evolutionary science), and history (ancient civilizations and world history).

Each work holds certain characteristics that are consistent across all Montessori materials: the materials are attractive, inviting, and they spark the children's curiosity. They are orderly, organized, reinforcing a child's sense of order. They isolate one academic topic or skill so that children can focus on it alone. Materials teach one topic or skill at a time, and therefore they build on each other. Or they add one more element to a greater academic topic or skill, and therefore they add to the children's ever-growing body of knowledge. If the children err in the process, the materials are designed to make the error apparent, so children can self-correct to complete the work. By deeply understanding and internalizing the abstract concepts presented in the materials, children easily transfer what they have learned to standardized tests or other performance-based assessments.

Children's grace and courtesy. Montessori children are known for the way they show simple respect and kindness to others in their actions and words. Lessons in grace and courtesy are in fact a hallmark of Montessori education. Students are given lessons, presented and modeled by the teacher, in correct behavior, in respect for

one another, and in how to treat the environment. Grace and courtesy emerges in numerous and sometimes unexpected ways. After these lessons, children care for, clean, and sometimes even repair the materials in the classroom. They share dinner conversation with peers at their tables as they eat lunch with a complete table setting. They encourage one another in groups as they solve problems or approach a big project together. Grace and courtesy brings about self-peace within the child that is central to deep concentration which is required for intensive study.

Children's need for movement. In Montessori education, bodily movement is acknowledged as a real and significant need for young, growing bodies as well as a child's way of processing knowledge and learning. Instead of students sitting still in desks for instructional time, children are encouraged to move while they work. In fact the educational materials are designed to be hands on, requiring children to move objects to solve problems and to progress in the working task. In the process of doing, of moving, learning takes place. Further, students are encouraged to work in whatever posture makes work comfortable for them; some students choose to work on the floor on a thick rug, some on child-size table, and others stand while working.

Individualized curriculum for each child. Since an AMI Montessori teacher can present every lesson from first through sixth grade, the teacher can match lessons with the child when the child is ready to receive them, rather than working through the academic content of one grade level at a time. AMI teachers observe their children, learn their academic needs, and match work that fits their needs so the children may gain satisfaction with the work they complete. The teacher advances lessons as the child advances, so the child is allowed to progress on his or her own level. This individualized curriculum is helpful for special education students or for those who need remediation. This can be a part of the child's work in the classroom, without being "pulled out" and losing instructional time. Similarly gifted and talented or other accelerated students can receive lessons past their grade level and can concentrate their studies on their special interests.

The cosmic task in every child. Because of the individualized curriculum, the teacher knows each child and is able to guide him or her to studies that interest him or her that brings them to what Montessorians call the child's "cosmic task," each child's unique, positive contribution to society. In Montessori education, each child is seen as having something that the world needs that they can contribute to make the world better and more humane. The Montessori classroom serves as a microcosm of greater society, where children practice making contributions to the community and learning about how others have contributed before them. Montessori education encourages children to find their voice, seek their purpose, develop their skills, and ultimately give back through the gifts, skills, and talents they develop.

On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Children will increase mastery by 2% in literacy.	Montessori Compass	Increase mastery by 2% point per semester	School will maintain the data per child but will report aggregate grade level performance annually
Children will increase mastery by 2% in mathematics.	Montessori Compass	Increase mastery by 2% point per semester	School will maintain the data per child but will report aggregate grade level performance annually
40% of entering children will meet 100% of their literary growth goal.	Northwest Education Association (NWEA) measure of academic progress	40% of entering children	Annually
40% of entering children will meet 100% of their literary growth goal.	Northwest Education Association (NWEA) measure of academic progress	40% of entering children	Annually
Children will perform 5% higher than the combined literacy scores of LRSD, NLRSD, & PCSSD.	PAARC or next generation assessment instrument approved by ADE	5% higher than combined literacy scores of surrounding districts, LRSD, NLRSD, and PCSSD.	Annually, not publicly reporting until third year
Children will perform 5% higher than the combined literacy scores of LRSD, NLRSD, & PCSSD.	PAARC or next generation assessment instrument approved by ADE	5% higher than combined mathematics scores of surrounding districts, LRSD, NLRSD, and PCSSD.	Annually, not publicly reporting until third year
Children will have joyful learning experiences, and parents will have overall school satisfaction.	Child and parent surveys, aggregate scores	Both parents and children will report 5 out of 8 satisfaction on 8 item survey first year, 6+ satisfaction second year.	Annually
Children entering our school with written offenses will show an increase of peaceful social interactions.	Number of written offenses, in each offense category, according to the LRSD student handbook	Children's offenses will decrease overall by 50% and decrease 75% in top category by the end of year 2.	After these children have been with us for 2 years, & only students who enter with documented offenses, no K5

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

Applicant Response:

Assessing Our Children, Assessing Ourselves. As we work toward assessing our academically rigorous curriculum and our children's growing knowledge of literacy and mathematics, we must always remember that literacy and math skills are not for the test; they are for the child. Literacy gives the child a way of gathering information, of remembering complex ideas, of hearing others' stories, those experienced and those imagined, and of rendering their own experiences through the deep human tradition of written expression. Mathematics opens the child up to the patterns, organization, and logic of the world, how we number, order, and classify it, how we prioritize it, how we make sense of the abstract--the place value of zero, the concept of money, the passing of time--and how we ultimately account for the greater equations of life when they do not add up to what we expect. These academic skills are essential, equipping the child to understand how the human experience is logically accounted for and then expressed through words. Thus we see children's academic skills as a means to an end. For some children, their academic skills will be a bridge out of poverty. For other children, a bridge toward college or career. But ultimately we hope the intellectual insights children acquire at Rockbridge, those assessed and those not, will be a rock-solid bridge they can rely upon as they journey toward the discovery of their cosmic tasks.

We spoke of cosmic task earlier in the application in the section on innovations. Although this term sounds peculiar to our contemporary ears, Dr. Montessori coined this phrase to remind those of us in Montessori education that the ultimate work of the children is to seek, to discover, and to live out their cosmic task, their special positive contributions to society that make the human community a better place. She spoke of this so often and with so much passion that we saw it fit to put it in our mission statement and to live out this directive. This is our ultimate goal, our ultimate objective, our ultimate test.

And this is more than what is expected from us. The Arkansas Department of Education only requires from us that our children show good test results in academic skills, in "proficient" or "advanced" scores in literacy and math, and thus we at Rockbridge will hold ourselves accountable for this level of academic excellence. In fact the rest of this response will detail the assessment goals and methods that will show these results. Yet we also hold ourselves accountable to make sure that while the children are meeting or exceeding these academic goals they are having what our mission statement describes as a "joyful learning experience." We further hold ourselves accountable to assure the children are gathering a greater self-peace that results in "peaceful social development" in their lives and at their school. And although we may not be able to scientifically assess cosmic task, we hold ourselves accountable in helping each child find a way to live peacefully in the world and contribute uniquely to it. Helping children discover and live out their cosmic task is, in fact, our cosmic task.

Assessment of Literacy and Mathematics. The assessment of our children's literacy and math skills will be determined by three different assessment methods, all of which will aid our understanding of each child's academic progress.

1) Assessment of Montessori Lessons Mastered by Each Child

Details of Chart Information: Children will increase mastery of lessons by two percentage points in literacy, and children will increase mastery of lessons by two percentage points in mathematics, as documented by the number of lessons presented, practiced, and mastered each semester. To assess this, we will use Montessori Compass which shows how Montessori lessons are aligned to Common Core. The school will maintain the data per child but will report aggregate grade level performance annually.

For this class-based assessment, teachers will utilize Montessori Compass in their record keeping. Montessori Compass is an online record keeping system providing Montessori teachers a simple way to personalize each child's academic progress. The teacher can record for each child each lesson presented, each material practiced, each skill mastered. Every Montessori lesson is already aligned to the Common Core Standards so that parents can be assured that their children are receiving an academically rigorous curriculum.

Montessori Compass is needed for record keeping because in a Montessori classroom all lessons are

personalized, determined by each child's ability and pace of mastery rather than a curriculum's pacing guide or administrative requirement. At Rockbridge, children will receive lessons when they are ready, thus no child who has already mastered a lesson must wait for others to do so; similarly no child is made to proceed to the next academic work before mastering the concepts in the previous work. Each child works on the pace that is appropriate to his or her ability and mastery.

We anticipate that the pacing of lessons received and mastered will be slower at first and then increase as the academic year continues. Our assessment of lessons received/mastered accounts for this expectation by increasing the percentage of mastery every semester by two percent. Before the children are normalized, the children are learning how to work in a Montessori classroom, and the teacher must focus some of the instructional time on lessons in grace and courtesy and other lessons that explain class protocols and procedures. Thus we will anticipate that children can receive more lessons, can practice with more materials, and can master more concepts the longer they remain in a Montessori classroom. Thus we anticipate a gradual increase of lessons, given and mastered, over the course of a child's three-year placement in a Montessori classroom.

- *Note on lessons received at first semester's end.* Lessons received by children during the last two weeks of the first semester will not be included in the overall tally of lessons received during the first semester. Rather these lessons will be included in the second semester's tally. This gives assurance to teachers that they can offer continuous instruction in the classroom because these late-given lessons will not skew their "lessons mastered" tally.
- *Note on lessons not yet mastered.* If a child has not yet mastered a lesson during the first semester, it will be counted as received in the second semester and will then be reassessed for mastery.

2) Assessment of Literacy and Mathematics Growth Goals

Details of Chart Information: Forty percent of entering children will meet 100% of their literary growth goal, and forty percent of entering children will meet 100% of their mathematics growth goal. Rockbridge will use Northwest Education Association (NWEA) measure of academic progress and report annually.

Rockbridge children will be assessed through NWEA because we see their assessment methods as personalized, similar to the way lessons are personalized to each child in the Montessori classroom. NWEA tests are adaptive tests, adjusting each test question as the child answers, selecting more challenging or less challenging questions based on the answers given by the child. Thus the test mimics the same type of child-based personalization that we advocate in classroom lessons and Montessori education. Yet NWEA testing is also norm-referenced, so we can still get a sense of how each child is doing among other tested children.

Another advantageous feature of NWEA is the generated list of concepts and skills that each child still needs to master, based on the child's test results. NWEA can provide our teachers with another perspective of the learning that is happening with each child in their classroom; it will give another means of determining if the concepts practiced through the materials are being internalized enough to transfer them to an assessment event.

3) Assessment of Summative Children's Literacy and Mathematics Skills

Details of Chart Information: Children will perform five percent higher than the combined literacy scores of the surrounding districts of Little Rock, North Little Rock, and Pulaski County, and children will perform five percent higher than combined mathematics scores of the same surrounding districts. Scores will be determined annually by PARCC or by the next generation of assessment, determined by the Arkansas Department of Education (ADE).

This summer, the ADE will determine whether PARCC is the appropriate assessment for Arkansas children. ADE will make a decision on the next generation of testing that will determine the yearly summative assessment for our children as well as all other public school students in Arkansas. This decision will create an assessment that will be well established by the time our school administers the test. However at the moment we are writing our charter application, there is much uncertainty, which creates in us a hesitancy in what we can honestly claim will be our testing performance goals when much is yet to be determined. Thus we must be conservative in our approach here. Although we hope to report higher scores than what we state here, we will at least outperform

surrounding school districts' (LRSD, NLRSD, PCSSD) combined scores by five percent, regardless of which assessment the ADE chooses.

Assessment of Joyful Learning and Parent Satisfaction. Although most of our assessments will determine our children's literacy and math skills, we also seek to live out our mission statement that says the children at Rockbridge will have a joyful learning experience. It is not enough for us to have a school in which the academics are rigorous and the test scores are high. We want children to have a joy in learning and a satisfaction in the academic work they do. We also want this joy to be so noticeable that parents recognize and attribute this joy to their children's satisfaction in their mastery of their academic studies. We want children to be so joyful at Rockbridge that their parents are too.

The assessment of joy is not usually a data point acquired in standardized assessments of children, thus we will assess children's joy another way. Anonymous surveys will be created, one designed for children and the other for parents. Both surveys will assess the same information, but they will be adjusted to the reading level and understanding of both parties. The survey will seek to ascertain the level of childhood joy and parental satisfaction of Rockbridge.

By the end of the first year, our goal is to have at least 5 out of 8 survey items (62.5%) answered positively, determined by the aggregate scores of both child and parent surveys in a multi-age classroom. We further our goal the second year by expecting 6 out of 8 (75%) items answered positively, also determined by the aggregate scores of both surveys. The second year expectation will continue with all subsequent years.

We will continue reporting survey data every year, and the surveys will aid in our understanding of how to make more positive and joyous learning experiences for the children. But we suspect that we will see the children's joyful in their own learning even before we report the subsequent survey results. What we have come to see from our own experiences in Montessori education is that the children often complain of summer break being too long, too much time away from their school, from their work. Sometimes the children say winter break is too long as well. When we hear this with our own ears, we will know our mission is being accomplished, and this too will give us joy.

Peaceful Social Development. At Rockbridge, we anticipate we will be able to welcome and to serve children who are not yet peaceful. In fact, we hold ourselves so accountable to help these children acquire a self-peace that we have written into our mission statement the promise that "peaceful social development" will be practiced at Rockbridge. When we speak of a child with self-peace, we are talking about a peace, a calming, an ability to focus and think, a quiet confidence inside the child that is so strong that the child is able to speak and act in kindness to others. It is this type of self-peace, the type which results in peaceful behaviors, which we will help these children acquire. And when they do acquire self-peace, we will record and report their work toward decreasing their offenses so we can celebrate with them when they are successful.

Children who enter our school with a student file and/or a written record citing misbehaviors in their previous school/s will be assigned to this assessment study. Their offenses will be numbered and categorized according to the offense categories in the 2015 Little Rock School District Student Handbook. We will use this handbook because we expect most of our children will come from the district in which our school is located; thus their offenses have a good chance of already being number and categorized from this handbook. Any documented misbehaviors that occur at Rockbridge while the child is working toward becoming peaceful will be numbered and categorized by this same handbook which will give us a standard in which to measure the offense. The 2015 LRSD Student Handbook will be used for the next five years to consistently determine the number and category of offenses that have occurred, regardless of which school district the children have last attended. However, the LRSD Handbook will only be used for this assessment study's purpose; the current Rockbridge Montessori School Student Handbook will determine how a child will be encouraged to work toward further self-peace.

- *Note on children who qualify for this assessment:* Only children who enter our school with a transferred student file containing formal written offenses or documented classroom disturbances at their previous schools will be assessed for peaceful social development. For this reason, children entering kindergarten will be automatically disqualified, as will students who enter without a student file given to Rockbridge on or before September 15th of the academic year. We expect our school to welcome more

children with documented offenses as we add grades and thus add older children who may be transferring to our school because of less-than-successful behaviors at previous schools.

After children have finished their second year at Rockbridge, they will become part of the reported results of peaceful social development for the current academic year. Our goal is for children who have completed two years at Rockbridge to have fifty percent less overall documented offenses than the amount in which they entered. Further our goal is for children who entered with offenses of the highest (most dangerous) category to have a decrease of seventy-five percent in this specific category of offense, as categorized in the 2015 LRSD Student Handbook.

In another section of the application that demonstrates the needs for the charter school, we discuss how self-peace occurs through normalization, through a steady process of work that creates the deep concentration and self-satisfaction that produces self-peace and therefore peaceful social development. At Rockbridge, we see children who are not yet peaceful as needing to practice this unique work of normalization that is designed just for them. Instead of ignoring disruptive past behavior or negatively reinforcing the inappropriate behaviors, the Rockbridge staff wants to examine the ability of the Montessori Method to systematically address this specific area of social development. We want to give them the Method so they can work on self-peace. And while they are working, we will be working too, helping them develop and then watching them thrive.

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

Applicant Response:

A full implementation of the Montessori Method requires that we rethink the way that students spend their school days and instructional time. In fact, the way that instructional time is often talked about concerns what the teacher is doing rather than what the students are doing. We often see instructional time as the time that the teacher stands in front of rows of students, imparting the same information onto every student sitting quietly at their desks. This model of instruction assumes that every student will be paying attention, learning, understanding, and working on the same concepts at the same time. It also assumes that students learn in the same way at the same pace. This model of instruction does not account for the needs of children, their need for differentiated instruction as well as the particular needs of children with special needs, accelerated learners, or ELL children. Montessorians change the way instructional time is used by seeing instructional time as *children's* time, and children need significant amounts of uninterrupted time to learn. Dr. Montessori called this extended work time, this most academically significant portion of the child's day, the "three hour work cycle."

After Rockbridge children enter the school and eat breakfast, they will begin their academic day at 8:00 am with their three hour work cycle. Actually, they will have a three *and a half hour* work cycle until 11:30 am. During this time, the natural work cycles that children go through will be protected by dedicating each morning solely to children's work. No pull outs, no assemblies, no distractions from this extended instructional time. During this time, children will receive small group lessons from their teacher, but most of this uninterrupted time will be dedicated to children's engagement in deep concentration of sustained practice of academic works that have been presented to them. "Practice" is a Montessori term that describes how children work with a material; they perform the steps of the lesson independently at their own pace as it was modeled by their teacher. They can continue working with the material until they are personally satisfied with their deep understanding of the academic content or skill. Thus the Montessori curriculum gives children the luxury of time to do the long and deep work of learning.

So what will this time look like? From our experience working in Montessori classrooms, we can say that the three hour work cycles often have the noise and activity of a bee hive, a constant, quiet hum and movement that is inherent when children are working. At Rockbridge our classrooms will enjoy the same level of productivity. During their work cycles, some of the children will choose to work independently. They will set up their materials at an independent work table and practice a material by themselves. Others will choose to work together in small groups, relying on each other's academic strengths to complete the material. In fact, sometimes children who are struggling with their independent work will choose to do what everyone does when they get stuck; they go get some help. These children will move freely across the room to ask a friend who is particularly knowledgeable in that academic subject or material for assistance. We know by experience that these peer-assisted learning strategies will be given by an older child who functions as a leader in the multi-age classroom.

Montessori work cycles are made possible because they contain the important element of student choice. During our work cycles, children will choose materials, work on them until they achieve mastery, then put the material away and choose another. Choice gives children intrinsic motivation to do the work because they chose it. Concerned adults might ask about the wisdom involved in letting children make their own educational choices every day. They might ask, how much will a child learn if she or he chooses, for example, studio art during every work cycle? Indeed this might be the case, if the children's choices were not guided by their teacher. Since children can choose only from the materials from which they have received lessons, the teacher is crucial in directing the child in the works they choose. Also, inherent in the Montessori Method is the concept of freedom *with responsibility*. Children know that they are expected to practice all materials, to work in all academic disciplines. Thus they have the freedom to choose *as well as* the responsibility to make good choices. If a child needs help with making choices, the teacher will conference with a child to inquire how to help the child choose a material to which he or she has been inattentive. Together teacher and child can plan into the child's work plan a time where a material can be addressed. Together they can troubleshoot, does the child, for example, need to see the lesson again? Or does the child need to work with a friend? Together they can assure that the child receives the full resources of the classroom and the full Montessori curriculum.

Although conferences with children have to be used occasionally, most of the time children choose all academic subjects on their own. One reason for this is because a work cycle is a generous amount of time dedicated to academic study. Thus a child may not choose a certain material first, but they will choose it because there is enough time to get to it. The luxury of time gives children the luxury of working with all materials.

Another reason why children choose to work on all subjects, all materials, is because the teacher has meticulously created the order and organization of materials on the shelves to help a child understand the scope and sequence of each academic subject. Teachers take great care to arrange each material on each shelf in a sequential way so that children understand what work comes next. The teacher does this by ordering the materials in the same way that one reads a written page of English, that is, left to right and top to bottom.

An example we might offer here is a typical Language Shelf in an early elementary classroom. (We would love to show you pictures of this shelf, as well as pictures of Montessori materials and Montessori classrooms. Just ask; we'll be happy to do it.) The materials on this particular shelf all teach grammar, focusing on the nine parts of speech (noun, verb, etc.). Each part of speech material is colored coded and has several sequential lessons which are organized into stacked boxes and labeled to show their sequence. Children know what material is next for them because the shelf's organization tells them so. By looking at the shelves, they know what current material they are on, what came before it and what will come after it. Also, many of the materials are designed to be similar in the kind of work required, thus children do not need individual lessons on, for example, every box on the grammar shelf. Once they know how to do one kind of material, they can complete many others without further instruction which fosters their independence in learning. Thus children can choose their material and work independently because they understand where they are in their course of study by noting the physical order of the shelf.

Not only does the placement of materials on the shelf organizes academic knowledge, it gives children internal motivation to work toward mastery of the material they are presently practicing so they can receive the lessons that accompany a desired material further down on the shelf. It also creates an eagerness and anticipation to get to the next work as well as a huge satisfaction when a child has completed a whole row of the shelf, then the next row, and the next, and then finally the entire shelf. Their eagerness now lies on the next shelf, the next level of academic work, the one their older peers are working on.

So far, we have spoken generally about how children function in the work cycle, but we need to take a moment to describe the children that we envision might become a part of our Montessori community. At this point we want to be perfectly clear: we will joyously welcome students with learning differences, physical disabilities, special needs, accelerated learners, and ELL learners into our school, as all can thrive in our work cycles, in our Montessori environments.

What we have experienced by working with Montessori children is that the Montessori Method implemented in the educational materials and in the work cycle does in fact work for on-level children as well as those with exceptionalities. It works for children with ADD, ADHD and those with a high need for physical activity, as they learn by doing the materials and move freely about during the work cycle. It works with children with autism and

other spectrum disorders, as they gain a sense of order in the materials on the shelves and sequence to the work. It works for ELL learners as they work with visual sensorial materials to acquire the English language. It works with children with different learning styles, as the materials engage the senses, offering multiple ways to learn: visual, auditory, kinesthetic. It works for accelerated children who can receive lessons on their advanced pace because the teacher knows the entire curriculum and can borrow an advanced material from an upper classroom.

What we have come to understand is what works for children with exceptionalities is what really works for all children. All children can benefit from a time devoted to study, from a workspace that is organized for learning, from hands-on materials, from practice until mastery, and from a self-paced curriculum. All children have strengths and areas in which to grow, so all children can benefit from the release of the pressure of yearly grade promotion. All children can be confident in knowing they will stay with their teacher, their classroom, their work cycle for three years, and longer if needed. Thus in the Montessori Method, in the regular school day, are the needs of children, of all children, carefully and daily met.

Our description of our morning's work cycle has so far focused on the children, but the adults in the classroom, the teacher and the aide, are essential members of the children's community too. However they function differently in a Montessori classroom than they do in a traditional classroom. The teacher is not in front of the classroom, nor is the aide doing errands for the teacher. Rather they are both where the children are, in their working environment, helping the children continue their work.

The teacher's primary task during the work cycle will be to give small group lessons to children. Our teachers will be fully equipped to do this since they will be AMI (Association Montessori Internationale) teachers with the highest Montessori accreditation possible. Children will receive their lessons with just three or four of their peers at a time. Sometimes the teacher, let us imagine a female teacher this time, will present a lesson to just one child, if this is what the child needs. During each lesson, she walks with the child and shows where materials are for a particular lesson. This way the children will see where the material is located in the classroom, for later practice. She will present to these children by modeling how to use the material and in the process explain the academic content and vocabulary, the abstract concepts that are made concrete in the objects that make up the material. She will also show the way the material offers a self-check or self-correcting function so that the children can work more independently. All of the teacher's lessons, how she presents as well as what she presents, come directly from her AMI Montessori "albums," her collection of Montessori lessons, that she has gained from her AMI Montessori training and are aligned with Common Core. While presenting to the children, the teacher will be completely focused on the children and lesson in front of her. She demonstrates to the children the concentration and work it takes to understand a complex academic skill.

The role of the aide will allow the teacher to engage in these concentrated small group presentations because the aide will attend to the children's needs while the teacher presents. The aide can get the supplies, can answer the quick question, can redirect a child back to his or her work. The aide's work allows the continual peaceful flow of the classroom. Thus the teacher and aide have different roles but work together to provide the adult support the children need in their work cycles.

At the end of the work cycle, the children will be invited to the dining hall for lunch and will dine from 11:30 a.m. until noon. We offer in the food service section of this application a detailed discussion of how Montessori lunch is enjoyed by the children and how it is also used as an educational opportunity to practice dining etiquette.

At noon, the children will enjoy recess, outside in the green common areas. Children can choose their recreation during recess. They might organize their own pick-up game of a sport of their choosing, or they might play on the playground equipment. When working with other Montessori children, we have seen children choose their time during recess to serve as an extension of their academic work, repeating beloved lessons their teacher has shown them, such as finding and classifying different species of leaves or recreating the "Parts of a River" lesson by pouring water into a hand-built trench, with all parts of the river hand-built by them and their peers. Children will practice peaceful social interactions during their recreational time, remembering the lessons of grace and courtesy they have received, such as taking turns, complementing one another on a success, and treating each other with kind words and behavior. The children's aide will be present to remind children that grace and courtesy applies to the playground as well as to the classroom.

The children will return to their classrooms at 12:30 p.m. to begin their second work cycle or to begin their

academic enrichments, offered by members of the central Arkansas community. Although we are still determining the best options for the children, we know we want local Arkansans to share their talents and skills with our children. Local gardeners have already volunteered to help our children plant and grow our vegetable and flower gardens. Arkansas artists will share their love of art or music. We are currently working with a local public library to provide us weekly with fiction literature and children's poetry. A few of our own aides will have talents in leading physical education, playing instruments, or teaching a foreign language. Other children will spend their afternoons with a teacher or curriculum director, receiving one-on-one support for reading or math. Some of these activities will be enjoyed by a whole class to create a greater sense of community, yet other activities will be done in small groups.

The later afternoon, from 1:30 pm-2:45 pm, is dedicated to children's reading and writing. What the national Montessori community is discovering is that public Montessori children need more time to learn to read and write. Thus our day will end with attention to these literary activities.

For the younger child, the Montessori Method is fully equipped to give multiple ways to bring the child into what Montessorians call "total reading." Children's fluency and comprehension will come through Montessori works on sight words, phonics, alphabet letter formation, spelling, and modeled reading. Part of this time is for pleasure reading, enjoying silent reading from the literatures brought from the library, listening as a whole group to a piece of fiction read by the teacher, or reading aloud in pairs or small groups while the teacher and aide assist where needed. For older children, they will also organize their own literature discussion groups, where they will choose a book they all will read, read the book independently while preparing notes and questions, and then engage in a literary discussion over the contents of the text.

Writing instruction will also be a part of the afternoon, with emphasis on the writing process. Different genres of writing will be encouraged, as students get their first taste of being both fiction and nonfiction writers as well as poets. Children will draft their first drafts by hand, and then work toward revising and editing their drafts. They will engage in writers' workshop, where each child reads his or her text aloud in a small group, and the other members give suggestions for revisions. Children will revise for content, voice, and clarity as well as edit for punctuation and spelling. They might type their final drafts or write them in their best cursive or print to keep in their writing portfolios. Or they might use technology to create a presentation of their work to show to their peers.

We will also utilize this time for test preparation during the spring semester when the children look forward to showing what they know in the upcoming standardized tests. The afternoons will be dedicated to teaching children the testing format and test-taking skills they will need so they can translate the knowledge they have gained in their materials to a paper-based or computer-generated test.

The last few minutes of the school day will serve as our time to not only pack up personal belongings but also make ready the classroom for the next day of work. Children will, for example, straighten up the materials on an academic shelf, feed the class pet, or water plants. In this way, children care for their environment, giving them a sense of ownership of their classroom. As they finish their day, they can take pride in knowing their work contribute to their classroom's order and beauty.

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

Applicant Response:

When Arkansas joined the many other states across our nation that adopted and implemented Common Core, we began to inquire on how Montessori education, an established curriculum implemented over a century ago, met the high academic expectations that are now articulated in Common Core. We discovered that the greater Montessori community had done the work to create alignments to show how Montessori education meets or exceeds Common Core standards. This crosswalk document can be found at: <http://montessoricompass.com/common-core>

Because Montessori education meets or exceeds the high expectations of academic rigor that is present in Common Core, we can be assured that when our Montessori teachers are teaching Montessori, they are indeed teaching Common Core. To further assure that our teachers are teaching the purest Method of Montessori, they will go to the training that will certify them as AMI (Association Montessori Internationale) teachers. We want to give our children the best by giving them the best teachers. And the best Montessori teachers are teachers that go to AMI training.

The way Dr. Montessori decided to disseminate her Method and to assure her teachers were following the Method with fidelity was to establish Association Montessori Internationale (AMI), which trains teachers today according to the way that Dr. Montessori did originally. It is this AMI training, the training that offers the purest form of Montessori, that our teachers at Rockbridge will receive.

AMI training is just as rigorous professional development as it was when Dr. Montessori established AMI eighty-five years ago. Angelina Lillard in *Montessori: The Science Behind the Genius* documents the consistent training that AMI teachers, like our own, go through. Like all other AMI teachers, our teachers will spend thirty weeks, three of their summers, to receive lectures on the Method and to see and record all lessons for first through sixth grade. They will take their notes from these lectures and lessons and create several "albums," which are essentially a handwritten curriculum, complete with pictures of materials, of the Montessori lessons which will accompany them to their classrooms. They also make many of the hands-on materials for themselves for the children to use. By making these albums and materials, our teachers will internalize the lessons they will present to the children. After their first summer, our teachers will go for several weeks to observe and record other AMI classrooms as well as to perform a teacher practicum where they practice teaching lessons under the guiding eye of an AMI teacher. Our teachers will undergo the same strenuous final examination which includes written as well as oral tests.

The teacher is the most influential person in the academic life of the child because it is the teacher who determines what and how the children will be taught. We want our teachers to be faithful to Common Core by being faithful to Montessori.

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

- A) Guidance program;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for the position of counselor, but we offer here a description of how we will provide for this student service.

A common saying in Montessori education is spoken from the child, "Help me do it myself." This attitude is what a guidance counselor works to foster in their students in a traditional school. School counselors work to help students do it themselves in terms of modifying their own negative behaviors that affect the classroom, coping with their own crises, and finding their own paths toward college and career. Yet in Montessori education this help does not come from an adult outside of the classroom; it comes from the Method itself, from a guiding teacher, and from the lessons themselves that inspire a child to follow the path that leads to his or her cosmic task.

The Montessori Method allows the children to work on materials to gain a deep concentration which creates a strong self-peace through normalization. Children experience this peace that pervades their sense of self, their ability to cope, and their relationships with other peers and adults. We have discussed the effects of normalization in detail in the section on the student performance data that demonstrates the additional reasons for the need for the charter school, but we wanted to mention it here because many of the behavior problems that counselors address through the writing of behavioral plans or through extensive conversations with disruptive students are resolved through the normalization process that is already present in the Montessori classroom.

Traditional counselors also seek to help students in crisis. We acknowledge the benefits that occur when an adult advocate is dedicated to assisting a child in crisis, whether it be abuse, a death in the family, a parents' divorce, homelessness, or a lack of food or clothing at home. A child in crisis in a traditional school gets sent to a counselor. According to the American School Counselor Association (www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf), in 2010-2011 each of Arkansas' counselors had an average of 316 students. The Association recommends only 250 students per counselor. Both numbers indicate the impractical amount of students that one counselor must serve. No wonder when a referred child is in true crisis a traditional counselor often does not know the student by name and must often rely on student's file and a written teacher referral to begin to help the child. Yet it is this adult that the child in a traditional school must confide in and rely upon in a time of crisis.

In a Montessori classroom, the teacher stays with the child for three consecutive years. The teacher has time to learn not just the academic skills of a child, but the child's home life, family structure, physical needs not met at home, what the child acts like on a typical day and what is atypical. The teacher knows the child and develops a relationship with the child that can be sustaining during crisis. This teacher can receive professional development to see warning signs or to know the necessary steps to act upon. But mostly the teacher has the time to work with and be with a child in crisis. The teacher's time with the child creates a relationship with the child that creates support and advocacy in a time of need.

Finally guidance, in its original definition, spoke of guiding and mentoring so that children can see the paths in which they should go. A primary goal of Montessori education is helping children find their cosmic task, that is, their unique positive contribution to society. Montessori education does this in many ways, but all of them are tied into the Montessori curriculum they are already learning. One example can be seen in the Montessori lessons in which children study the origins of each academic disciplines and the people, named or lost to antiquity, who helped create each field of study. They learn that people uniquely contributed to their classroom by passing along their knowledge to us. Children also research, write, and present to their peers on people, living today and yesterday, who have made significant contributions not just in academics, but in the arts, competitive sports, peace advocacy, humanity rights, civil rights, inventions, business, law and government. When children understand how others have contributed, they began to search for their path, their talents and

skills that will give a significant contribution first to the classroom, then to the school, and then to their greater community. Montessori education's work toward helping the child find his or her own cosmic task is guidance in its truest form.

B) Health services;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for the position of nurse, but we offer here a description of how we will provide for this student service.

In traditional education, the physical needs of the child are mostly the concern of one individual, the nurse. It is this adult who often works by his or herself to attend to all the physical needs of all of the children in one school. The nurse works to provide first-aid, resources for healthy living, a safe physical environment for the children, health screenings, and resources to provide food and clothing for those in need. In Montessori education, the physical needs of the child are just as important as the academic needs, and thus the work toward the health services for the children will be shared by the whole staff.

In the section about job descriptions, we mentioned that each classroom aide will offer a unique contribution to the classroom and/or school, and health services is a good example of how an aide will offer an additional skill or service that our children will need. One aide who is eager to serve at our school will serve our children's on-site first-aid needs. She has a college degree in kinesiology (study of muscles and bodily movement). She has served as an athletic trainer for the Arkansas Razorbacks, so her background is in the evaluation of injuries as well as in devising and following a rehabilitation plan. She is also a certified first-responder and has had EMT training. She is certified in Red Cross first aid, CPR, and AED (Automatic Electric Defibrillator). She is well-prepared to handle any first-response medical needs our children may have. Our students also need to learn about healthy living, and one important element of health is exercise. Our in-house kinesiologist will provide classes in physical education, as this is her area of expertise.

However the physical health of the children is not the responsibility of just one person. This should be shared by all the Rockbridge staff. The safety of students in particular is a responsibility that can be addressed by each Montessori teacher as they work toward providing a safe classroom. Before the children set foot in the classroom, the teacher will create a prepared environment, a classroom that has been purposefully designed by the teacher to reassure the students have a safe physical space that facilitates learning. While the teacher sets up and organizes the classroom, the teacher will work with the Curriculum Director to consider safety issues, such as the safe placement of electrical cords and the full access to emergency exits. Further the School Director will devise a school-wide system of safety by implementing emergency drills, such as fire and tornado drills, so children can practice being safe at our school.

The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index). The School Director and Member at Large will also work together to find members of the community who run a food bank and a used clothing depository to meet the physical needs of our low SES children.

C) Media center;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for media services, but we offer here a description of how we will provide for this student service.

Montessori education does not use textbooks for instruction. Rather Montessori teachers prefer children to have access to academic information through a medium that requires and inspires them to research, discover, explore, and learn about an academic topic through the process of reading and researching. Montessori teachers work toward connecting the right text or resource to the child that needs the source to engage in research, and part of the teacher's work is finding the appropriate text that is on each child's reading level so

that all children can read and research independently. Thus Montessori classrooms usually contain a variety of texts and written resources on a range of reading levels that are directly applicable to the lessons that are presented through the Montessori curriculum.

Montessori classrooms essentially have their own nonfiction libraries filled with quality children's nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children's trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and this fulfills a standard of Common Core and Arkansas Frameworks.

Montessori teachers also thoughtfully consider the placement of books and other print-based information. Books are not all placed on one classroom shelf, rather teachers organize the books by the academic discipline they primarily represent and place the appropriate books on the shelves that holds them and the materials children work with. For example, when giving the Story of Numerals, the Montessori teacher shows the children the books on mathematical topics that are placed in the math shelves; their placement encourages the children to read these texts to supplement and further inform them on the math materials they are doing. Teachers go through the same thoughtful placement of visually-organized information as well. The chart, map, or other visual resource is displayed or placed at the child's level in the area of the classroom that the child will use the resource when studying from the particular academic subject.

Although our Montessori classrooms will be filled with books, we also seek to acquire additional resources for our children. We have contacted a local public library who offers a weekly children's program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

Finally, computers will be available to children in their classrooms as we have already budgeted for technology. One of our school board members is a technology specialist and can install the classroom computers for us, connecting them to our network. If a bus becomes available, we can also have the option of going on a regular field trip to the same public library so that our children can have access to their computers in their media center.

D) Special education;

Applicant Response:

In the section describing of our educational program, we welcome children with exceptionalities into our school and into our Montessori classrooms, as we see these children as having a special place at our school. We further welcome children with exceptionalities by giving them the support they need by employing a teacher who is certified in K-12 special education. We welcome them because we know that Montessori classrooms make the difference with these children. Children with exceptionalities benefit from a morning work cycle devoted to study, from a prepared environment that is organized for learning, from hands-on, sensorial materials, from practice until mastery, from a self-paced curriculum, and also from a community of peers and adults that value them as treasured members of the classroom.

We like the way Dr. Jean Miller, an AMI Montessori trainer, describes why children with exceptionalities find a home and a place inside Montessori classrooms. She equates the Montessori classroom to a grand feast, a massive table prepared with fare of every kind, a grand meal where all the children come together, sit, and eat, and where everyone gets what they need. All needs are acknowledged; all needs are met. And they all feast together. This grand feast occurs every day in the Montessori classroom, during the morning's work cycle where all of the children are working on materials; all are getting what they need. Some of their needs can be met by their friends in the classroom that can offer help or a word of encouragement. Through work and through friends, a Montessori community is built, sustained, and feels a loss when one of its members is absent.

Because each Montessori classroom treasures each member, we at Rockbridge are determined to serve children with special needs *in their classrooms*, rather than pulling them out of their classroom for special

services. The special education staff will come into the classroom and provide personalized lessons for these children so that they can successfully work in the classroom for their entire morning work cycle with their community who needs them. Thus we will offer special education services utilizing an inclusion model within the regular classroom setting to the maximum extent possible. Each member of the classroom is valued for who they are and what they offer, and this can be said of all children in the classroom, where children with exceptionalities are no exception to this rule.

The National Autistic Society recently endorsed Montessori education as an excellent educational fit for children with autism and other spectrum disorders. What the special education field is realizing is that children with exceptionalities thrive in Montessori communities, and so do their peers who realize how important each member of the community, each friend, really is.

E) Transportation;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for transportation, but we offer here a description of how we will provide for this student service.

Our hope is to someday provide bus transportation to any child who wants to attend our school. Until this is financially possible, we will take steps during our first years to offer alternatives to school bus transportation by ascertaining the current transportation needs of our students. A simple, temporary solution might be to encourage parents to organize a parent-initiated carpool system for their children.

Yet we know this is not enough. We want to be an active part of the solution to our school's transportation needs. Thus we have purposefully chosen our school's physical location as a site that is possible for low social-economic children to come to us, since we are not yet prepared to bring them to us. Our school's location will be located near the interchange of interstates I-30 and I-630 on an exit, thereby allowing for quick drop off and pick up for driving parents. Our school will be one block from the public bus stop, so we could provide public bus passes for children, if parents are responsive. This option might become more viable as we add grades, as the children become older. Our school is also located within a neighborhood and a community so we will actively seek enrollment from the local neighborhood children who have the option of walking or providing their own transportation on a limited gas budget.

We also will have transportation needs during the school day, as children will need an occasional field trip to further study an academic subject that has drawn their interest. We plan to charter buses, or use public transportation, or use a donated school bus for field trips and other outings. One of our faculty members already has his CDL Class B license; he could provide this service for the children at no additional cost to the school if a donated bus became ours. If we acquire a bus, we will follow all regulations required by Arkansas law concerning the transportation of children, bus drivers, and bus maintenance.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for an Alternative Learning Environment, but we offer here a description of how we will provide for this student service.

In their "Policy Brief" in May 2006, University of Arkansas' Office for Education Policy offers descriptions concerning different types of Alternative Learning Environments (ALE's). Their "Policy Brief" mentions that although ALE's are thought to mainly serve at-risk students, "Some ALEs simply employ non-traditional methods of teaching (e.g., Montessori schools)." Montessori schools are the only schools mentioned by name in this "Brief," therefore the University of Arkansas identified only one type of education, Montessori education, as particularly fitting of the description of an ALE. Montessori education does indeed offer an *alternative* to traditional education. It is indeed an *alternative learning environment* that offers children a richly prepared environment, and it does indeed employ *non-traditional methods of teaching* through the Montessori Method. Thus, the University of Arkansas was right in their assessment; Montessori schools are ALE's.

The good news concerning Montessori education is shrouded in the “Policy Brief” becomes the “Brief” lists the usual student populations of most ALE’s: students who bring drugs, weapons, or violence to school; students with poor grades, problems with truancy, disruptive behaviors, and/or multiple suspensions and expulsions; students who are pregnant and other students who have a high risk of dropping out of school. This list of students saddens us because we know these students’ at-risk behaviors did not start when they joined an ALE. Their difficult histories began before their enrollment, and there could have been preventative measures along the way that might have created an opportunity for these students to change their paths.

This is the reason why we at Rockbridge see our work with young children as critically important - because their paths are not yet set. In the section on the student performance data that demonstrates the additional reasons for the need for the charter school, we discuss the problems of bullying facing traditional schools and how the process of normalization addresses these harmful words and acts. Normalization leads a child to a calming, confident self-peace that brings forth the best in the child so that friendships occur because of the children’s kind acts and words. But normalization also helps children who have other seeds of at-risk behaviors, behaviors that might eventually label a child as an at-risk student.

For normalization to occur, children who are not yet peaceful need significant amounts time to work in their Montessori classrooms; they specifically need the morning’s work cycle in their prepared environments with their peers and teacher. If at all possible, they need to stay in their classrooms even if offenses occur so that the class can form a community which sees each member as treasured and needed. Removing these children from the classroom does not help them see the effects of their behaviors - how the girl had sad feelings because of those words, how the material cannot be used now that it is broken, how the class was upset by the disruption, but also how classmates made gestures of renewed friendship after the offense, how they showed patience and understanding as these children continue to work toward normalization and towards finding the self-peace that redefines them.

G) English Language Learner (ELL) instruction

Applicant Response:

Rockbridge anticipates and welcomes children who are ELL (English language learners). Two of our staff will have their ESL certification, and one speaks fluent Spanish. She is currently employed to translate Spanish for children and their families at Arkansas Children’s Hospital; she also translates for the juvenile justice system, which required her to pass language tests to prove fluency in conversational Spanish as well as in legal terminology. She will be an enormous asset in communicating to our Spanish-speaking parents about their children’s progress during parent/teacher conferences and other times.

Further, there is much talk in traditional education about reaching ELL by “doing the lesson backwards.” What ESL teachers mean by this is that teachers should start their academic lessons by doing the most hands-on, most visual, or most engaging part of lesson first and then finish the lesson with the parts that would normally come at the beginning, the textbook reading, the note taking from the teacher’s lecture, or other word-intensive assignments. Montessorians would agree that the method on hands-on engagement would be enormously beneficial to ELL children, but Montessori teachers do not have to change their Method to benefit these children.

Every Montessori lesson is accompanied with a material containing touchable, movable objects that reveal the essential elements of the learning and the academic skill or content. When a Montessori teacher gives a small group presentation, the teacher does not just talk, discuss, or lecture, but rather the teacher *shows* the children how to work by demonstrating every step. This Method of instruction is particularly helpful to ELL children because the demonstration accompanies the words. The words are not presented in isolation but rather serves to make sense of the material and academic content. Thus the teacher gives the academic vocabulary and the explanation of the academic work while the ELL child sees the most hands-on, most visual, and the most engaging part of the lesson. In fact, the engaging part of the lesson is actually the whole lesson, so ELL children are not discouraged; they are engaged the whole time. The words they receive are the academic vocabulary that helps them to process the knowledge acquired and to express it in English.

Also small group presentations are particularly beneficial to ELL children because of the proximity of the child to the teacher. The Montessori teacher, the lesson, and the demonstrated material are physically close to the ELL

child in a small group presentation, and thus the teacher can closely monitor the responses and attention of the ELL child, to see that the child is engaged and is understanding the words in English but also the new academic vocabulary. An example of this is when a teacher performs what Montessorians call a “three period lesson” which a teacher will do with every group toward the end of a lesson. Let us imagine this time the teacher is giving a lesson, introducing the verb, to an ELL male child. The Montessori material that accompanies this academic word is a red, wooden circle that represents the action a ball can do and therefore the part of speech that gives action to the sentence. The lesson on the verb itself is the “first period,” where the teacher uses the new vocabulary while demonstrating the material. As the lesson is concluding, the teacher continues with the “second period” by making a request that does not require him to respond verbally, but rather asks him to use his body to respond, “Point to the verb that gives the action in the sentence.” The teacher then concludes with the “third period” by asking a question in which the new vocabulary is required. The teacher points to the wooden circle representing the verb and asks, “What is this?” Thus an ELL child receives three moments where the vocabulary is given and then required. Sometimes an ELL child understands an academic subject, but does not yet have the words in English to express his knowledge. Because the material is hands-on, the ELL child can let his hands do what his words cannot yet do - show what he knows.

We also want to share the ways in which Montessori reading and writing makes word-intensive tasks into work to do. In learning how to read and write, all Montessori children trace letters in the sand; they spell out words by taking the appropriate letters out of an alphabet box; they match words with picture cards; they *do* things with words. And much can be gained by *doing the work*, by manipulating the material and engaging in that deep practice that generates academic knowledge and the words that describe it. ELL children can also acquire English words in the same manner, by doing the work that creates the mastery.

H) Gifted and Talented Program.

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for the position of GT, but we have offer here a description of how we will provide for this student service.

Montessori is a self-paced curriculum, and often this element of Montessori education is discussed in terms of a child who is academically struggling and needs additional time and practice for mastery. But self-pacing is also incredibly beneficial to gifted and talented (GT) children. A chronic complaint from GT children in traditional classrooms is the element of boredom, of having to wait until all of the children in the classroom complete an assignment or understand an academic concept. A GT child's academic life becomes one of patiently (or sometimes impatiently) waiting on peers, with an occasional reprieve offered by a pull-out with the GT teacher.

The Montessori classroom relieves GT students from fulfilling only “on-level” study and challenges them to work and study as extensively as they desire. As we have discussed in the section concerning our educational program, Montessori works for accelerated learners because these children can advance as quickly as they are able, receiving differentiated instruction on their advanced pace because the teacher knows the entire curriculum and can borrow an advanced material from an upper classroom. It also works for GT children because sometimes a GT child will develop a passion for a subject matter that they are encouraged to further explore on their own, becoming the class expert --learning beyond the knowledge of even the Montessori teacher! Montessorians speak of their class' zoologists, Egyptologists, botanists, historians, mathematicians, artists, poets, and fiction writers. They talk of the child who masterfully plays a musical instrument, who understands humor, who knows every country on the globe, who serves as the class' literary critic of juvenile literature. When a GT child develops an area of academic interest, a passion really, the GT child has a chance to grow and nurture it in the Montessori classroom.

Montessorians often talk about a child who self-assigns and then engages in an extraordinary expansive academic work as doing a “great work.” And Montessori children, GT or not, do great work all of the time. For example, we submit in our addendum a letter of support by a rising GT freshman who spent seven years in a Montessori school. ■■■■■ recalls a time in second grade that she became interested in the periodic table from an initial lesson her teacher presented, and she set about to record for herself every element on the chart. With

stacks of cardstock squares, [REDACTED] wrote in each element's full name, atomic number, atomic weight, its abbreviation, as well as a hand-drawn picture of each element. Her passion and commitment to her work drew the admiration and assistance from others in her classroom. When her great work was finished, she could assemble the periodic table herself, without any assistance from her teacher or from the original chart. [REDACTED] is now entering an arts and science magnet public high school as a science magnet student. Her great work in second grade will now assist her knowledge as she enters high school science classes, like chemistry. It is this kind of work that can make Montessori GT children thrive, as their academic learning becomes as great as the work they do to obtain it.

A final consideration of GT children needs to be addressed here. Sometimes a child is gifted and can accelerate in one academic area but needs a slower pace in another. Sometimes a GT child is, like most of us, not GT in every academic subject, in every academic skill. Because the Montessori teacher offers lessons that meet the GT child's academic needs at their current pace, GT children are not pressured to "be GT" in every academic subject, in every think-outside-the-box scenario. They can be who they are academically, where they are in their course of study.

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

Applicant Response:

Rockbridge Montessori School will serve the central Little Rock region. The Little Rock School District schools that are in close proximity are Washington Magnet Elementary, Rightsell Elementary, Rockefeller Incentive Elementary, Booker Arts Magnet Elementary, Forest Heights Middle, Mann Magnet Middle, and Dunbar Middle School.

Because some of the founders of Rockbridge Montessori live in many of the surrounding areas of central Arkansas, we might get the opportunity to serve a few students from the North Little Rock School District, Pulaski County School District, as well as the Benton and Bryant School Districts.

As an open-enrollment public charter unrestricted by district boundary lines, Rockbridge may potentially attract students from throughout the Central Arkansas area, but it is anticipated that the vast majority of our students will come from the districts listed above.

According to the 2013-2014 enrollment information housed on the Department of Education Data Center's website, there were 23,676 students enrolled in Little Rock School District; 8553 students enrolled in the North Little Rock School district; 17,060 enrolled in the Pulaski County Special School District; 4,922 students enrolled in the Benton School District and 8,862 enrolled in the Bryant School District. At the school's maximum enrollment of 325 students, it is estimated that up to 185 students would come to Rockbridge from the Little Rock School District; up to 60 students each from the North Little Rock and Pulaski County Special School Districts and up to 10 students each from the Benton and Bryant School Districts.

There are also private preschools located close to our school's proposed location, Scholastic Academy Private Preschool and the Early Childhood Education Program (6-weeks through P4) at Trinity Cathedral Episcopal Church. Trinity Episcopal Church offers on Sundays the Catechesis of the Good Shepherd, a Montessori religious curriculum, so parents might already be familiar with Montessori education and thus be relieved to know that Montessori would be available to them tuition free.

Montessori education is established in the private sector in central Arkansas with at least seven Montessori schools currently in central Arkansas. The newest one, Urban Garden Montessori School, will open in Fall 2014 at 610 Main Street, on the *same street* as our school's proposed location (Main and Roosevelt). Although students whose family can afford private tuition is not our primary targeted student population, we might attract a few students whose parents are struggling to pay tuition yet still want Montessori education for their children. They might be encouraged to know there is finally a public charter school option for families in Arkansas.

There are also several traditional private schools in the Central Arkansas area. It is possible that Rockbridge will draw from this population as well, along with home schooled students, thus further reducing the impact to the Little Rock School District and the other districts listed above.

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

Applicant Response:

In our work toward annual reporting, we find that different audiences require different methods of dissemination. Thus we will employ different methods to disseminate the annual reports when we are reporting to the Arkansas Department of Education (ADE) and to Rockbridge parents and the greater community.

Reporting to the ADE. Rockbridge will prepare a formal Annual Progress Report in compliance with Rule 7.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The report will include the school's assessment results of its academic performance as well as on the assessments of joyful learning experiences and peaceful social development, as laid out in our assessment sections. To disseminate the annual report, we will post the report to our school's website, to the Arkansas Democrat-Gazette (or similar local newspaper), and to any other medium required by law, before November 15th.

Reporting to the Parents and Community of Rockbridge. Because we are targeting families with low SES, we cannot expect our parents to have access to the technology which would allow them to view the annual report in the ways the ADE will. Further, our work in education has shown us that most parents do not fully understand the content of annual reports that are disseminated to the ADE or to other expert groups of educators. Rather parents require and appreciate annual report information that is carefully prepared for them, for their understanding of their own children's academic and social performance as well as a general knowledge of the performance of their children's school. Thus our methods of dissemination to parents and to the greater community will be more personal, catering to their specific needs.

Parent-Teacher Conferences. Because children will have the same Montessori teacher for three years, the teacher can incorporate into the scheduled parent-teacher conferences additional time to review with parents how their children performed academically on the standardized tests of the previous year/semester. For all parents who come to parent-teacher conferences, the teacher will go over the assessments with the parent, explaining what his/her child's scores indicate, explaining where his/her child is in terms of meeting academic standards (for criterion-referenced tests) and/or in comparison to other children taking the same test (for norm-referencing tests). Investing time to personally communicate with parents will help them understand their children's academic skills as well as become an informed advocate for their children and for Rockbridge.

Parents' Night. Since our Parents' Nights will already serve as informative meetings about how Montessori helps children understand academic concepts and skills, one yearly Parents' Night dedicated to the explanation of testing of academic skills makes sense; parents need to see how Montessori "translates" into academic skills that are assessed. This Parents' Night will meet all conditions for it to serve as the required public meeting on our annual report, but it will also allow for a greater conversation to occur about meeting the school's academic performance objectives, its work toward testing, and how parents might further help their children during the year as well as during the testing season. The School Director and/or Curriculum Director will be available to explain the results of testing and other elements of the annual reports as well as to answer questions from parents and the community. We also hope this is a time where we can receive feedback from parents and community on suggestions to how to improve the school.

Online and print-based reporting. Finally, parents and community members will always have access to all reports generated for the ADE and other legal purposes. Parents and interested parties can access all reports on our school's website or through email as we will send all reports to parents whose current email we have on file. Or we simply will provide parents and/or community members print copies, upon request. The School Director or Curriculum Director will be available, by appointment, to answer any and all questions about the annual report.

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

Applicant Response:

Enrollment Criteria. In accordance with federal laws, no student will be denied admission to Rockbridge Montessori based on race, ethnicity, national origin, disability, aptitude, or athletic ability. The school will be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Further, Rockbridge Montessori welcomes any and all children, whether or not they have had a previous background in Montessori education.

- Any child whose fifth birthday is on/before August 1 may apply for admission to kindergarten.
- Any child K5 through fifth grade, either by age or documented academic performance levels, may apply for admission to the early elementary (1st - 3rd) and/or upper elementary (4th - 5th; 6th grade will be available in 2017) as well as the adolescent community (when 7th - 8th grades begin in 2018).

Recruitment Process. Rockbridge Montessori School will begin by recruiting through the normal means of media, through the ads in the newspaper, the public hearing, promotional print media like fliers and brochures, through technology such as our website, social media, and links on our website that explain what is Montessori education. Yet we have concerns with these usual means of recruitment because Montessori education is not well known in the public sector of central Arkansas, but it well established in the private sector. We foresee that the news of a free and public Montessori school might spread quicker to the Montessori private school community than to public school parents who are only familiar with traditional schools. We specifically are worried that recruitment through technology might in fact limit our recruitment efforts to families that can afford full access to the Internet. In fact we anticipate that public school parents, and especially low SES families with little or no access to Internet, will have little or no knowledge of Montessori education and will have limited ways of learning about it. We also anticipate they will need more time to hear about, investigate, and then choose Montessori education for their children.

During their time of discovery and exploration, we do not want the lottery to be filled solely with Montessori private school children whose families can already afford private tuition. Although we welcome Montessori children from private Montessori schools, our targeted student population is low SES families who deserve, just as much as tuition-paying families, to have a true alternative to traditional education, to have the full benefits of Montessori. Thus our recruitment process is designed to target low SES families that are close to our proposed school's location, to recruit from our own neighborhoods.

Rockbridge founders will focus its recruitment on the specific families we are targeting--through a local neighborhood campaign. We will knock on doors and talk to families directly. We will spread by word of mouth, which often travels faster and further than any promotional material. We will specifically target the outlying areas around the Governor's Mansion Historic District, giving these families the most current information about our school, so they can sign up for the lottery and have a good chance of admission. We truly want Rockbridge to be a public school with public school children, so we will actively recruit to make it so.

Enrollment Criteria for the After-School Program.

If a child fulfills the enrollment criteria for enrollment at Rockbridge, then the child also can enroll in our after-school program, if parents deem that this additional service is needed. Our after-school program from 3:00 - 5:30 pm will be provided at a minimal cost to our parents. This program will only be offered to our school's children. This time will include a nutritious snack, extended time for recess and physical activity, as well as a short time for doing the homework of reading aloud and/or math facts. If parents are willing to pay an additional cost, individual or group lessons (martial arts, dance, guitar, etc.) could be offered.

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

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

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

- Yes
- No

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

Applicant Response:

Lottery Process. Families who wish to enroll their children in Rockbridge Montessori School will sign up for the open-enrollment lottery, which will be available from the day the school has been approved by the ADE (or September 1 in its second or sequential years) until March 14. On March 15, enrollment will be determined for the next academic year.

- If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission.
- In the event that more applicants have applied to the school than can be accommodated under the terms of the charter, Rockbridge Montessori School will conduct a random, anonymous student selection method, a lottery.

To ensure that the lottery procedure be transparent to the public, the date, time, and location of the annual lottery will be previously announced on the school's website and through other mediums. Rockbridge Montessori will invite any parents, community members, or other interested parties to attend this public event.

Lottery Procedure. In preparation of the lottery, the names of all applicants who have submitted timely applications with parent/guardian signatures shall be written or typed on identical pieces of paper, one name per piece of paper, and will be folded in an identical manner. They will be placed in separate containers according to each applicant's desired multi-age class (kindergarten, early elementary (1st-3rd), upper elementary (4th-5th). During subsequent years, 6th grade applicants will be placed in the container for the upper elementary class, and applicants for the adolescent community (7th-8th grade) will have its own container for this multi-age class.

On the day of the lottery, one or more board members will conduct the lottery in the presence of all parents, community members, and other interested parties. Beginning with the highest multi-age class, board members will draw applicants' names one at a time and the order in which the names were drawn will be recorded.

Siblings (biological, adopted, half, step, or foster) whose brother or sister's name had been previously drawn will automatically be placed on the enrollment list, provided there is space available in the appropriate multi-age class. Otherwise siblings will be placed on the waiting list in the order in which they were pulled when their siblings' names were drawn. When all seats in all multi-age classes are full, the lottery will end.

Waiting List Procedure. Applicants not selected on lottery day will be placed on a waiting list in the order in which they were drawn. If a vacancy arises, the applicant on the waiting list with the lowest number assigned will be contacted. The applicant will be given 48 hours to respond to the offered admission. The applicant can either accept or reject admission at this time. If the applicant accepts, admission is granted at this time. If the applicant rejects admission or if 48 hours has passed with no response from applicant, then the offer of admission will be no longer be considered valid and the applicant will be removed from the waiting list. Applicant can resubmit, if desired, but applicant will be placed at the end of the waiting list. The next applicant on the waiting list will be contacted until all seats in all classes are filled. The waiting list will be valid until the next time Rockbridge is required to conduct a random, anonymous student selection.

Admission Preference. The following preferences in admission will be allowed: (1) As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools. (2) In year two and thereafter, preference will be given to returning children who will automatically be assigned a seat within the appropriate multi-age class. (3) Preference will be given to siblings (biological, adopted, half, step, or foster) of children already enrolled in the school.

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

Applicant Response:

We will not have a weighted lottery.

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

Applicant Response:

No founders, board members, or leaders involved in Rockbridge Montessori School has any prior involvement in another charter school. Nor are we using a management company.

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

Applicant Response:

In a Montessori school, jobs are determined by the needs of the children. What we have seen in the greater Montessori community is that Montessori children need more adult support in their classroom than they do outside of it. They need more adults working with them in their classrooms than they do working for them in the school office. Children need their experienced Montessori teacher to give them small group presentations and academic guidance, yet they also need their aide to support the flow of the classroom which enables the continuity of academic work. A Montessori classroom works because there are *two* adults present in every classroom looking after the needs of the children.

It is these adults, the ones who contribute the most to the children's education every day, in which we will financially invest. And we will invest only in teachers and aides who are already the best. Many of the founders of Rockbridge are established Arkansas educators, already deeply connected to the central Arkansas educational community, and we have already begun to share our vision. Since Montessori education will be a unique public school teaching opportunity, we have attracted the serious interest of some of the best educators in Arkansas, the ones we know personally and/or by reputation. Recruitment is already working. We are actively recruiting the teachers in central Arkansas who are the most experienced, most skilled, and the most familiar and comfortable working with public school children. Teachers who are not only highly qualified but also who have years of experience in the classroom already. Teachers who are not only licensed but who are willing to work during their summer breaks for free to get their AMI Montessori certification. We will pair these teachers with aides that not only work well with children but can also offer their special contributions, their unique ways to enrich the classroom or school. Thus our goal in hiring is to invest deeply in teachers and in aides so the children's needs are met and that their academic experience is exceptional, unique in central Arkansas.

We know that the staffing of experienced teachers and unique aides creates a financial position that requires inventive and resourceful uses of hired staff. It requires the staff we hire to take on other additional support roles that might normally be fulfilled by additional staffing. It also requires the school operate on a lean staff for administration and office personnel when the school begins. The job descriptions that follow reflect our work toward resourcefulness and minimal staffing outside of the classroom.

Job Descriptions.

Montessori teachers.

Requirements: Teachers must be certified in Montessori education or must be actively enrolled in AMI training. Must be certified or highly qualified in Arkansas. Must have a bachelor's degree, master's degree preferred. Five years of classroom teaching, preferably in a public school. Must be committed to the Montessori Method and to meeting the unique needs of children. Preference is given to those with additional degrees and experience in special education, counseling, media/library services, health services, Gifted and Talented education, or ELL education.

Note to secondary Montessori teachers on requirements: We know Montessori training for adolescents teachers (7th - 8th) is currently being reconstituted and expanded, and therefore Montessori training may or may not be immediately available. When our school opens its adolescent community (7th-8th) in 2018, Montessori secondary training will be expected from secondary teachers when it becomes available in the summer months.

Duties include: Work with children through the Montessori Method, creating a prepared environment for children, record keeping of lessons given, practiced, and mastered by each child, parent communication/ conferences, participation in Parents' Nights and other school activities, test proctoring and other test-related duties.

Classroom Aides.

Requirements: High school diploma or equivalent, college degree or college experience preferred.

Demonstrated ability to work successfully with children and with diverse individuals, computer literacy, and good interpersonal skills. Preference will be given to those who have a demonstrated ability or can provide proof that a personal talent or skill will be shared with the children at the school (such as art, music, foreign language, health services, gardening, technology, domestic arts, culinary arts, physical education, bus driving with CDL license, etc.).

Duties include: Assist children and their teacher in the classroom and throughout the school day. Data entry of students' academic activities. Offer a unique contribution to the classroom or school by leading children in an academic enrichment.

School Director.

Requirements: Master's degree in education and/or administration degree. Doctorate preferred. At least three years classroom experience. At least three years administrative experience. Commitment to the Montessori Method and its pure implementation at Rockbridge Montessori.

Duties include: test administration, parent conferences/contracts, student discipline, promotion and recruitment of the school, enrollment, attendance/participation at school board meetings and other school activities, especially those involving parents; liaison to Department of Education, its employees and affiliates; management of support staff, custodial staff, and non-educational volunteers; work toward compliance to all ADE and federal requirements, interviewing for all positions, and budgeting.

Curriculum Director.

Requirements: AMI certification. Master's degree required, master's degree in education or administration preferred. At least five years of classroom experience, with experience in a Montessori classroom.

Duties include: working with Montessori teachers so that they might provide a "pure" Montessori Method; working with children in the classroom to provide assistance with normalization; managing all state-required professional development for teachers, providing professional development in all matters of Montessori, providing supplemental instruction to children in literacy and/or numeracy remediation, training of aides and other support staff related to children's education, training/professional development of educational volunteers, leading parent education during Parents' Nights, interviewing along with the School Director for the positions of teachers and aides, substituting during morning work cycle for teachers who are absent for multiple sick days or for their required days of observation and/or mentor-guided teaching, as required to fulfill all AMI certification requirements.

Office Administrator/Materials Manager.

Requirements: College experience or equivalent work experience. College degree preferred. Computer skills, Internet skills, and a general understanding of technology. Strong writing skills a must. Website creation a plus. A willingness to serve in whatever capacity is needed each day. A general understanding of Montessori education. Specific knowledge of Montessori materials preferred. A kindness and patience with children.

Duties include: Managing the school office, preparing all print-based documents and other materials for faculty meeting, board meetings, and other school events, managing all communication and correspondence (phone, in person, email, facebook, website, etc.), assisting with the lottery system, managing the administrative tasks/data entry required on Montessori Compass, working with the School Board's Member at Large to manage of volunteers, working with School Director to prepare the annual report of academic performance and other required documents, and during standardized assessments, monitoring non-test-taking children while teacher is proctoring (or if qualified, proctoring).

During the second and sequential years, this position will grow into full time work, in which additional duties will be required. These duties may be subsumed under the single position of a full time Office Administrator. Or the Office Administrator will continue part time and another part-time position, Materials Manager, will take on these new duties.

Second/Sequential year duties include: managing of Montessori materials (creating new materials, ordering and inventory, repairing when needed), grant writing, promotion writing (brochures, flyers, etc.), rewriting and/or revising any school print-based or online documents including internal documents such as the student handbook, documenting the history of our school through photography, writing, and video, and when the adolescent community begins in 2018, working with students in their writing and visual representations (photography, etc.) to create a school newspaper or other student-created print or online text for the school.

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

Applicant Response:

Accounting.

Rockbridge Montessori will comply fully with the following: generally accepted accounting principles (GAAP); federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. The financial records will also be subject to audit annually through the State Division of Legislative Audit.

Fiscal Year.

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

Procurement.

Rockbridge Montessori will follow rules and regulations defining the bid process for Arkansas public schools. Rockbridge Montessori will adopt a procurement process which complies with Arkansas state law and shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance, and price. Rockbridge Montessori shall adhere to the following objectives: (1) procurement of goods and services shall be in an impartial manner, based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.; (2) make all purchases in the best interests of the school and in accordance with funding source guidelines; (3) obtain quality supplies/services needed for delivery at the time and place required; (4) buy from responsible sources of supply; (5) obtain maximum value for all expenditures; (6) deal fairly and impartially with all vendors; (7) maintain dependable sources of supply; and (8) be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in supplier relationships.

Personnel.

Daily business duties will be overseen by the School Director.

Budgets.

The budget shall be developed and approved by the Rockbridge Montessori School Board by June 30^h and submitted to the Arkansas Department of Education by September 1st. The budget will be used to monitor and evaluate the financial status of the school throughout the fiscal year. Financial statements displaying budget vs. actual results will be prepared and presented by the School Director to the Rockbridge Montessori School Board as requested at regular board meeting. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the School Director and/or School Board who shall ensure that funds are expended in accordance with the adopted budget. The budget shall be amended when a change is made increasing any one of the functional spending categories by the greater of \$1,000 or 10%.

Please see "Attachment X: 2014-2015 and 2015-2016 Salary Schedule and Budget Template" for a two-year budget estimate that reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed.

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

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

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

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

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

Applicant Response:

Minimum Enrollment for Viability. The minimum number of children who must attend Rockbridge in order for the school to be financially viable is fifty-eight (58). This was determined by:

- a. calculating the fixed minimum costs: \$375,400
 - \$245,400 - the cost of the building (rent, utilities, and insurance)
 - \$130,000 - the cost of minimum staff with two classes (Curriculum Director/Montessori teacher, Montessori teacher, and two aides), which is the minimum requirements of the school.

- b. calculating the amount per child that would cover the fixed minimum costs: \$378,218
 - \$6,521 per child (State Foundation Funding) x 58 children

- c. subtracting funding per child from the fixed minimum costs
 - \$387,218 - funding per child (58 children)
 - \$375,400 - fixed minimum costs
 - \$ 2,818 - remaining budget (all other expenses could be covered by Walton grant)

Bill Simmons, President of Rockbridge School Board, was assisted by Dr. Bobbi Davis, in this calculation. Dr. Davis is the Director of Financial Services with Arkansas Public School Resource Center. She has over twenty years of experience in finance and budgeting at the state-level and was also a former school superintendent.

Contingency Plan. If fewer children than necessary for financial viability are enrolled by May 1, 2015, Rockbridge staff will activate its contingency plan which will consist of accessing all previous applicants remaining on the lottery's waiting list as well as beginning an energetic campaign to recruit new applicants. Our campaign will include the following acts:

First, we will broaden our neighborhood campaigns to include neighborhoods that have yet to be addressed. We will personally invite these neighbors to apply for admission.

Second, we will create a running list as to why interested parents feel they cannot send their children to Rockbridge, and we will attempt to alleviate these reasons. For example we could be the point of contact for parents who need transportation for their child to organize their own parent-initiated carpool system.

Third, we will contact public and private preschools in the area and request our contact information be given to the parents of children who were still undecided about placement into a kindergarten program; these parents might find a Montessori environment to work for their child/ren.

Fourth, we will contact private Montessori schools and request our contact information be given to parents who inquired about Montessori education but did not enroll at a Montessori school; these parents might have desired Montessori education for their child/ren but did not have the financial resources, thus they might be interested in enrolling in a public Montessori school.

If the contingency plan fails to create financial viability and therefore it is determined that Rockbridge will not be opening in the Fall of 2015, Rockbridge will notify the parents, leaders of surrounding school districts, open enrollment charters, as well as staff at the Department of Education on July 10, 2015.

Education Program and First Day of School Enrollment Procedures. We will continue to provide the education program outlined in the application, even if previously admitted and enrolled children fail to attend on the first day of school. The education program still remains viable because the educational materials required for a Montessori classroom will have already been purchased, the classroom will have already been prepared. These costs, paid for through grant monies, are determined by class, not per child enrolled. Thus if the class has made, the education plan for the class can proceed as outlined.

Further, because a Montessori classroom thrives when all classroom members are present, we will make assertive efforts to assess attendance needs on the first day of school and to fill all seats on the first day, if children have failed to attend. If any of the children who has previously been offered and accepted admission fail to arrive on the first day of school, his/her seat will be relinquished, and the next child listed on the lottery's waiting list will be offered immediate admission. If Rockbridge uses all of the applicant's submitted telecommunication contact information and still cannot get in contact with applicant, Rockbridge staff will return to the waiting list and offer admission to the next applicant. This procedure will continue until all seats are filled or the lottery's waiting list is exhausted. If the waiting list becomes exhausted, open admission will be offered, in the order of those who have requested immediate admission and who fulfill the admission requirements. This procedure will be executed swiftly, especially if less than fifty-eight (58) children, the minimum number of children required to remain viable, attend the first day of school. Also the procedures listed in the contingency plan might be employed as well to insure enrollment numbers are met.

Preparations for Urgent Expenses.

We have made preparations for urgent expenses primarily by excluding NSL Funding from the original budget. Rockbridge can cover all fixed minimum costs with fifty-eight children, without the addition of NSL Funding. Although we anticipate that at least seventy percent of children enrolled at Rockbridge will qualify for our school to receive this NSL funding, we have not included in our budgeting any of these funds that we might receive. This will insure that we will have additional funding for urgent expenses that is not part of the original budget.

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

Applicant Response:

Rockbridge Montessori will comply with the Arkansas Department of Education audit requirements as outlined in the "Rules Governing Publicly Funded Educational Institution Audit Requirements." Rockbridge Montessori will also work with the Division of Legislative Auditor to prepare the required annual financial audit and the Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the School Board. The School Board will be responsible for developing a corrective action plan to address items noted by the auditor.

Rockbridge Montessori will adhere to the practices below to ensure programmatic quality:

- 1) Continuous in-house academic program assessment
- 2) Ensure appropriate action is taken as issues related to school programs arise
- 3) Annual creation of a School Improvement Plan to identify and address areas that may be aligned
- 4) Review of curriculum to ensure its alignment with Common Core state standards

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

Yes

No

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

Applicant Response:

The future home of Rockbridge Montessori School will be at 108 W. Roosevelt Street, Little Rock, AR 72206, on the corner of Roosevelt and Main Street, within walking distance of the Governor's Mansion and close to downtown.

The 19,000 square foot, free-standing facility is owned by St. John Baptist Church, an established, local congregation which has been a part of Little Rock's community since 1890 and is eager to work with us for the betterment of the neighborhood. St. John's sanctuary and other religious buildings are across the street, catty corner to the facility, and therefore physically and visually separated from our school's facility. Yet St. John owns the surrounding properties, buildings, and green spaces, thus our school will be nestled within the safety of a single property owner. Rockbridge's operation will be conducted separately from the activities of St. John Baptist Church, and the Church will have no control nor input into the operation of the school. The school will be completely non-sectarian in its practices and operation. All areas of the Church utilized by the school will contain no religious symbols or indicia.

The facility has been used for a variety of the church's programs, but it is currently empty and will remain this way until we begin our lease. Outside is a grassy space that will become a playground area, complete with an encircling fence. This area will also include a place for the children to plant and grow a vegetable and flower garden. The parking lot will be resurfaced as soon as the traffic flow is determined for the school's method for drop off and pick up.

The facility is generous, divided into three different sections with connecting doors or entrances. St John has remodeled the facility with a new roof, new heating and cooling systems, new clean carpet, and fresh paint of a neutral color. They have already installed five security cameras, but the security system could be enhanced with three more, if needed.

Perhaps the best features of the facility are the wide, open rooms that will be recreated into "prepared environments" for children. A Montessori teacher creates the "prepared environment" by purposefully arranging the classroom's tables, chairs, storage, walking spaces, gathering spaces, and of course the many shelves loaded with multidisciplinary, sensorial materials to fit the physical, social, and academic needs of the children. Because a Montessori teacher understands that children need different spaces to accommodate different learning styles, a fully functioning prepared environment takes more space than a classroom filled primarily with

rows of student desks. Our children need room to shelf their materials, to find the many places and postures they take while learning, and to move freely in their environment so as to promote their self-initiated learning.

Thus the generous rooms in our facility will give us the space we need to, ironically, make our prepared environments small. When adults first enter a prepared environment for, say, early elementary (first through third grades), they are often surprised at how small the tables and chairs are, how short the materials shelves are, how low the academic charts are placed on the wall. What these adults are noticing immediately is that a big room is designed to fit the smaller bodies of children who work there. Thus even an untrained eye can see that a Montessori classroom is designed for children's bodies.

But perhaps what is harder to perceive is that the Montessori classroom is designed for children's minds as well. The generous rooms in this facility will not only accommodate the bodies of children at work but the prepared environments will also prepare the children's mind toward academic study. The prepared environment physically organizes academic knowledge; in Montessori terms, it gives "order to the mind."

These generous rooms will accommodate a prepared environment because the classroom is designed to organize the academic subject matters into physical spaces so that the child understands the depths and perimeters of each academic discipline. Traditional elementary educators might connect this idea with what has been traditionally called "centers;" this is a good starting place to think about this, but Montessori environments are much, much bigger than centers. For example, the math materials might dominate six or seven shelves; there might be tables and rugs to work by the shelves to have easy access to materials. The Language section is also a huge field of study, covering shelves and space for works in phonics, grammar, reading, writing, and spelling. Similarly, history and science have their spaces, but there is also places for music study, studio art, and for computer research/typing.

Children are not mentally limited by the boundaries of the physical spaces of academic subjects. They can always perform a cross-disciplinary study, combining materials as well as academic ideas, but even the movement between two physical spaces makes that interdisciplinary abstract concept a physical activity. Because the classroom "gives order to the mind," children gain a tangible understanding of how knowledge is organized.

An empty Montessori classroom contains a sense of anticipation, a feeling of expectancy, a need for children and their work. This is also the feeling we had when we entered this empty facility on Roosevelt. We want to create this Montessori classroom, this prepared environment, at this facility for the children of Rockbridge Montessori School and then eagerly await for their arrival.

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

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

Applicant Response:

- (1) The facility owners do NOT have a relationship with members of the board of the public school district where Rockbridge will be located.
- (2) St John Baptist Church has members of its congregation who are currently employed in the Little Rock School District.
- (3) The facility owners do NOT have a relationship with the eligible sponsoring entity.
- (4) The facility owners do NOT have a relationship with the sponsoring entity or any employees, directors, administrators or anyone associated with Rockbridge. The first time Rockbridge met the facility owners was during our first viewing of the facility with our realtor.

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

- Yes
 No

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

Applicant Response:

Building Compliance. When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications. However we are anticipating minimum changes to the ones we have already planned. We will need to put a ramp inside the facility which connects one section of the facility to the other. We will need to modify a restroom to make it handicap accessible. St John Baptist Church, our proprietor, has already agreed to resurface the parking lot, so a handicap accessible ramp into the entrance of our facility will be created. These are the needs we see right now, but we will insure that we will meet all ADA and IDEA requirements for accessibility. We want all children to have full access to Montessori education and will work to make our building work for them.

Zoning, Permissible Uses. According to the City of Little Rock Planning and Development's Mansion Area

Zoning Map, our facility is located in the "N" section of the Capitol Zoning District in Little Rock. We have already contacted Boyd Maher, executive director of the Capitol Zoning District Commission (501-324-9644; boyd.maher@arkansas.gov), who has verified that our facility qualifies for the permissible use that is laid out in the "General Standards for Capitol Zoning District" which determines that our school's elementary and secondary schools fits within the permissible uses of "Community Facilities II." We are in the process of getting approval from the Commission, however Maher reassured us that the approval of a school will not be a problem.

There are no alcohol sales within 1,000 feet of the facility. This was confirmed by Judy Chwalinski (501-682-1105) of the Alcoholic Beverage Control office for Little Rock. She checked her database and said that the closest one is 700 E. Roosevelt (a gas station by the interstate which is 2,580 ft. away).

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

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

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

Applicant Response:

18 (A). Family Relationships Between Those Named on Application

- 1) Shannon Nuckols and Kimber Barber-Fendley are sisters.
- 2) Shirley Fendley is Kimber Barber-Fendley's mother-in-law.

18 (B). Financial Relationships Between Those Named on Application

- 1) Kimber Barber-Fendley is contracted to write the charter application. She might be contracted to write grants, media promotions, and other written communication for the school in the future.
- 2) none
- 3) Shannon Nuckols will be interviewed to serve as Curriculum Director, and Kimber Barber-Fendley may be hired as the Montessori secondary teacher when the seventh grade becomes available in 2018.
- 4) Rockbridge Montessori School has contracted with Arkansas Public School Resource Center (APSRC) to provide editorial and legal services for the writing of the charter application. All members of APSRC are included in this financial agreement.

18 (C). No relationships, familial or financial, previously exist with the owners of the facility to be leased.

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

Applicant Response:

Rockbridge Montessori School will create a conflict of interest policy which will provide notice to employees that no employee is permitted to accept any outside employment that would interfere with professional responsibilities or create a conflict of interest. A conflict of interest will be determined to have occurred when a real or seeming incompatibility arises between an employee's work duties within the school and the employee's personal, private, or other employment interests. Employees in violation of this policy will be subject to disciplinary measures, which may include termination where appropriate at the discretion of the Board or School Director, as appropriate.

To discourage potential conflict of interest activity, Rockbridge Montessori, a "Conflict of Interest Policy" to be signed by board members, employees, and volunteers. Additionally, to prevent conflict of interest, the Board will abide by the Rockbridge Montessori bylaws in "Article X: Board Members Conflict of Interest." Here is the bylaw:

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt, non-profit corporation's (Rockbridge Montessori School) interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations.

Section 2. Definitions.

1. Interested Person, Any director, principal officer, or member of a committee with governing board delegating powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest, A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a: An ownership or investment interest in any entity with which the School has a transaction or arrangement,
 - b: A compensation arrangement with the Corporation or with any entity or individual with which the School has a transaction or arrangement, or
 - c: A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
3. Compensation, includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. A financial interest, is not necessarily a conflict of interest. Under Article V, a person who has a financial interest may have a conflict of interest only if the appropriate governing body or committee decides that a conflict of interest exists.

Section 3. Procedures.

1. Duty to Disclose, In connection with an actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the members of the committees with governing board delegating powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists, After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the governing or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interests, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 6. Compensation.

a. A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Annual Statements.

Each director, principal officer and member of a committee with governing board with delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 8. Periodic Reviews.

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 9. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 8, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing.

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

Applicant Response:

Rockbridge Montessori School will apply to participate in the Child Nutrition Program ("CNP"), including both the School Breakfast Program and the National School Lunch Program. It is the intention of Rockbridge to contract through the RFP process with a cost-effective nutritional food vendor to provide hot and cold meals to the students of Rockbridge. A local food vendor may also be considered if the option is more cost-effective for Rockbridge.

Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, Rockbridge will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low cost meals will be provided to the children. The CNP will also ensure the equal treatment of children who qualify for free and reduced price meals. Furthermore, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the staff at Rockbridge will be responsible for serving children, while keeping track of records related to CNP. Rockbridge will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

A discussion of food services for our children would not be complete without a description of what the noonday meal will be like at Rockbridge Montessori. We see the noon meal not only an opportunity for nutrition but also for a daily practice of grace and courtesy that is needed while sharing a common meal. Children will lead the dining practice by being in charge of setting the tables for their class, replete with table cloths, place mats, cloth napkins, and real plates and silverware. If flowers are available in the garden near the playground, children will pick and then arrange flowers in vases to beautify each table. If they choose, the children will select quiet music to play to enhance their dining experience. When the tables are ready, the children will invite their peers and teacher to join them.

When every one at the table is served their plates of food, they will all participate in a moment of silence and then begin to dine. At the beginning of the academic year, the teacher will offer lessons in grace and courtesy that apply directly to the dining experience, such as dining etiquette (napkins in laps, proper use of a fork, closed mouth when eating). But also the social elements of dining will be taught directly as well as modeled by the teacher, elements such as conversing with peers, talking quietly at the table, and what constitutes appropriate dinner conversation. When overt lessons in dining are no longer required, the teacher's presence during meals will serve as a daily example to students of the expectations during dining and the pleasure that is a part of the dining experience. Thus the noonday meal is not just about eating; it is about eating together.

When the meal is finished, the children will play an active role in the cleaning of the tables. For example, they will stack the place mats and gather the table napkins to be laundered. In this way, children will gain a sense of the work involved in meal preparation and thereby also gain an appreciation for this work and for the people who do it everyday for them.

Because the teacher will be actively teaching during the noonday meal, each teacher will be given thirty-minutes of duty-free lunch during the children's recess. The teacher's aide will take lunch while the children dine, and then monitor them during recess.

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

Applicant Response:

Montessori Parents. A Montessori school might initially be a fascinating yet mysterious place for parents and guardians who are only familiar with traditional education. Some parents, unacquainted with the workings of a Montessori classroom, might be hesitant to volunteer, not knowing where their help is needed. Our desire is for our parents to understand Montessori well enough so they know what their children are experiencing at school but also so they know the unique ways they as parents might contribute to their children's Montessori classroom or the school's overall educational programs.

To inform themselves on Montessori education, our parents will always have print or online options. They might also choose to formally observe their children's Montessori classrooms after the first quarter when the children are normalized. However another viable option is for parents and guardians to join us and their children in "Parents' Nights" which will be held two or three times a year. These nights are dedicated to helping parents understand what Montessori education is and how Montessori works. Part of these evenings will hold a presentation or demonstration on an academic element of a Montessori classroom. For example, the presentation might show how an educational material, like a Montessori Math material, is initially used in a primary classroom but then is reintroduced in early and upper elementary to teach more complex works. In this way, parents and guardians can learn about Montessori and can then listen with a deeper understanding of their children's Montessori experiences.

When parents understand Montessori, they can offer support in the main educational goal our school has, the development of reading and math skills. The best way a Montessori parent can contribute to the overall school is by doing what Montessorians do, by working with the individual child, except this time the child they are working with just happens to be their own.

When parents come to Parents' Nights, they will understand the nature of Montessori homework, which is not a math or English workbook page, but rather a moment for parent and child to experience a short, enjoyable time together in reading and mathematics practice. This twenty minutes of daily reinforcement of reading and memorizing math facts has a direct effect on Rockbridge's work toward literacy and mathematics and ultimately work toward our assessment goals.

Parent Teacher Student Association (PTSA). Parents' initial hesitancy in volunteering is another reason why we seek an active PTSA, to give parents and guardians a way to volunteer through a school organization they are already familiar with. Parents will work within the PTSA to organize and coordinate for the following:

Saturday Volunteer Day --A day of volunteerism when parents and other volunteers will work with teachers on materials in the classrooms or light maintenance on the school property. Tasks will be simple yet needed, like cutting out laminating, making booklets, sharpening all of the school's colored pencils. Light maintenance might include raking the leaves, mowing the playground area, and completing small paint projects.

Special Occasions--PTSA will work with the adults and children of Rockbridge to celebrate the special occasions and celebrations that will be a part of Rockbridge's academic years. We will begin with two annual events, either a Fall Carnival or Thanksgiving Feast in the first semester, and then a Transition Ceremony in the second semester. A Transition Ceremony is the occasion in which we honor the children who are transitioning to a different multi-age classroom, and thus are entering a new moment in life and a reason for celebration. Both occasions are times children can practice peaceful social interactions as well as grace and courtesy.

Community Volunteerism --PTSA will coordinate with members of the community so that the communities' talents and skills might be shared with a single classroom or the whole school. We have promising connections with members of the community who could share their art or music, their green thumb, their practical life skills in the domestic arts(knitting, crocheting, and quilting) and culinary arts. Similarly, community members might organize free after-school programs that could be offered in addition to our after school care.

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

Applicant Response:

Waivers to be considered:

Ark. Code Ann. §6-13-601 et seq. District Board of Directors

Ark. Code Ann. §6-14-101 et seq. School Board Elections

Rockbridge seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Rockbridge is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Rockbridge's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.

Ark. Code Ann. §6-15-902 (a) Grading Scale

ADE Rules Governing Uniform Grading Scales

Rockbridge seeks exemption from this portion of the Education Code because, under the Rockbridge model, students do not receive grades rather the teacher-based monitoring of academic progress is accomplished through Montessori Compass, an online record-keeping system which records all lessons received, practiced, and mastered by each individual child. Academic progress is further assessed three times a year through Northwest Education Association (NWEA) adaptive testing and is assessed annually through PARCC or the next generation of assessment. The use of the Uniform Grading Scale is permissive at the elementary school level, however, careful records will be kept of student progress in lieu of traditional grades and Rockbridge will be able to make specific, detailed accountings of student progress.

Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom

Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel

Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities

Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter

Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement

Ark. Code Ann. §6-17-902-concerning Definition of Teacher

Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; and the ADE Rules Governing Educator Licensure

Rockbridge seeks exemption from these portions of the Education Code. Instead, Rockbridge seeks the flexibility to hire teachers and administrators who are best suited to implement Rockbridge's unique curriculum and policies to best attain the maximum amount of student achievement and growth. Rockbridge will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Rockbridge provides extensive training, support, and supervision for its teachers and administrators. Rockbridge ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.

Ark. Code Ann. §6-15-2302 General Business Manager

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Rockbridge seeks the flexibility to hire a qualified general business manager that is able to address the unique needs of the school's business model.

Ark. Code Ann. §6-16-105 U.S. Flag

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

Ark. Code Ann. §6-16-106 Arkansas Flag

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

Ark. Code Ann. §6-16-124 Arkansas History

Ark. Code Ann. §6-17-418-concerning the Arkansas History Requirement for Teacher Licensure Standard 9.03.3.11 of the ADE Standards Rules Arkansas History grade 5-8

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow flexibility to follow the established Montessori Method curriculum. The Montessori curriculum is global in nature and does not address specific states' histories. Students who develop interest in Arkansas history would be encouraged to conduct independent study in this area. Arkansas history will be taught as a part of the 7th or 8th grade curriculum.

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

Rockbridge seeks exemption from this portion of the Education Code because Rockbridge's model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and support. Rockbridge places great emphasis on planning and monitoring teacher and student development and ensures that teachers have the support they need to plan effectively.

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

Ark. Code Ann. §6-17-117 Non-Instructional Duties

Rockbridge seeks exemption from these portions of the Education Code as, with a small staff, seeks the flexibility to assign duties in such a way as to maximize use of teacher and administrator time.

Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address the unique needs of the school's business model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.

Ark. Code Ann. §6-17-203 Committees on Personnel Policies -Members

Rockbridge seeks the flexibility to develop its own personnel policies to address the unique needs of the school's business model.

Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most highly qualified teachers available. Rockbridge teachers and administrators are expected to be highly responsive to the needs of students and families.

Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most qualified employees available. Rockbridge employees are expected to be highly responsive to the needs of students and families.

Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law

Rockbridge seeks exemption from this portion of the Education Code. Instead, the Rockbridge Board will adopt personnel policies, including, but not limited to the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and

holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Licensed Guidance Counselors

Section 16.01 of the ADE Standards Rules

ADE Rules Governing Public School Student Services

Ark. Code Ann. §6-18-1001 et seq. Public School Services Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model provides a full array of support services which have proven effective in supporting students and families. In the Montessori Method, the teacher also provides services usually provided by the guidance counselor. The services provided by the counselor are therefore provided instead by the entire staff of Rockbridge. In Rockbridge's unique model, teacher stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

School Nurses

Ark. Code Ann. §6-18-706

Ark. Code Ann. §6-18-1001 et seq.

Section 16.03 of the ADE Standards Rules

ADE Rules Governing Public School Services

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules because the duties of the school nurse will be fulfilled by the entire staff. Rockbridge will also employ a staff member with a degree in medical sciences and experience in identifying, treating, and rehabilitating injuries. This staff member is also a certified first-responder, and she has EMT training. The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index).

Ark. Code Ann. §6-13-109 School Superintendent

Ark. Code Ann. §6-17-302

Section 15.01 and 15.02 of the ADE Standards Rules (concerning superintendents and principals)

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow Rockbridge the flexibility to utilize a single person as School Director, fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Rockbridge to promote the most efficient use of human and financial resources in the school.

Ark. Code Ann. §6-19-101 et seq. Transportation

Rockbridge seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein. Any transportation services provided directly by Rockbridge will be in full compliance with this section.

Ark. Code Ann. §6-21-117 Leased Academic Facilities

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Rockbridge conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation

Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act

Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003

Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Rockbridge seeks exemption from these sections of the Education Code and the ADE Rules so that it may have the flexibility to develop its own compensation schedules for its employees.

Ark. Code Ann. §6-21-304 Manner of Making Purchases

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000.00. For purchases between \$1,000.00 and \$50,000.00, Rockbridge will use either a state approved vendor or obtain a minimum of three quotes. Rockbridge will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.00.

Gifted and Talented Children Ark. Code Ann. §6-20-2208(c)(6) and Ark. Code Ann. §6-42-101 et. seq. Section 18.01-18.03 Rules Governing Gifted and Talented Program Alternative Learning Environment: 6-15-1005 (b)(5); 6-18-503(a)(1)(C)(i); 6-48-101 et seq.; Section 19.03 ADE Standards Rules; ADE Rules Governing Gifted and Talented Program Approval Standards; Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds

Rockbridge seeks exemption from these portions of the Education Code and the Department of Education Rules because, under the Rockbridge model, each child is taught at his or her own level and is capable of being fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring “gifted and talented” services or placement in an alternative learning environment. Accordingly, each child is given the opportunity to develop his or her own gifts and talents. Rockbridge’s model does not designate some children as “gifted and talented” or “ALE” to the exclusion of other children from enriched programs.

Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology Section 16.02.3 of the ADE Standards Rules

Rockbridge seeks exemption from this portion of the Education Code and ADE Rules to the extent that the hiring of a licensed library media specialist is required. Under the Rockbridge model, libraries are located in each classroom. Montessori classrooms essentially have their own nonfiction libraries filled with quality children’s nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children’s trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and therefore fulfill a standard of Common Core and Arkansas Frameworks. Although Rockbridge’s Montessori classrooms will be filled with books, Rockbridge also seeks to acquire additional resources for our children. Rockbridge has contacted a local public library who offers a weekly children’s program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

Section 10.02 of the ADE Standards Rules (Class Size)

Rockbridge seeks exemption from this portion of the Department of Education Rules because, under the Rockbridge model, larger class sizes are desirable for student learning and interaction. The variety of students is integral to the Montessori Method. Additionally, each classroom will have not only a teacher, but also an aide present at all times. Classes will be no larger than 30 students at a maximum.

Ark. Code Ann. §6-13-109

Ark. Code Ann. §6-17-427

Sections 15.01 and 15.03 of the ADE Standards Rules

ADE Rules Governing Superintendent Mentoring Program

Rockbridge seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Montessori-based school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.

Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

Rockbridge seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. The policies adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.

Section 9.03.2.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

Section 9.03.3.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

Rockbridge is required to teach a minimum of 40 minutes per week in both Art and Music in grades K-6. Rockbridge is required to schedule time to teach Music and Art in grades 7 and 8. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Music and Art class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' ELA, Science and Social Studies required coursework.

Section 9.03.3.5 Health and Safety Portion Only of the ADE Rules Governing the Standards of Accreditation**Section 9.03.3.7 Health and Safety of the ADE Rules Governing the Standards of Accreditation**

Rockbridge is required to schedule time to teach Health and Safety. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required Science and Physical Education coursework.

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

Applicant Response:

Rockbridge Montessori School will locate its open-enrollment public charter school in Little Rock, Arkansas, within the boundaries of the Little Rock School District. Rockbridge expects to obtain most of its students from within the boundaries of the Little Rock School District, with its remaining students coming from the North Little Rock, Pulaski County Special, Benton and Bryant School Districts.

CCLCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of the Little Rock, North Little Rock, Pulaski County Special, Benton and Bryant School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Rockbridge has substantiated that the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) have been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. Rockbridge's review has determined that neither the Benton School District (Benton) nor the Bryant School District (Bryant) are or ever have been subject to any federal desegregation court orders. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Rockbridge cannot be said to have a negative impact on the LRSD, NLRSD and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Rockbridge is asking for an enrollment cap of three hundred twenty-five (325) students. According to the 2013-2014 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the LRSD had a student population of 23,676 students; the NLRSD had a student population of 8,553 students; the PCSSD had a student population of 17,060 students; Benton had a student population of 4,922 students, and Bryant had a student population of 8,862 students. At its maximum enrollment of 325 students, the student population of Rockbridge would equal 1.4% of LRSD's student population; 3.8% of NLRSD's student population; 1.9% of PCSSD's student population; 6.6% of Benton's student population, and 3.7% of Bryant's student population. Pursuant to Ark. Code Ann. § 6-23-306, Rockbridge must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project its racial composition. Ark. Code Ann. § 6-23-106 requires that Rockbridge's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Rockbridge's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the Benton and Bryant School Districts, shows that such negative effect is not present here.

In January 2014, Judge Marshall accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division). One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth Circuit Court of Appeals concerning charter school issues.

In conclusion, Rockbridge submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

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

Applicant Response:

When we consider the possible perpetuity of Rockbridge Montessori School, we cannot help but see how Rockbridge might enter into the deep tradition and established history of Montessori education, for Montessori is itself a Method of perpetuity. Montessorians, Montessori children and parents, and even traditional educators have seen the worthiness of Montessori education for over one hundred years from countries all over the globe. Montessori is an educational legacy, one that we found and received as a great gift. For some of us, we received this gift when our children did, when they enrolled in a Montessori school. For others, we received when we became Montessorians through formal training, and for some of us, through the study and understanding of Montessori education. In our different ways we all have come to share the same understanding of the life-changing potential that Montessori education offers to children. And now we want this gift to be in our home state, where we live, in Arkansas. We are united in our work to offer Arkansas public school families a unique, safe, and joyful academic place for children that a pure implementation of the Montessori Method provides.

Thus we see Rockbridge continuing not just because of the great gift that Montessori is but because of the fact that we are willing to share it. And we will share it like it was shared with us, passionately and generously.

It is with this spirit of sharing that we have begun the process of creating Rockbridge Montessori. We bring with us our most skillful expertise, our most insightful creativity, our most dedicated work to begin this school. Shannon shares her deep understanding of Montessori education, of the pedagogy and praxis which will keep our Method pure and worthy of sharing to all others. Sarah shares her gift of educational leadership, of the wisdom and foresight that emerges from her years as a principal. Kimber shares her gift of writing, of communicating through her words, for the adults that need to understand Montessori now, and for the older children who will need to learn the craft later. Sherry shares her gift of organization, of the events that will arise in the process of creating and celebrating our school and our children's accomplishments. Shirley shares her gift of art, of the beauty that will become our school as it emerges from her paint, flowers, and textiles. Bill shares his gift of technology, as he brings our school online with the networks, websites, and even computer-based testing that will keep our school current in the digital age. Thus our contributions to Rockbridge Montessori may vary, but our commitment does not. We all have much to share.

So it is with these children, the first children of Rockbridge, that we will first share the gift of Montessori. It is these children, the ones who need it the most, to which we want to give, passionately and generously. But these children need more advocates than just us. Thus we will share Montessori to their parents, so they can provide a supportive role in their children's education. We will share Montessori to the leaders of St. John Baptist Church, our proprietor, so they can see the good that has arisen from them saying yes. We will share Montessori to the greater Little Rock community, to our new Montessori teachers, new administrators, new school board members, and new advocates of Rockbridge so they might continue this good work after we retire. But also we will share Montessori to the greater educational community, inviting emerging new teachers from Arkansas universities to observe, student-teach, and ultimately opt for Montessori education --and we will recruit only the best. We will be confident that these new Montessorians can take hold of the leadership and the teaching of the school, after we leave Rockbridge in their stable hands.

And from there, we will not stop sharing. As the founders of Rockbridge were coming to the conclusion of the writing of this application, we began to see that the sharing of the gift of Montessori needs to continue past the gardens and playground of our school, past our neighborhoods, past our city limits. We began to envision that our school may someday serve as a model and a guide for future public Montessori schools in Arkansas. We hope to share this gift so much and so often that we might become a beacon of hope for the educational change that just might emerge if we dream big enough, if we work hard enough. Montessori in Arkansas has many places to grow.

Thus we know that our good work will not end, that our school will continue because of the great need that will generate a demand for Montessori education in the public sector. Montessori was never intended to be just for

the elite, never intended just for those who could afford it. In fact returning Montessori to the public sector, to children in poverty, is returning Montessori education to its humble yet honorable beginnings. It is with pride that Montessorians tell how Dr. Montessori herself beckoned her first class of children from the slums of Rome to begin in the “Casa dei Bambini,” the children's house. The first Montessori children were like ours will be, eager for the opportunity to thrive.

Because of the children, we want to share Montessori again and again. The more we share, the more Montessori in Arkansas will grow; the more it will perpetuate, the more the children of Arkansas will thrive. But we know it starts with one school giving quality Montessori education to the children of Arkansas, sharing our best with each individual child.

We spoke before, at the beginning of this application, of a single Arkansas child. We imagined together the image of a second grade girl, one with great potential and also one with great need. If you saw her today in any public school in central Arkansas, she would not be enrolled in a Montessori school, not in any school as uniquely designed for children as Rockbridge Montessori School aspires to be. In central Arkansas, Montessori education has never before been offered in the public sector, never before been offered to public school children.

The founders of Rockbridge Montessori School want this to change, not just for now, not just for her, but forever. We want to see a different kind of child emerging because we see Arkansas children, the children from our hometown, as having great potential but also having great need. We want to share this rich gift of Montessori education to low SES children, to Arkansas families who could never afford it. Every Arkansas child does indeed have great potential and great need, the need for an amazing educational opportunity in Arkansas regardless of family income; they need Rockbridge Montessori School.

Attachment

1

Application for Recognition of Exemption (99)
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

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

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

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Rockbridge Montessori School			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
809 Loyola Drive		46-5612652	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01-12)	
Little Rock, AR 72211		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 501-554-9625	
a Name: William Simmons		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: www.RockbridgeMontessori.org			
b Organization's email: (optional) Bill@RockbridgeMontessori.org			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation: (MM/DD/YYYY) 5 / 21 / 2014			
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

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

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

Part III Required Provisions in Your Organizing Document

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

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Article V, Paragraph 5.1**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Article V, Paragraph 5.4**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

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

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
William Simmons	Director, President	809 Loyola Dr. Little Rock, AR 72211	none
Sherry Allen-Elmer	Director, Vice President	513 Westfield Dr. North Little Rock, AR 72118	none
Kimber Barber-Fendley	Director, Secretary & Treasurer	7 Tm Fly Way Maumelle, AR 72113	\$10,000
Sarah Gober	Director	1701 Gay Ln. Benton, AR 72019	none
Shirley Fendley	Director	4528 Austin Drive North Little Rock, AR 72116	none

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Shannon Nuckols	Curriculum Director	2414 Red Bud Cove Benton, AR 72015	\$85,000.00

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

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

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? Yes No
If "Yes," identify the individuals and explain the relationship.
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

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

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least **fair market value**. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at **arm's length**.
- e** Explain how you determine you pay no more than **fair market value** or you are paid at least **fair market value**.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

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

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

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

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

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

Part VII Your History

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

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

Part VIII Your Specific Activities

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

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

Part VIII Your Specific Activities (Continued)

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

- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No

12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No

d Identify each recipient organization and any relationship between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

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

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

Part IX Financial Data

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

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From <u>7/1/15</u> To <u>6/30/16</u>	(b) From <u>7/1/16</u> To <u>6/30/17</u>	(c) From <u>7/1/17</u> To <u>6/30/18</u>	(d) From _____ To _____	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)					
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	818,459	982,151	982,151		2,782,761
	10 Total of lines 8 and 9	818,459	982,151	982,151		2,782,761
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12	818,459	982,151	982,151		2,782,761
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages	457,976	562,776	562,776		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	275,000	260,000	260,000		
	21 Depreciation and depletion					
	22 Professional fees	10,000	5,000	5,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	75,000	67,000	67,000		
	24 Total Expenses Add lines 14 through 23	817,976	894,776	894,776		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Assets			
1	Cash	1	86
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	86
Liabilities			
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
Fund Balances or Net Assets			
17	Total fund balances or net assets	17	86
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	86
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

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

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h.

Part X Public Charity Status (Continued)

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

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

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

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

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

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

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

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

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

Please Sign Here ▶


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

William Simmons
(Type or print name of signer)
President
(Type or print title or authority of signer)

7/16/14
(Date)

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

Part I Identification of Applicant

7. If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative.

Mary Ann Smith, 2303 Mystic Pt, Bryant, AR 72022

Part IV Narrative Description of Your Activities

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

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children.

We submitted our charter application with the Arkansas Department of Education in July 2014 requesting approval to enter into a charter agreement to operate an open-enrollment public charter school. Please see our Charter Application attached for further discussion of our school.

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

2a. Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship.

Shannon Nuckols and Kimber Barber-Findley are sisters.
Shirley Findley is Kimber Barber-Findley's mother-in-law.

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

3a. For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

William Simmons - Director, President

Bill Simmons has served Arkansas businesses in the field of information technology for over twenty years. After graduating from the University of Arkansas, he began as a systems programmer for J.B. Hunt and has advanced into positions of leadership after he moved with his family to Little Rock. Simmons regularly volunteers in his community, serving on the Sherwood Sharks' swimming team board, serving as junior warden at St. Margaret's Episcopal Church, and teaching Sunday school to preschoolers through the Catechesis of the Good Shepherd, a Montessori religious curriculum. He lives with his wife and three children in Little Rock. Bill will serve as Director and President and anticipates spending approximately 30 hours per month in service to Rockbridge Montessori School.

Sherry Elmer - Director, Vice President

Sherry Elmer is an established Arkansas businesswoman in the beauty and salon industry for over thirty-three years. While owning her own business, Elmer mentored young men and women entering into her field as well as earning the titles of "Best Salon" and "Best Salonist" from the North Little Rock Times. Elmer's energetic spirit and reliable service has created loyal customers, contacts, and friends in central Arkansas. Elmer describes herself as having a "servant's heart" who "puts others first" which is made apparent with her work as the coordinator of Fifth Monday for ThatChurch.com where she prepares and serves meals to the homeless as well as her work as special events coordinator at Fellowship Bible Church North in which she organized and served children in their annual community events, such as their fall carnival. Elmer has

been married for twenty-two years and lives in North Little Rock. Her grown son is working on his master's degree and lives in Bryant. Sherry will serve as Director and Vice President and anticipates spending approximately 20 hours per month in service to Rockbridge Montessori School.

Kimber Barber-Fendley, Director, Secretary & Treasurer

Kimber Barber-Fendley is an English teacher at Parkview Arts and Science Magnet High School who takes a hands-on, Montessori approach to English education. She specializes in an alternative teaching style which combines hands-on works, small group lessons, and individualized learning for students with an emphasis on student choice. Her approach serves all of her students well but allows greater access to her special education students, ESL students, as well as her resistant yet emerging writers and readers. Her style of teaching, dubbed "student-led teaching," will be featured next year in the Arkansas Department of Education's AIMM website, devoted to training new teachers during their first year of teaching. She has written and published works for academic audiences; her most recent was a collaborative work that produced the Little Rock School District's ninth English curriculum map which creates and establishes the curriculum for all ninth LRSD English teachers. She taught college composition for eight years yet prefers secondary education. She has two master's degrees and two bachelor's, in writing, literature, rhetoric, and English. She considers making English studies accessible to teens her life work, yet she has taught Catechesis of the Good Shepherd, a Montessori religious curriculum, for ten years. She has obtained the highest level of Catechesis certification which requires 360 hours of teacher training. She is currently a catechist at Christ Church, in downtown Little Rock, where she serves fourth -sixth graders. She lives in North Little Rock with her husband and daughter. Kimber will serve as Director, Secretary and Treasurer and anticipates spending approximately 20 hours per month in service to Rockbridge Montessori School. Mrs. Barber-Fendley was paid \$10,000 to draft and prepare the Charter Application for Rockbridge Montessori School.

Sarah Gober - Director

Sarah Gober has faithfully served in Arkansas public schools for twenty-four years and has been the Harmony Grove Middle School principal for the past thirteen. At her Title 1 school, Gober has advocated for and implemented "wrap around services" that aid children in poverty with summer meals, clothing, mental health services, and legal representation in the court system. She has served her greater district as the Pathwise Mentoring Coordinator, which coordinates all new teachers and their mentors in her school district. She has also represented her district at the Principal and Teachers Institute where she focused on setting and implementing goals and academic objectives in her district. Gober obtained her master's degree in educational leadership at Henderson State University and is continuing her doctorate at Harding University. In her community Gober has developed and implemented the hands-on, special education religious curriculum at Northside Church of Church. She lives with her husband and two children in Benton. Sarah will serve as Director and anticipates spending approximately 15 hours per month in service to Rockbridge Montessori School.

Shirley Fendley - Director

Shirley Fendley has been a life-long child advocate and volunteer for children in Arkansas for over forty years. After receiving her bachelor's degree in education from State College of Arkansas (currently UCA), she taught second and fourth grades at Carver Elementary School in Little Rock and first grade Sunday school for sixteen years. Shirley's many artistic talents have served children and teachers in both public and private schools as well as in children's religious education programs. Some of her volunteerism include teaching art, painting murals, creating hands-on educational materials, and designing and painting entire classrooms. She has made many public school children smile by creating artistic pieces just for them, such as a life-size log cabin for first graders' study of pioneer history as well as a hand-painted map and figurines of all characters of The Odyssey for ninth graders' study of Greek literature. Shirley has further volunteered in Reading Recovery, in scoliosis screening, and in Piece Makers, a quilt-making group that recently gave seventy-five homemade quilts and comfort to children at a youth home. Shirley brings her artistic talents and child advocacy to Rockbridge so that Rockbridge's physical location will be as beautiful as the Montessori Method taught within. Ms. Fendley will serve as Director and anticipates spending approximately 15 hours per month in service to Rockbridge Montessori School.

Shannon Nuckols - Curriculum Director

Shannon Nuckols is a Montessori teacher who began the first Montessori elementary classroom in a public school in Arkansas. Nuckols began her teaching career thirteen years ago as a traditional public school teacher. Then in 2011 she began AMI training, the highest, most rigorous training available. She has acquired her AMI certification as well as her master's in education with an emphasis in Montessori integration this year. Although Nuckols has served Arkansas public schools for six years, she is currently spending her year teaching at Alief Montessori Charter School in Houston, Texas to gain insight on the daily workings of a Montessori charter school. Nuckols' heart is serving children in poverty, which she

has through teaching at a Title 1 school and through leading her church's "bus ministry," which transports children to her church's weekly dinner and religious education program. Nuckols seeks to return to her home in Benton with her husband and two children.

As Curriculum Director, Mrs. Nuckols will be working with Montessori teachers so that they might provide a "pure" Montessori Method; working with children in the classroom to provide assistance with normalization; managing all state-required professional development for teachers, providing professional development in all matters of Montessori, providing supplemental instruction to children in literacy and/or numeracy remediation, training of aides and other support staff related to children's education, training/professional development of educational volunteers, leading parent education during Parent Nights, substituting during morning work cycle for teachers who are absent for multiple sick days or for their required days of observation and/or mentor-guided teaching, as required to fulfill all AMI certification requirements. This is a full-time position requiring at least 40 hours per week in service to Rockbridge Montessori School.

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

5a. Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

The following conflict of interest policy was adopted by our Board by resolution on May 21, 2014.

CONFLICT OF INTEREST POLICY**Article I****Purpose**

The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II**Definitions****1. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, in an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III**Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committee with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective actions.

ARTICLE IV

Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for

services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement, which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII

Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable and/or educational purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods or services, further charitable and/or educational purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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

1a. In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children. Students will develop within themselves the power to shape their lives and the world around them.

Part VIII Your Specific Activities

2b. Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

No. We do not plan to devote significant time or resources to attempt to influence legislation.

Part VIII Your Specific Activities

4a. Do you or will you undertake fundraising? Attach a description of each fundraising program.
Other (describe):

We plan to apply for both government grants and foundation grants available to public charter schools. We also plan to accept donations from the public on our website as well as through personal contacts who may want to support the school.

Part VIII Your Specific Activities

4d. List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

We will operate primarily in Arkansas.

Rockbridge Montessori School
EIN - 46-5612652

PART IX - Other Expenses Line 23

	7/1/15-6/30/16	7/1/16-6/30/17	7/1/17-6/30/18
Supplies & Materials	19,000	17,000	17,000
Equipment	11,000	5,000	5,000
Health Screening	8,000	8,000	8,000
Fiscal Services	10,000	10,000	10,000
Child Nutrition Program	22,000	22,000	22,000
Internet	5,000	5,000	5,000
	<hr/>	<hr/>	<hr/>
	75,000	67,000	67,000

Schedule B. Schools, Colleges, and Universities

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

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

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

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

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

Section II Establishment of Racially Nondiscriminatory PolicyInformation required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.
If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

- 8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Name:

EIN: 46-5612652

Sch-B Detail Page 3

1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children. Students will develop within themselves the power to shape their lives and the world around them. Please see further explanation in our attached Charter Application.

2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding.

We have submitted a Charter Application with the Arkansas Department of Education to operate as an open-enrollment public charter school. See further explanation in our attached Charter Application.

Attachment

2

NOTICE OF PUBLIC HEARING



an Arkansas non-profit corporation

announces its **TOWN MEETING**

to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock

Tuesday, July 15, 2014 • 6:30-8:00 pm

**FREE
REFRESHMENTS**

at St. John Baptist Church's Fellowship Hall

2501 S. Main Street in Little Rock

Come let us show you how different Montessori education is.

For more information, please visit: www.rockbridgemonessori.org

Attachment

3

Divorces

FILED

14-2853. Murray Haupt v. Suann Haupt.
14-2855. Michael Davis v. Inez Davis.
14-2856. Scott McEntire v. Kristie McEntire.
14-2859. Deborah Kiech v. Michael Kiech.
14-2860. Earnest Franklin Jr. v. Cheriotte Franklin.
14-2862. Phyllis Thompson v. Bruce Stewart Sr.
14-2864. Pedro Ramirez v. Alicia Ramirez.

GRANTED

12-3816. Michael Green v. Ellen Green.
13-1056. David Johnson Jr. v. Shanna Hines.
13-1685. Dawn McGhee v. Willie Harris.
13-3427. Lesley Landry v. Ryan Landry.
13-4584. Adrian Jackson v. Lorenzo Jackson.
14-432. Kirk Phillips v. Danielle Phillips.
14-800. Taquilla Dean v. David Dean.
14-1187. Tonya Huff v. William Blurris Jr.
14-1325. Felicia Smith v. Brandon Smith Sr.
14-1755. Beatrice Jackson v. James Jackson.
14-2005. Eric Shaw v. Melanie Shaw.

Political Animals to hear Rutledge

ARKANSAS DEMOCRAT-GAZETTE

Leslie Rutledge, the Republican candidate for attorney general, will speak July 16 at the Political Animals Club.

Rutledge, a former deputy prosecuting attorney and deputy counsel for then-Gov. Mike Huckabee, will address the club at a lunch event from 11:30 a.m. to 1 p.m. State Rep. Nate Steel, the Democratic candidate for attorney general, will speak to the group next month.

Tickets are \$20 per person, which include lunch at the Grand Hall of the Governor's Mansion at 1800 Center St. in Little Rock.

Reservations can be made by emailing Susan Edwards at sedwards@arkindcolleges.org.

Etowah boy killed by lightning strike

ARKANSAS DEMOCRAT-GAZETTE

ETOWAH — Lightning struck and killed a Mississippi County teenager Tuesday night, officials said.

Steven Shepherd, 16, of Etowah was struck about 8 p.m. as a strong storm system rolled through the county, said Joseph Richmond, director of the Mississippi County Office of Emergency Management.

Shepherd was at a church near his home on Arkansas 136 and was struck as he ran back to the house for cover, Richmond said. Emergency personnel transported him to the South Mississippi County Regional Medical Center in Osceola, where he was pronounced dead.

more and filed a motion asking the judge to appoint him a lawyer.

Wright obliged him Wednesday by reappointing Jackson. When Brooks balked, the judge said he could not give Brooks a choice about who would represent him.

The judge said he can't advise Brooks on legal issues that arise from the cases and that he will hold him at trial to the same standards he holds prosecutors, noting that Brooks admitted that he does not know the rules of criminal evidence. The judge said Brooks' lack of familiarity with the law might cause him to overlook evidence that could be beneficial to his case.

Deputy prosecutor Jeanna Sherrill told the judge she was apprehensive about Brooks' ability to represent himself. In his motion for representation, Brooks had admitted he has limited knowledge of the law and poor access to legal material.

The defendant reported he

es, including the background, the experience and the conduct of the accused," Pittman wrote, citing a 2005 Arkansas Supreme Court case, *Pierce v. State*, in a ruling involving a criminal defendant acting as his own lawyer.

Court doctrine requires that judges must carefully warn defendants about what they're getting into, Pittman said. "A specific warning of the dangers and disadvantages

Fresh Produce
picked daily
from a **REAL FARMERS MARKET**
Tree ripened Peaches, Tomatoes
picked "red-ripe" including
Cherokee Purple, Green
Tomatoes, Okra, Cantaloupe,
Watermelon (including seedless),
Vidalia type Sweet Onions,
Squash, Zucchini, New Potatoes,
Cucumbers, Sweet Corn,
Blueberries & Jalapenos

HOLLAND BOTTOM FARMS
Cabot - 1255 Hwy 321
- Rockwood & Hwy 5
501-843-7152
8AM - 7PM MON - SAT • 9AM - 7PM SUN

★★★★★
Ristorante
Capeo
Fine Italian Cuisine
Wine Cellar/Full Bar

• \$10.00 OFF ANY ENTREE
WITH THIS AD
Limit One Per Ticket
Expires 11/30/14

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501.376.3463
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4TH OF JULY IS ALMOST HERE!

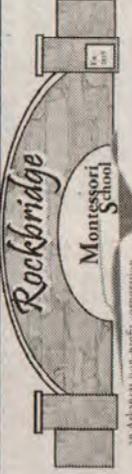
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NOTICE OF PUBLIC HEARING



TOWN MEETING

announces its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock

Tuesday, July 15, 2014 • 6:30-8:00 pm

at St. John Baptist Church's Fellowship Hall

2501 S. Main Street in Little Rock

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Attachment

4

deputy counsel for then-Gov. Mike Huckabee, will address the club at a lunch event from 11:30 a.m. to 1 p.m. State Rep. Nate Steel, the Democratic candidate for attorney general, will speak to the group next month.

Tickets are \$20 per person, which include lunch at the Grand Hall of the Governor's Mansion at 1800 Center St. in Little Rock.

Reservations can be made by emailing Susan Edwards at sedwards@arkindcolleges.org.

Etowah boy killed by lightning strike

ARKANSAS DEMOCRAT-GAZETTE
ETOWAH — Lightning struck and killed a Mississippi County teenager Tuesday night, officials said.

Steven Shepherd, 16, of Etowah was struck about 8 p.m. as a strong storm system rolled through the county, said Joseph Richmond, director of the Mississippi County Office of Emergency Management. Shepherd was at a church near his home on Arkansas 136 and was struck as he ran back to the house for cover, Richmond said. Emergency personnel transported him to the South Mississippi County Regional Medical Center in Osceola, where he was pronounced dead.

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NOTICE OF PUBLIC HEARING

Rockbridge
Montessori School
an Arkansas non-profit corporation

announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new **FREE** and **PUBLIC** charter school in Little Rock

Tuesday, July 15, 2014 • 6:30-8:00 pm
at St. John Baptist Church's Fellowship Hall
2501 S. Main Street in Little Rock

FREE REFRESHMENTS
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For more information, please visit: www.rockbridgemonessori.org

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 - 50% OFF Ladies spring sweaters
 - 50% OFF Boutique separates
 - 50% OFF Dresses
 - 50% OFF Ladies casual hats
 - 50% OFF Ladies casual tops
 - 50% OFF Ladies career & casual sportswear
 - 50% OFF Ladies career & casual collections
 - 50% OFF Men's short sleeve knit shirts
 - 50% OFF Men's long sleeve woven shirts
 - 50% OFF Double beverage dispensers
 - 50% OFF Quilts
 - 50% OFF 500TC wrinkle free & 400TC sheet sets
- BOGO FREE Clearance decorative**

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Attachment

5

ing announcements published exclusively on Arkansas Online, the paper's website, can be found at www.arkansasonline.com/tools/announcements/.
Electronic form is available on website to submit support group announcements or changes. Users can access that form by going to www.arkansasonline.com/contact/supportgroupform/ and submitting the appropriate information.

Births

Following is a list of those births reported to the Arkansas Democratic Party by area hospitals. It may not be a complete list since parents may not wish to publicly release the names of a birth.

OPTIST HEALTH MEDICAL CENTER- LITTLE ROCK

June 23
Andrew and Jessica Carnes, Little Rock, son.
Andrew and Tracy Bowen, Little Rock, son.

June 24
Andrew and Laura Turner, Sherwood, son.
Andrew and Rebecca Williams, Benton, son.

Andrew and Deidra Parish, Little Rock, son.
Andrew Hampton and Terreka Hancock, Little Rock, son.
Andrew Humphrey and Latoya Jenkins, Little Rock, son.

June 25
Andrew and Emily Canada, Little Rock, son.
Andrew and James Davis II, Conway, son.

Andrew and Alisha Kinnard, Hensley, son.
Andrew and Carly Nalley, Benton, son.
Andrew and Jessica Stagg, North Little Rock, son.
Andrew Wofford, North Little Rock, son.

June 26
Andrew and Betel Alston, Little Rock, son.

June 27
Andrew and Jamie Brainard, Little Rock, son.
Andrew and Alisha Kinnard, Hensley, son.
Andrew and Carly Nalley, Benton, son.
Andrew and Jessica Stagg, North Little Rock, son.

June 28
Andrew and Betel Alston, Little Rock, son.
Andrew Messersmith, Sherwood, son.

June 29
Andrew and Amber Self, Little Rock, son.
Andrew and Que McKinley, North Little Rock, son.

June 30
Andrew and Kristen Toblesky, Benton, son.

Andrew and Emily Whitley, North Little Rock, son.
Andrew and Casey Polk, Benton, son.

July 1
Andrew and Kari Richards, Little Rock, son.
Andrew Williams, Pine Bluff, daughter.
Andrew and Laura Westbrook, Benton, son.

Andrew and Alicyn Blaylock, Alexander, son.
Andrew and El Dorado, daughter.
Andrew and Tycee Rhodes, Little Rock, son.

July 2
Andrew and Heather Abbott, Bryant, son.

daughter.
Austin and Lauren White, Alexander, twin daughters.
Cecilia and Charles Poston III, Jacksonville, son.
Austin and Rebekah Nick, Little Rock, son.
Gerald Walker and Tamika Hawkins, Jacksonville, son.
Andrea and Michael Flowers Sr., Pine Bluff, son.
Nick and Christina Rhoades, Maumelle, son.
Jonathan and Emily Presswood, Benton, daughter.

July 3
Dustin and Mary Bullard, White Hall, daughter.
Jeremy and Heather Rogers, Little Rock, daughter.
Madalaine and Clifton Hughes IV, Benton, daughter.

July 4
Jason and Elizabeth Roberts, Little Rock, son.
Bobby and Rebecca Markham, Vilonia, son.

July 5
Charles and Whitney Moore, Cabot, daughter.
William Martin and Amanda Boyce, Mayflower, son.

Marriage Licenses

Jeremiah Bastien, 25, and Linda McCurley, 34, both of Jacksonville.
Patrick Copeland, 36, of Sherwood and Lauren Davis, 30, of Cabot.
Brandon Davis, 32, of Hensley and Jacqueline Johnston, 34, of Little Rock.
Joey Hobson, 34, and Kelly Hobson, 34, both of Redfield.

Charles James, 79, of Jacksonville and Elizabeth Boyd, 58, of Sherwood.
Essex Johnson, 31, of Dermott and Rhonda Neal, 29, of Little Rock.
Steven Marshall, 22, and Emily Fleming, 25, both of Jacksonville.
Tommy McIntosh, 67, and Sonya Phillips, 47, both of Little Rock.

Brock Rattton, 29, and Emilee Phillips, 28, both of Little Rock.
Jameel Rogers, 30, and Shereeta Hughes, 37, both of Little Rock.
Carl Rogers Jr., 30, and Shatara McBride, 25, both of North Little Rock.
Gary Stratton, 63, of North Little Rock and Patricia Petry, 64, of Maumelle.
Michael Verser, 23, and Keelen Denniston, 23, both of North Little Rock.
Steve Williams, 32, and Lesley Jones, 24, both of Jacksonville.

Divorces

FILED
14-2947. Horace Lenderman v. Dianna Lenderman.
14-2950. Antoinette McMillion v. Marcus Smith.
14-2952. Andrew Smith v. Jacqueline Smith.
14-2955. Jay Gelnett v. Deborah Gelnett.
14-956. Lucinda Giron v. Marvin Vasquez.
14-2957. Lara Mark v. Robert Rowley.
14-2959. Christy Jenkins v. Pierre Strong Sr.
14-2960. Joseph Massery v. Hope Massery.
14-2961. Jeanne Colglazier v. Roy Colglazier.
14-2963. Fernando De Avila v. Jacqueline De Avila.
14-2964. Ashley Cole v. Jeffrey Cole.
14-2965. Keely Zavala v. Alfonso Zavala.

GRANTED
14-1201. Brandy Boleware v. James Boleware.
14-2338. Vickie Le v. Tu Vo.

Man charged in veterinary theft

A North Little Rock man was arrested Tuesday after reportedly breaking into an animal hospital and stealing \$2,810 worth of drugs, according to a police incident report.

Surveillance cameras at Park Hill Pet Clinic, 2900 Main St., recorded a suspect wearing gray pants and a hooded sweatshirt burglarizing the business about 1:30 a.m. The suspect used an unknown tool to cut bars covering a window, the report says. The suspect then broke the window and found keys to a medicine cabinet.

More than 300 combined tablets of the anti-anxiety drug Diazepam and the pain-killer Tramadol were stolen. Additionally, one bottle of liquid Diazepam, three bottles of the anesthetic Ketamine and one bottle of the sedative Dexdomitor were taken.

Justin Wiley, 32, was arrested later Tuesday and charged with commercial burglary. He admitted to the break-in, according to an arrest report.

Details of his arrest were unavailable. Late Wednesday, he was not listed on the Pulaski County jail roster.

Officers pulled over and arrested Johnny Romes, 49, about 10:30 a.m. at 11300 Cantrell Road. Romes had reportedly fled from the Wal-Mart at 2520 Cantrell Road after stealing \$362.47 worth of meat, fishing poles, laundry detergent and other items.

Romes broke free from officers and fled on foot after he was detained but was taken into custody again soon afterward, according to an arrest report. Officers reported finding 1.3 grams of cocaine, 3 grams of marijuana, 4 Xanax pills and a glass smoking pipe in his possession. He attempted to dispose of the Xanax before being caught, the report states.

Romes was charged with theft of property, fleeing, driving on a suspended license, tampering with physical evidence and multiple drug-related offenses.

An arrest warrant was issued about six weeks ago for Romes in the robbery of Mexico Chiquito, 13924 Cantrell Road. Witnesses told police that Romes, a former employee of the restaurant, reached over a counter and stole cash from a register April 24, according to a court affidavit.

Charges in that case were unknown late Wednesday.

Romes was being held in the Pulaski County jail in lieu of \$45,000 bond.

Man charged in veterinary theft

A North Little Rock man was arrested Tuesday after reportedly breaking into an animal hospital and stealing \$2,810 worth of drugs, according to a police incident report.

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NOTICE OF PUBLIC HEARING
Rockbridge Montessori School
an Arkansas non-profit corporation
announces its **TOWN MEETING**
to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock
Tuesday, July 15, 2014 • 6:30-8:00 pm
FREE REFRESHMENTS at St. John Baptist Church's Fellowship Hall
2501 S. Main Street in Little Rock
Come let us show you how different Montessori education is.
For more information, please visit: www.rockbridgemonterossori.org

SIGN UP
WWW.1037THEBUZZ
103.7 THE BUZZ

Attachment

6

Rockbridge Montessori School



July 3, 2014

Jeff Collum, Superintendent
Benton School District
P.O. Box 939
Benton, AR 72018
Sent via email: jcollum@bentonschools.org

Mr. Collum,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE

Rockbridge Montessori School



July 3, 2014

Dr. Tom Kimbrell, Superintendent
Bryant School District
200 Northwest Fourth Street
Bryant, AR 72022
Sent via email: tkimbrell@bryantschools.org

Dr. Kimbrell,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



July 3, 2014

Dr. Dexter Suggs, Superintendent
Little Rock School District
810 West Markham Street
Little Rock, AR 72201
Sent via email: dexter.suggs@lrsd.org

Dr. Suggs,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Attachment: LOI to ADE

Rockbridge Montessori School



July 3, 2014

Kelly Rodgers, Superintendent
North Little Rock School District
2700 Poplar Street
North Little Rock, AR 72114
Sent via email: rodgerske@nlrsd.org

Mr. Rodgers,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE

Rockbridge Montessori School



July 3, 2014

Jerry Guess, Superintendent
Pulaski County Special School District
925 E Dixon Road
Little Rock, AR 72206
Sent via email: jguess@pcssd.org

Mr. Guess,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE

Attachment

7

Rockbridge Montessori School Public Meeting

July 15th, 2014 6:30pm



Sign In

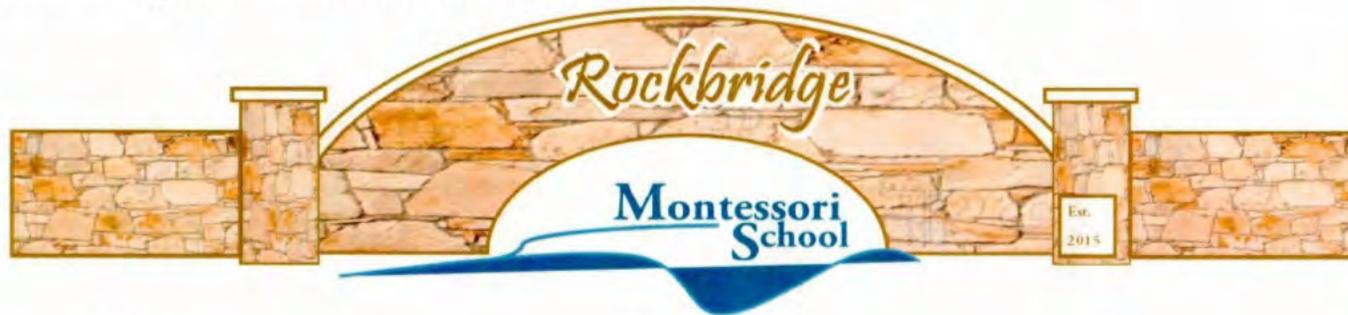
St. John Church

2501 S. Main St, Little Rock,
AR 72206

Name	Email	Phone Number
1) Morgan Baber		
2) April Carter		
3) Marilyn Finnigan		
4) ARLENE JONES		
5) Monica K. Norwood		
6) Angelica Barrow		
7) Rose M. Austin		
8) Darrle Hinton		
9) Laura Woford		
10) Nash Woford		
11) Katherine Gentry		
12) Neil Fendley		
13) Susie Cavan		
14) Yvonne B. DAVENPORT		
15) FRED HAYNES		
16) Keely Easter		
17) Leonard M. Colson		

Rockbridge Montessori School Public Meeting

July 15th, 2014 6:30pm



Sign In

St. John Church
2501 S. Main St, Little Rock,
AR 72206

Name	Email	Phone Number
1) Curtis Evans		
2) michala DANLA		
3) Autumn Devile		
4) Miranda Johnson		
5) Paul L. Barber		
6) Rhonda Kay Barber		
7) Elicia Denson		
8) Dianne J. Suple		
9) FRED ALLEN		
10) Priscilla Fincher		
11) Jessie D Fendley		
12) Melissa Ayers		
13) Stephanie Greaves		
14) Dr. Charity Smith		
15) Jack Fendley		
16) Tammy Givens		
17) Chris Givens		

Attachment

8

In first grade, I experienced Montessori. It was fantastic!
The thing I really liked about Montessori is the freedom
of working at my own pace. I also learned multiplication
and diagraming sentences this really made things easier
for me in third grade. Montessori has helped me so
much and I hope that someday you will get the
experience of Montessori!!!!

4th grade

Note on _____ ; letter of support:

Because Montessori education values the work and the voice of children, we chose to include this letter of support, written by a child with full support and consent by his parent. _____ currently entering fourth grade, enjoyed Montessori education for one year as a part of a pilot project that created a Montessori first grade classroom inside a traditional public school in Arkansas. When he heard about Rockbridge, he wanted to write a letter of support so other children might receive Montessori like he did. He chose to type his letter to show his best work.

Attachment

9

Dear members of the Charter Board,

My name is [REDACTED], a Montessori graduate, from here in central Arkansas. I have been asked to write a letter of support and explain how Montessori education has been a part of shaping me to become who I am today. Rockbridge thought I would be a good example because I did not begin in a Montessori school. When I entered preschool in 2004 in a traditional, private school, I enjoyed the experience, but I found myself academically unchallenged. In kindergarten and first grade, I remember becoming frequently irritated when I, being the first to finish my work, was told to sit silently up to fifteen minutes waiting for the every student to be finished. So I switched to a Montessori school when I was in second grade. Last academic school year, I began to wonder if I was ready, after so many years of Montessori education, for a traditional, public high school.

My first year in Montessori education, as I said before, began as a second grader in Early Elementary, the first through third grade classroom, in 2007. The most notable change that happened during my first year was that I, much to my relief, was allowed to complete assignments at my own pace and not have to wait for other students or have other students wait on me. Naturally, as my mother is an English teacher, I am gifted in English and literature. Not being restricted to what the other students could or couldn't do, my teacher placed me in the higher language group where we began to learn about basic grammar. By the end of the year, everyone in our group, mostly second and third graders, could identify every word's grammatical name in a sentence. Later on in Upper Elementary, the fourth through sixth grade classroom, I learned advanced grammar terms such as linking verb, helping verb, and other useful terminology. As I excelled in literacy I could explore more in this subject with the guidance of my teachers. At the time, my friends from other schools were in GT programs, and when I had shown them my school work was fascinated with the work I did and wished to do it themselves.

Although I was ahead in many academic groups, math was not one of them. Had I been in a traditional setting this might have been a problem but since, in Montessori, every student works at his/her own pace my teacher just placed me with the lower math group. However, by the end of my second grade year I was fully caught up with my grade level as well as could add, subtract, and multiply four digit numbers using the materials in the classroom. As I got older, impressively, we began geometry and discussed the beginning principles of pi. As I progressed into Upper Elementary, fourth through sixth, I began on Algebra I and the principles of cubing giving us a head start in high school math.

Science seems to be one of Montessori's best taught subjects. The Periodic Table of the Elements lesson covered a span of about three hours. We watched unmoving as my teacher placed one card down at a time to represent every element and how it is used in modern society. After the lesson our teacher placed pre-cut cards in a basket explaining that, if we wished, we were allowed to draw the card of our favorite element. As everyone else did one or two, I sat there looking at the periodic table of the elements. I looked up at my teacher saying, "Could I do them all?" She laughed, then nodded and that was all I needed to get going. After working every day for about a week, word got around that I was doing them all. Other students wanted help so I gladly allowed them into the group. In Montessori we are encouraged to work in groups to help us, the kids, develop the social skills of working together.

Experts have said that Montessori education has enriched the learning experience and lives for many children. Looking back on my education, I realized that every lesson I received, has prepared me to confidently begin my life. Therefore I write this letter of support for Rockbridge Montessori in hopes to let all kids experience Montessori like I have.

Sincerely,

[REDACTED]

Note on [REDACTED]'s letter of support:

Because Montessori education values the work and the voice of children, we chose to include this letter of support, written by an older child with full support and consent by her parent [REDACTED], currently entering a public high school in the Little Rock School District, enjoyed Montessori education for seven years at a private Montessori school in central Arkansas. When she heard about Rockbridge, she wanted to write a letter of support because she has seen how Montessori works for children with special needs and she aspires to someday become a special education teacher.

Attachment

10

July 1, 2014

Mr. Tony Wood
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Mr. Wood,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start-up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start-up grant process.

The foundation has already made planning grant in the amount of \$30,000, based in the concept of the proposed Montessori charter school for Little Rock, submitted by Shannon Nuckols. As such, I feel confident that should the school be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start-up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education

Attachment

11



2015-2016 School Calendar

MONTH	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	ST DAY	WV SV H	WD PC R	SD	TCD	
August	3	4	5	6	7	10	11	SD 12	SD 13	SD 14	SD 17	WD 18	*	19	20	21	24	25	26	27	28	31					9	0	1	4	14
September		1	2	3	4	H 7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	1	0	0	21	
October				1	2	5	6	7	8	9	12	13	14	[40] 15	SD/R 16	PC 19	20	21	22	23	26	27	28	29	30	20	0	1.5	.5	22	
November	2	3	4	SD 5	SD 6	9	10	11	12	13	16	17	18	19	20	23	24	H 25	H 26	H 27	30					16	3	0	2	18	
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	[41] 21	WV 22	WV 23	WV 24	H 25	WV 28	WV 29	WV 30	WV 31		15	8	0	0	15	
January					WV 1	SD 4	5	6	7	8	11	12	13	14	15	H 18	19	20	21	22	25	26	27	28	29	18	2	0	1	19	
February	1	2	3	4	5	8	9	10	11	SD 12	PC 15	16	17	18	19	22	23	24	25	26	29					19	0	1	1	21	
March		1	2	3	4	7	8	9	10	11	14	15	16	[50] 17	SD/R 18	SV 21	SV 22	SV 23	SV 24	SV 25	28	29	30	31		17	5	.5	.5	18	
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	21	0	0	0	21	
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	H 30	31				21	1	0	0	20	
June			[47] # 1	SD IW 2	IW 3	IW 6	IW 7	IW 8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		1	0	0	1	3	
TOTALS																									178	20	4	10	192		

Legend:			
*	1st Day Students	H	Holiday
[]	End Quarter	SD	Staff Development
WV	Winter Vacation	SD/R	Staff Development (am)/Record Day (pm)
WD	Non-student Work Day	TCD	Total Contract Days
SV	Spring Vacation	#	Last Day Students
ST DAY	Student Day		
IW	Inclement Weather Make Up Day		

Attachment

12



2015-2016 Daily Schedule

Time	Activity
7:30 am - 8:00 am	Breakfast
8:00 am - 11:30 am	Morning Work Cycle
11:30 – 12:00 noon	Noon Meal Dining
12:00 noon – 12:30 pm	Recess/Physical Education
12:30 pm - 1:30 pm	Afternoon Work Cycle and/or Academic Enrichments (music, art, gardening, library, etc.)
1:30 pm – 2:45 pm	Concentrated Studies in Reading and Writing (or test preparation, when needed)
2:45 pm – 3:00 pm	Care for the Environment
3:00 pm – 3:15 pm	Dismissal
OR 3:00 pm – 5:30 pm	After-School Care Program (for those enrolled)

Attachment

13

2015-2016
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	School Director	1	\$70,000.00	1	\$70,000.00
2	Director of Curriculum	0.7	\$65,000.00	1	\$65,000.00
3	Office Administrator	0.25	\$40,000.00	0.25	\$40,000.00
4					
5					
6					
7	Subtotal:		\$125,500.00		\$145,000.00
8	Fringe Benefits (rate used <u>31%</u>)		\$38,905.00		\$44,950.00
9	Total Administration:		<u>\$164,405.00</u>		<u>\$189,950.00</u>

Line#	Regular Classroom Instruction:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
10	Teachers	3	\$40,000.00	4	\$40,000.00
11	Aides	3	\$25,000.00	4	\$25,000.00
12	Subtotal:		\$195,000.00		\$260,000.00
13	Teacher Fringe Benefits (rate used <u>31%</u>)		\$37,200.00		\$49,600.00
14	Aide Fringe Benefits (rate used <u>31%</u>)		\$23,250.00		\$31,000.00
15	Total Regular Classroom Instruction:		<u>\$255,450.00</u>		<u>\$340,600.00</u>

Line#	Special Education:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
16	Teachers	1	\$40,000.00	1	\$40,000.00
17	Aides	1	\$35,000.00	1	\$35,000.00
18	Subtotal:		\$75,000.00		\$75,000.00
19	Teacher Fringe Benefits (rate used <u>31%</u>)		\$12,400.00		\$12,400.00
20	Aide Fringe Benefits (rate used <u> </u>)		\$0.00		\$0.00
21	Total Special Education:		<u>\$87,400.00</u>		<u>\$87,400.00</u>

Line#	Gifted and Talented Program:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used <u> </u>)				
26	Aide Fringe Benefits (rate used <u> </u>)				
27	Total Gifted and Talented Program:				

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

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
34 WAIVER		
35		
36		
37		
38		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
42 WAIVER		
43		
44		
45		
46		
47 Subtotal:		
48 Fringe Benefits (rate used _____)		
49 Total Guidance Services:		

Health Services:

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
50 WAIVER		
51		
52		
53		
54		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
58 List Positions				
59 WAIVER				
60				
61				
62				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 Total Media Services:				

Fiscal Services:

	2015-2016 No. FTEs	2016-2017 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2015-2016 No. FTEs	2016-2017 No. FTEs
74 List Positions		
75		
76		
77		
78		
79 Subtotal:		
80 Fringe Benefits (rate used _____)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2015-2016 No. FTEs	2016-2017 No. FTEs
82 List Positions		
83 WAIVER		
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used _____)		
89 Total Pupil Transportation:		

Food Services:		2015-2016	2015-2016	2016-2017	2016-2017
List Positions		No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	_____	_____	_____
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:	_____	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____	_____
97	Total Food Services:	_____	_____	_____	_____

Data Processing:		2015-2016	2016-2017
List Positions		No. FTEs	No. FTEs
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	Subtotal:	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____
105	Total Data Processing:	_____	_____

Substitute Personnel:		2015-2016	2016-2017
		No. FTEs	No. FTEs
106	Number of Certified Substitutes _____	75	75
107	Number of Classified Substitutes _____	_____	_____
108	Subtotal:	\$5,625.00	\$5,625.00
109	Certified Fringe Benefits (rate used 31%)	\$1,743.75	\$1,743.75
110	Classified Fringe Benefits (rate used _____)	_____	_____
111	Total Substitute Personnel:	\$7,368.75	\$7,368.75

112	TOTAL EXPENDITURES FOR SALARIES:	\$514,623.75	\$625,318.75
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	2015-2016		
1	No. of Students <u>120</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$782,520.00</u>	
2	No. of Students <u>120</u> x <u>\$26.67</u> Professional Development	<u>\$3,200.40</u>	
3	No. of Students <u>10</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$10,330.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2016-2017		
6	No. of Students <u>150</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$978,150.00</u>
7	No. of Students <u>150</u> x <u>\$26.67</u> Professional Development		<u>\$4,000.50</u>
8	No. of Students <u>75</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$77,475.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$796,050.40</u></u>	<u><u>\$1,059,625.50</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Walton Family Grant	<u>\$220,000.00</u>	
16	Total Other Sources of Revenues:	<u><u>\$220,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,016,050.40</u></u>	<u><u>\$1,059,625.50</u></u>

EXPENDITURES

Administration:

Line#		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
18	Salaries and Benefits	<u>\$164,405.00</u>	<u>\$189,950.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$2,000.00</u>	<u>\$2,000.00</u>
25	Equipment	<u>\$4,000.00</u>	
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$170,405.00</u></u>	<u><u>\$191,950.00</u></u>

Regular Classroom Instruction:		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
32	Salaries and Benefits	\$255,450.00	\$340,600.00
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials		\$3,000.00
39	Equipment		
	Other (List Below)		
40	Montessori Classroom Materials	\$120,000.00	
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u>\$375,450.00</u>	<u>\$343,600.00</u>

Special Education:			
46	Salaries and Benefits	\$87,400.00	\$87,400.00
	Purchased Services - List Vendors Below		
47	V - SE1 _____	_____	_____
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u>\$87,400.00</u>	<u>\$87,400.00</u>

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

Alternative Education Program/ Alternative Learning Environments:

2015-2016 Amount:

2016-2017 Amount:

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

English Language Learner Program:

88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	Total English Language Learner Program:		

Guidance Services:

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

Health Services:		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Health Screening</u>	\$5,000.00	\$5,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	<u>\$5,000.00</u>	<u>\$5,000.00</u>
Media Services:			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 <u>WAIVER</u>		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:		
Fiscal Services:			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 <u>B&D Consulting (Chris Bell)</u>	\$40,000.00	\$40,000.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$40,000.00</u>	<u>\$40,000.00</u>

Maintenance and Operation:		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Janitorial	\$5,000.00	\$5,000.00
160	V - MO2 Repairs & Maintenance	\$5,000.00	\$5,000.00
161	V - MO3 Utilities	\$72,000.00	\$72,000.00
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	\$4,000.00	\$4,000.00
165	Equipment	_____	_____
	Other (List Below)		
166	_____	_____	_____
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u>\$86,000.00</u>	<u>\$86,000.00</u>

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

Food Services:			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 Child Nutrition Program	\$40,000.00	\$80,000.00
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
	Other (List Below)		
194	_____	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	<u>\$40,000.00</u>	<u>\$80,000.00</u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
200	Data Processing:		
	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Data Services, Internet</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
202	V - DP2 _____		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials		
207	Equipment	<u>\$2,000.00</u>	
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:	<u><u>\$7,000.00</u></u>	<u><u>\$5,000.00</u></u>
	Substitute Personnel:		
214	Salaries and Benefits	<u>\$7,368.75</u>	<u>\$7,368.75</u>
	Purchased Services - List Vendors Below		
215	V - SB1 _____		
216	V - SB2 _____		
217	V - SB3 _____		
218	V - SB4 _____		
219	V - SB5 _____		
220	Total Substitute Personnel:	<u><u>\$7,368.75</u></u>	<u><u>\$7,368.75</u></u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	<u>\$158,400.00</u>	<u>\$158,400.00</u>
	Facility Upgrades - List Upgrades Below		
222	Furniture & Equipment	<u>\$2,000.00</u>	<u>\$2,000.00</u>
223	_____		
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	<u>\$5,000.00</u>	<u>\$5,000.00</u>
230	Content Insurance for One Full Year		
231	Total Facilities:	<u><u>\$165,400.00</u></u>	<u><u>\$165,400.00</u></u>

Debt Expenditures:

List Debts Below

2015-2016 Amount:

2016-2017 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	Security	\$20,000.00	\$20,000.00
236	Insurance	\$10,000.00	\$10,000.00
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>\$1,014,023.75</u>	<u>\$1,041,718.75</u>

242	Net Revenue over Expenditures:	<u>\$2,026.65</u>	<u>\$17,906.75</u>
-----	---------------------------------------	-------------------	--------------------

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

Attachment

14

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

Lessor(Owner): St. John Missionary Baptist Church

Lessee(Tenant): Rockbridge Montessori School

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

Describe the present use of the facility:

The facility was newly renovated and currently unoccupied.

Address of Premises: 108 W. Roosevelt

Square Footage: 19,000 SQ FT

Terms of Lease: 5 years

Rental Amount: \$13,200/Month

Contingency: The terms of this agreement are contingent upon

Rockbridge Montessori School

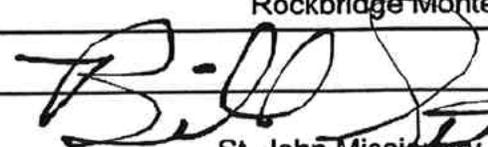
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2015

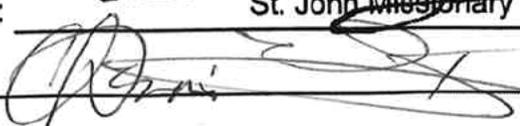
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Rockbridge Montessori School

By:  Date 7/15/2014

Lessor: St. John Missionary Baptist Church

By:  Date 7/15/2014

Attachment

15

**2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

7/19/2014

Date

Bill Simmons

Printed Name

Attachment

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- Note:* All ESEA Reports for LRSD and individual schools were accessed from Arkansas Department of Education's "ADE Data Center." Website that accesses these reports: <https://adedata.arkansas.gov/arc/>