



**BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM**

TITLE: Reading Opens Doors, Inc. Charter School Application Evaluation **DATE:** May 27, 2021

PRESENTER(S): Cherise J. Hunter, Policy Manager & Charter School Liaison

Strategic Call To Action Alignment: Responsive and Efficient Operations - Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

OVERVIEW:

The report provides the evaluation of the Reading Opens Doors, Inc charter school application. The original letter of intent and application were received on August 7, 2020 with the final application documents received on March 4, 2021. The applicant’s focus is to maximize the academic abilities of K-5th vulnerable and marginalized children and help them to pursue their dreams.

Per Policy 10040 Charter Schools, a comprehensive evaluation of the application was conducted utilizing predetermined decision-making criteria outlined in the HCPSS Charter School Application. Each criterion was carefully reviewed and an interview was conducted with the applicant to address areas that required greater clarity. The results indicate that the application included an education, an organizational, and a business plan that did not meet acceptable standards. Therefore, the approval of the ROD charter school is not recommended.

RECOMMENDATION/FUTURE DIRECTION:

Following a public hearing on June 24, 2021, the Board of Education will take action on July 8, 2021.

SUBMITTED BY: _____
Cherise J. Hunter, Ph.D.
Policy Manager & Charter
School Liaison

APPROVAL/CONCURRENCE: _____
Michael J. Martirano, Ed.D.
Superintendent

Karalee Turner-Little
Deputy Superintendent

Reading Opens Doors, Inc. Charter School Application Evaluation

Introduction

The Maryland Public Charter School Program began in 2003 to allow public school staff, parents of public school students, nonsectarian nonprofits entities, and nonsectarian institutions of higher education to apply to a county board of education to establish a public charter school. The general purpose of a charter school program, as defined by law, “is to create alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students” (Maryland Public Charter School Act, 2003 and The Annotated Code of Maryland, Education Article §9-101). Subsequently, the Maryland State Board of Education developed a policy for the charter school program that clearly defines the obligations of charter schools and their authorizers.

A public charter school operates with the approval of a local board of education in accordance with a written charter executed between the local board of education and the administrative entity operating the public charter school. A “charter” is a formal agreement or contract entered into by a chartering authority and a statutorily authorized applicant. The application to establish a public charter school is usually the mechanism through which an applicant explains in detail its plans to establish and operate a school. It is the chartering authority’s responsibility to review and approve or disapprove an application based on standards established by the chartering authority consistent with the state law authorizing public charter schools. The Board of Education of Howard County is the chartering authority in Howard County.

Overview of the Reading Open Doors Application

Reading Opens Doors, Inc. (ROD) submitted a charter school application with the intent of opening *Reading Opens Doors Montessori of Jessup* to maximize the academic abilities of K-5th vulnerable and marginalized children and help them to pursue their dreams. Their vision is to engage parents and the local community together to provide an excellent education for every student. The physical address proposed for the charter school was 8110 Washington Boulevard,

Jessup, Maryland¹. The applicant noted that the location of the proposed charter school was selected based on the community needs of low income, young, or English as a Second Language (ESL) families in the area. The applicant plans to serve students in K-5th grades focusing on a literature-enhanced Montessori education. The school will build critical thinking skills essential for academic achievement in all subjects and help children discover that reading is fun. Planned areas of learning are Humanities, STEM, Physical Education, Music/Choir and Art. The proposed opening plan is as follows: SY 2022-2023, Kindergarten-Grade 1, 96-104 students; SY 2023-2024, Kindergarten-Grade 2, 144-156 students; SY 2024-2025, Kindergarten-Grade 3, 192-208 students; SY 2025-2026, Kindergarten-Grade 4, 240-260 students; SY 2026-2027, Kindergarten-Grade 5, 288-312 students. There will be 24-26 students in each classroom.

Application Evaluation Process

The original letter of intent and application were received on August 7, 2020. Per the HCPSS Charter School Application, a technical review was conducted to ensure all components of the application were provided. The HCSS Charter School Liaison notified ROD of missing items. On October 29, 2020, ROD provided the missing application components and ROD resubmitted their application. The process was paused when ROD informed HCPSS that they needed to update their budget. Revised budget forms and waiver requests were received on March 4, 2021.

Per Policy 10040 Charter Schools, the ROD charter school application was evaluated by the HCPSS Charter School Evaluation Committee. The committee consisted of staff from across the HCPSS divisions, a PTACHC representative, and a general resident who resides near the community impacted the ROD's desired location. During the review of the application, HCPSS maintained communication with the applicant and held a question and answer session and interview call with the Charter School Liaison. Additionally, the liaison and available committee members met with the General Counsel's Office to review areas of potential legal concern. The BOE decision to approve or deny a charter school application must occur within 120 calendar days of receipt of the technically complete application. To meet this requirement, the anticipated schedule is as follows:

¹ On May 17, 2020, ROD informed HCPSS that the Jessup location is no longer a potential site. They are currently looking for other potential locations, including a church's educational center in Ellicott City.

- BOE Report- May 27, 2021
- Public Hearing - June 24, 2021
- Board Action - July 8, 2021

Evaluation of ROD Application

Utilizing the decision-making criteria as described in the HCPSS Charter School Application, the Charter School Evaluation Committee reviewed all materials submitted and did not find that the ROD application satisfactorily met the education, organizational, or business standards necessary to become a HCPSS charter school. Some areas of concern include the lack of a plan to provide a continuum of services so that all students, particularly students that receive special education services under the Individuals with Disabilities Act (IDEA); the use of inappropriate and outdated assessments; and potential accessibility issues due to the requirement that parents transport their children to school and the increased cost of lunches due to the planned use of an indoor farm as the central method of providing food services. Additionally, budget concerns existed including the underlying budget assumptions, a low budgeted average labor cost for teachers, and a lack of a plan to repay revenue obtained from investors or bank loans. The BOE approval of the ROD charter school is not recommended.

**Proposal for
Reading Opens Doors Montessori of Jessup
2022/2027 School Year**



*“It is true that we cannot make a genius.
We can only give to each child the chance to fulfill his/her potential”*

-Maria Montessori-

Submitted by Reading Opens Doors, Inc.

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Charter School Application Cover Sheet

Name of Proposed Charter School: Reading Opens Doors Montessori of Jessup
Name of non-profit 501(c) (3) organization that will hold the charter: Reading Opens Doors, Inc.
Primary Contact Person: (charter school operator or founding board president) Sue Wagner
Mailing Address: Reading Opens Doors, Inc. CIC@CET 4041 Forest Park Blvd. St. Louis, MO 63108
Telephone (primary): 443- 812- 3266 (Sue Wagner) Telephone (second): 443-867-6807 (Robin Frazier)
Education Service Provider or Partner Organization: Reading Opens Doors, Inc.
Physical Address of School: 8110 Washington Blvd., Jessup, MD 20794 (in Jessup Elkridge, Hanover, or nearby neighborhoods)
Projected Opening Date: Fall of 2022
Proposed Charter Term (5 years): 2022-2027

Enrollment Projections

SCHOOL YEARS	GRADE LEVELS	ENROLLMENT PER GRADE LEVELS
Yr. 1 (2022-2023)	Kindergarten-1 st Grades	K, & 1 st Grade: 96-104 students
Yr. 2 (2023-2024)	K, 1 & 2 Grades	K, 1 & 2 Grades: 144-156 students
Yr. 3 (2024-2025)	K, 1, 2 & 3 Grades	K, 1, 2 & 3 Grades: 192-208 students
Yr. 4 (2025-2026)	K, 1, 2, 3 & 4 Grades	K, 1, 2, 3 & 4 Grades: 240-260 students
Yr. 5 (2026-2027)	K, 1, 2, 3, 4 & 5 Grades	K, 1, 2, 3, 4 & 5 Grades: 288-312 students
		TOTAL SCHOOL ENROLLMENT = 288-312

NOTE: There will be 24-26 students in each classroom.

Carroll Creek Montessori Public School in Frederick, Maryland has a waiting list of over 1000 students as in Feb. 2020.

Charter School Application Cover Sheet (continued)

American Dream

To maximize the academic abilities of K-5th vulnerable and marginalized children and help them to pursue their dreams, this application is being submitted for Reading Opens Doors Montessori of Jessup.

The United States is a prosperous nation with natural beauty, abundant resources, and freedom. American innovation has continued to lead the world. For these reasons, coupled with the work of countless American philanthropists, she has become the most desirable country to live in. The result is a land of opportunity, embodied in the American dream. Every day, people from all over the world immigrate to the United States. However, many at home and from abroad can't reach their true potential because of the circumstances.

Readers Are Leaders

All teachers and parents know that the love of reading books is essential for developing critical thinking, comprehension, and competency. The board of Reading Opens Doors, Inc. desires to open Reading Opens Doors Montessori of Jessup. The objectives of the school is to nurture good reading habits, develop critical thinking skills, and help each child discover his/her natural talent. Woven into the Montessori pedagogy, our students will discover reading is fun as early as possible, read in class for America's Battle of Books and participate every day in Shared Inquiry Discussion of the Junior Great Books. Furthermore, the students can join the American Dream After School. Utilizing the latest technology, and collaboration with local community-based organizations, an indoor farm will be built on campus to educate the children about new farming methods and the importance of eating fresh and nutritious meals.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Printed Name _____

Signature: _____ Date _____

Executive Summary

Reading Opens Doors Montessori of Jessup

Vision: To engage parents and the local community together to provide an excellent education for every student.

Mission: Families with children move to Howard County because of the excellent public-school reputation. Due to the housing cost, most families in Jessup and its surrounding neighborhoods are low income and racially diverse new immigrant families. A prevalent axiom in the US as well as in other nations is that the children of low-income neighborhoods do not do well in school. The board of Reading Opens Doors, Inc. agrees with the mission of the Howard County Public School System in embracing diversity and creating opportunities for all children. The school will use the proven pedagogies to promote learning as an exciting process of discovery while developing good reading habits, critical thinking skills, finding one's own gift/talent and respecting nature.

Student Body: The school welcomes all Howard County students in K-5th grades whose families are interested in literature-enhanced Montessori education.

Community Need: Most families in Jessup, Elkridge and Hanover neighborhoods are low-income, young or ESL households. The school performance shows the children in the neighborhoods need extra support to reach their academic goals. The charter school will work with struggling children to help them discover reading is fun. This in turn will build critical thinking skills essential for academic achievement in all subjects. The school will eventually help to fill the gap between the peers in neighboring affluent towns.

Unique Features: At the proposed charter school, children of mixed-ages complete their own self-directed work in a nurturing, family-like environment that applies the Montessori methods and materials. Elder students will be given the responsibility/task of helping younger peers in a big brother/sister style role. Each classroom will have a Montessori certified teacher and an assistant. Added focus on development of good reading habits, critical thinking skills and healthy eating habit as early as possible will enhance the uniqueness of the school. The children will learn in the areas of humanities, STEM, PE, Music/Choir and Art. Their understanding and achievement will be measured by assessments and learning projects.

Effectiveness: The Montessori method and Shared Inquiry Discussions of the Great Books Foundation are universally recognized as effective and successful pedagogies in raising student achievement. Montessori public charter schools have been successful throughout Maryland.

A. EDUCATION PLAN

“One of the promises of charter schools is that they can serve as laboratories of innovation—they can be public education’s “R&D” [research and development] arm. Because they have greater autonomy than traditional public schools, and since they tend to attract pioneering educators, they can try out new approaches to education that, if proven effective, can be transplanted back into the larger public education system.

-Rod Paige, Secretary U.S. Department of Education-

A.1. Educational School Design

A prevalent axiom in the US is that the children of low-income neighborhoods do not do well in school. Two quotes below and the chart, **Persisting Phenomenon: High Test Scores Versus Low Test Scores**, affirm the phenomenon exists. No one disagrees that they were born with the same abilities as the children in the affluent neighborhoods. All teachers know that “Readers Are Leaders”. The name of the school, Reading Opens Doors Montessori of Jessup, was chosen with a mission-driven focus.

Why Poor Students Struggle

“In “Rewarding Strivers: Helping Low-Income Students Succeed in College,” Anthony P. Carnevale and Jeff Strohl analyzed federal data collected by Michael Bastedo and Ozan Jaquette of the University of Michigan School of Education; they found that at the 193 most selective colleges, only 14 percent of students were from the bottom 50 percent of Americans in terms of socioeconomic status. Just 5 percent of students were from the lowest quartile.” -The New York Times-

Family Income and Poverty

“Income and wellbeing are intricately linked. Poverty can alter children's developmental trajectories in cognitive, social, and physical health (1). The effects of poverty on child health and wellbeing can begin during pregnancy, as low-income women are more likely to experience malnutrition and stress and are less likely to receive adequate prenatal care (2). Children who face economic hardship when they are young, or who experience deep and prolonged poverty, are at greatest risk for poor outcomes (1). The effects of poverty and the stress associated with it can be lasting, contributing to increased risk of dropping out of school, poor adult health, and poor employment outcomes, among other adverse consequences (1, 3, 4).

The impacts extend beyond individuals, too. For example, it is estimated that the total annual cost of child poverty in the U.S. is more than a trillion dollars, due in part to loss of economic productivity and increased health costs (5). In addition, for every dollar spent on poverty reduction strategies, the U.S. could save an estimated \$7 related to the economic costs of poverty (5). The link between income and wellness is evident even for those living above the poverty threshold. A health gradient exists along the economic spectrum such that health status improves as income level increases, e.g., the health of those in the middle-income range tends to be inferior to those in higher-income groups (3). This is especially concerning given that income inequality in the U.S. has been increasing in recent decades (6). Rates of poverty tend to be highest among children under age 5, those in single-parent families, and African American/black and Hispanic/Latino children (4, 7).” -Kidsdata.org-

Gain Parity for All Children: Today, Montessori education is mostly available for the children of affluent families. The board of Reading Opens Doors agrees with the mission of the Howard County Public School System (HCPSS) in embracing diversity and creating opportunities for all children. If approved, Reading Opens Doors Montessori of Jessup will bring the pedagogies to bear for all K-5th grade children in Howard County. Historic Jessup and its neighboring low-income neighborhoods have been growing with diverse families with young children. The proposed charter school will attain parity in high academic achievement by providing an alternative, but still equitable, opportunity to improve the gap in early education for the children of low-income families. Montessori-based education, daily immersion in Shared Inquiry Discussion, and in-class Quiet Time to Read will foster good reading habits, develop critical thinking skills, and engage each child to discover his or her natural talent.

Persisting Phenomenon: High Test Scores Versus Low Test Scores

Neighborhood	White	Black	Asian	Hispanic	Other	Low Income	Average House Cost	Elem. School Rating	Students Teacher Ratio
Cookeville	NA								
West Friendship									
Clarksville	39%	5%	49%	2%	~6%	1%	\$720,000	9 ~10	12:1
Ellicott City	39%	4%	46%	3%	~10%	5%	\$520,000	8 ~ 9	14:1
Columbia/ Jessup	20%	46%	9%	14%	~12%	42%	\$340,000	4 ~ 6	9:1~13:1
Elkridge/Jessup	52%	21%	12%	7%	~ 9%	21%	\$340,000	4 ~ 6	9:1~13:1
Bollman Bridge	30%	36%	11%	17%	~ 9%	40%	\$329,000	4 ~ 6	9:1~13:1

Note: 2019 Statics taken from Zillow and Great Schools

Accomplishment of Performance Outcomes/Replicating the School Design: The design of Reading Opens Doors Montessori of Jessup draws on existing Montessori models which has been successful for over 100 years. More than 5,000 schools in the United States—including 300 public charter schools—educate children in the Montessori method. The Montessori education is characterized by multi-age classrooms and a special set of hands-on educational materials. Children select their materials and work alone or collaborate. Small group instruction will be given in both academic and social skills. (Dr. Montessori believed that a larger class size allows children to learn from watching each other and practice social interaction skills with different personality types.)

Evidence of School Design Success: Montessori public charter schools have been successful in MD:

- Baltimore Montessori Public Charter School: Surpassed indicators in Reading, Math, and Science and achieved a SPI* value of 0.9786.

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- Carroll Creek Montessori Public Charter School: In its first year, surpassed indicators in Reading and achieved a SPI value of 0.9237.
- Monocacy Valley Montessori Charter School: Met indicators in Reading, Math and Science and achieved a SPI value of 1.0196.
- The School Progress Index (SPI) evaluates schools on indicators of Achievement, Growth, and Gap Reduction. (Maryland Report Card.)

Montessori Education with Daily Shared Inquiry Discussion: The school will increase the strength of Montessori public school with Shared Inquiry Discussion of the Great Books Foundation. In the Shared Inquiry Discussion, students are guided by a trained leader to develop and share their ideas about a challenging text. The goal is for each student to come to an individual understanding of the author's work through dialogue and writing. There are no wrong answers, just the sharing of ideas. In the process, students develop listening and speaking skills while improving their reading comprehension and critical thinking.

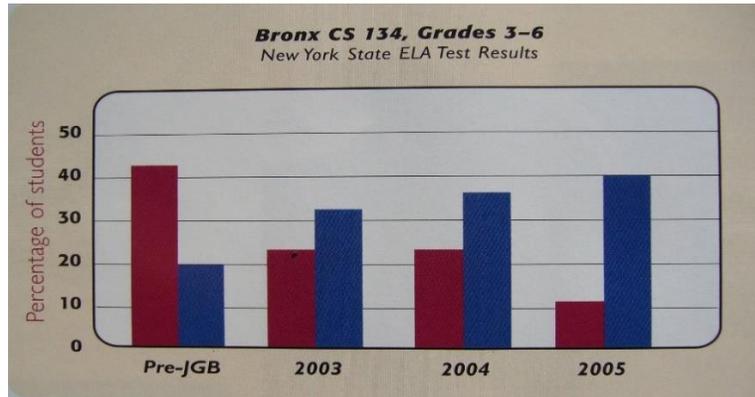
Montessori Education with Daily Literary Activities: The board is aware of low-test scores by the elementary school students in the Jessup and its surrounding neighborhoods. Studies show that an avid reading habit is essential for developing critical thinking, comprehension, and competency. To achieve this goal, the students of the proposed charter school will be engaged to discover reading is fun as early as possible and compete at America's Battle of Bookworms.

Alignment of Design with School Mission and Needs of the Target Population: The target population are the families interested in Montessori education, early literacy development, and new approaches to a public-school setting. The sample schedule shows Shared Inquiry Discussion four times a week, Montessori in the morning and online contents and special subjects learning in the afternoon.

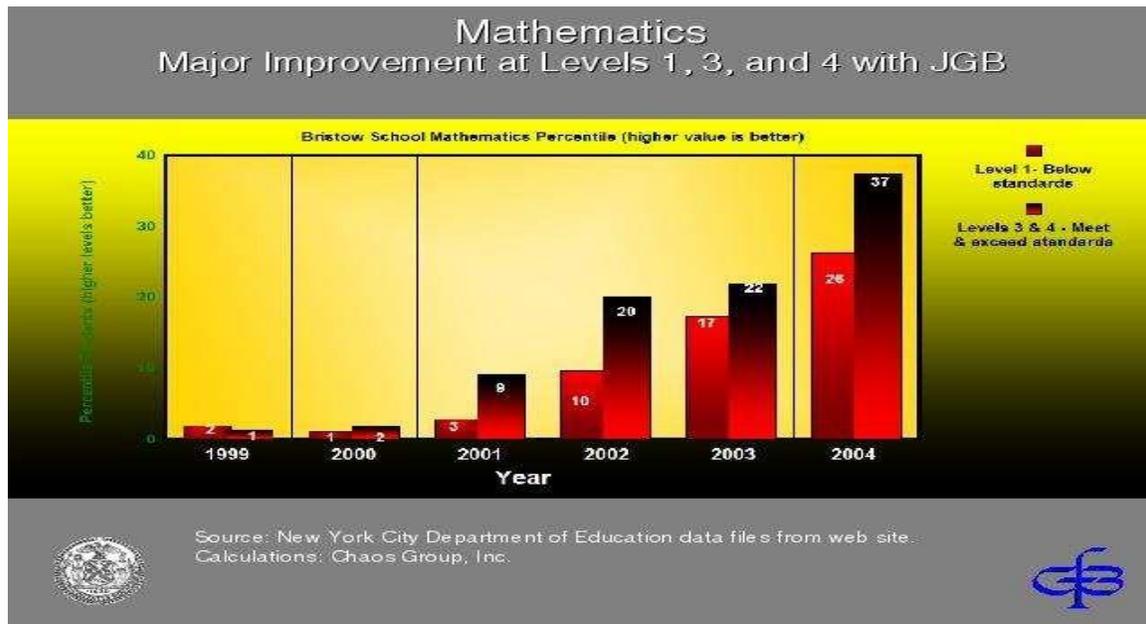
Daily Class Schedule (example)

Day	Mon	Tue	Wed	Thurs	Fri
8:00-8:20	Morning Exercise (Gym)				
8:30-9:10	Shared Inquiry Discussion (40 Minutes)				Q.T to Read for Battle of Bookworms
9:10-12:00	Montessori class				
12:00-1:00	Lunch and Recess				
1:00-2:00	Art	Math	Social Studies	Math	Music/Choir
2:00-3:00	PE	Music/Choir	PE	Art	Q.T to Read

Experimentation Results in Given by Great Books Foundation



Red- Level 1 (lowest quartile) Blue- Levels 3 and 4 (highest quartile)



“Once you learn to read, you will be forever free.”

-Frederick Douglass-

Montessori with Indoor farm Innovation: Statistics also show that lower-income families tend to have poor eating habits, partly since fresh and healthier foods are unavailable within their means. Good nutrition influences not only student’s grades and performance, but also their behavior and moods according to an article on the Public-School Review, “Why Good Diet and Nutrition are Important for High Student Performance”. To teach the children about the importance of eating nutritious and fresh meals every day, the school will house its own indoor/container farm and cook the meals with fresh vegetables of the farm.

“While the intake of food is vital for proper performance, many of the widely available and popular foods in schools today are actually hindering children’s abilities to learn. Loaded with sugars, caffeine, chemicals, and sodium, many popular menu items are leaving kids tired, unfocused, jittery, and sick—which not only impact students’ grades and performance, but also influences their behavior and moods. Therefore, while most American children may be taking in a great deal of calories, they may not be taking in any essential vitamins, nutrients, and minerals. This lack in vitamins and minerals leads to detrimental side-effects, according to Mary Gavin. Children with insufficient diets are reported to have more problems with health, academic learning, and psychosocial behavior. Avoiding processed foods and incorporated natural fare into a daily diet will ultimately promote a healthier body, behavior, and brain power.” -Public School Revie Blog ([how-diet-and-nutrition-impact-a-child’s-learning-ability](#))-

Strategies for Measuring Performance Objectives and Outcomes: The board members are Marylanders with knowledge in program evaluation, Montessori education, governance, budgets, development, and successful management of charter schools, etc. All are committed to other duties in private, public and none profit sectors. Overseeing the school in daily operation, financial transparency, compliance to rules and guidelines, human resource management, ongoing positive relationship with PTA will be time consuming. Thus, the board established two part-time employees: a compliance officer and a director of American Dream After School. The principal will report annually about the school’s performance based on the Maryland State Department Quality Standards. Examples of those performance measures are:

- Proficiency levels on State assessments by grade and subject.
- Student self-assessments, reflections, surveys, and feedback (See Exhibit 25, Goals Worksheet)
- Evidence of recruitment and sustainability of a diversely skilled governing board (See B.1)
- Audits and financial report (See C.2)
- Resource allocation and access (See C1.b)
- Evidence of safe, clean, effective environment (See A.9)
- Staff qualification (See B.3)

A.2. Curriculum and Instruction

Framework for Teaching and Learning: Teachers will use Montessori materials, Junior Great Books, and Study Island to apply the county curriculum which is aligned with the Common Core State Standards and Grade Level Expectations. Daily Schedules will be strategically planned to maximize effectiveness.

- Each school day will start at 8:00am with 20 minutes of low impact stretching exercises.
- Next, class will be Shared Inquiry Discussion for 35-40 minutes. The children will read questions related to a short story of the Junior Great Books. Afterward, they will take turns to read aloud the story. Trained discussion leaders will engage the children to answer the questions. The students will take turns to share his/her answer and listen to the answers of other students. The discussion can be finished in one session or continued. After the completion of the discussion, the children will write about the story. Shared Inquiry

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Discussion will take place four mornings a week.

- The children will have uninterrupted 3 hours from 9:00am to noon in Montessori education.
- In the afternoon, the children will learn Art, Music/Choir and PE in traditional classes as well as Math, Science, History, Social Studies with online contents from Study Island and other online media. █
- Every Friday after the morning exercises, the children will have Quiet Time to Read to prepare for the America's Battle of Bookworms.

Framework for Professional Development: The class schedules allow homeroom teacher periodic free time for individual planning and grade-level teacher meetings each week. Weekly grade-level teacher meetings will be held to address:

- Examination of student progress
- Review of material relevant to each grade level
- Professional collaboration to ensure the highest quality teaching in each classroom
- Connecting Montessori methods to the Howard County curriculum standards

Planning and Implementing Professional Development: Professional development will be held weekly. The principal, compliance officer and teachers will discuss various topics such as Montessori, technology, multicultural relations, special education, assessment, record-keeping, etc. Continuing Education, Eric Jensen Training, Shared Inquiry Discussion Leadership training and other training program will be required and financially supported. Professional Development days will be part of their summer calendar. Designated teachers for Art, Music/Choir and PE do not need to be Montessori certified to assist in the Montessori classroom. Rather than utilizing short-term interns, our school will hire full-time special subject teachers to assist the Montessori classrooms. Intern teachers will also be welcomed. Same grade-level Montessori teachers will coordinate their class schedules to share one special teacher as an assistant during the morning Montessori classes. The school will subscribe to Montessori Life to help the teachers stay updated on the latest research and findings on pedagogy and curricula.

Measurable Objectives and Benchmark Assessments: Teachers will use the Common Core State Standards and Montessori Materials to make sure students understand the concepts from each grade level. Teachers will use county and/or state standards to track student progress. PE, Art, Music/Choir will complement the Montessori education in their presentation while fulfilling the requirements of Howard County Public School System.

The school will be accountable for Adequate Yearly Progress, attendance, MSA testing, and PARCC Assessment. In accordance with Board Policy 8120, the school will collect data, measure progress, evaluate student achievement, and address each student's learning needs based on established standards. That data, along with the Montessori teacher's own observations, will be used to improve curriculum,

Application to Form a Public Charter School Within the Howard County Public School System

instruction, and advance student learning. A goal of the school will be to implement instructional systems which ensure a high level of proficiency on the PARCC Assessment as well as data driven instruction based on ongoing assessments. Assessments are more fully described in Section (See A.4). To evaluate instructional strategies, the school will look to student progress over time, staff feedback, parent feedback, and teacher evaluation.

Differentiating Instruction: Montessori instruction differentiates for each student, and Maria Montessori called this, “Following the Child.” Since the Montessori Method requires the teacher to follow the needs of each child differentiating instruction for above, average, and low performing students, “Following the Child” inherently happens within this instructional method. A ‘pullout’ intervention program will be developed for children not meeting the grade level expectations so that they can receive equitable opportunity to raise their performance. The assistants will help the children who need extra support within the classroom. Tutoring could be provided as an after-school program as needed.

Teacher Proficiency in Instructional Methods: The school will utilize the same evaluation system as the county, including Student Learning Outcomes. The principal of the school will use a Montessori lens to determine the mastery of the teacher since using the traditional guidelines for “on task behaviors” would not be appropriate in a Montessori environment where the children move about the room choosing work.

A.3. Assessment System

Statewide Assessments: Reading Opens Doors Montessori of Jessup will follow Board Policy 8120. Students will participate in the PARCC and MSA Science. The school will also follow the county’s standard assessments for Kindergarten through 5th grade and common assessments for special areas.

Evaluation of Student Progress Over Time: The school will use a few assessment tools to determine progress. Study Island is an online content site and aligned with the Common Core. This site will help teachers track progress of each student. Global Scholar (or a similar application if one is preferred by HCPSS) will be used to provide for accurate student placement, diagnosis of instructional needs, and measure of students’ gains across reporting periods. The school will give quarterly assessments using the county assessments in a way that matches with the Montessori instruction (See Exhibit 26, Waiver Requests).

Use of Assessment Data to Improve Instruction, Academic Outcomes and Staff Development: A School Improvement Plan will be developed based on results in the School Progress Index. Results of all assessments will be used to develop school improvement plan which in turn will be used for teacher and principal assessments. The School Improvement Plan will identify areas of focus. Teachers will have access to Study Island, Montessori Compass and/or assessment tool of HCPSS to aid the assessment. These supports are designed to promote teacher retention and aid in the evaluation system. Assessments

will help the school measure progress toward the mission and will be administered at times set by the school pursuant to Board Policy 8120.

School-Developed Instruments to Measure and Report Student Progress: The school will use a Montessori report card and journal. Montessori materials incorporate control of error. In that respect, the student's use of the materials themselves is an assessment tool. The journal helps the student and the teacher track each child's progress toward meeting State academic standards.

A.4. School-Specific Goals and Objectives/Comprehensive Performance Measures

See Exhibit 25, Goals Worksheet.

Standards Equivalent to Other Schools/Time Frame for Meeting Performance Standards: The reporting instruments allow the teacher to look at individual student progress. The instruments align the mission of the school in designing an educational program that follows the needs of each child. Since the record keeping system is aligned with the Common Core State Standards, it will assure the school community that these standards are being taught to the students. Tracking student progress on the MSA Science test will be done by utilizing the Study Island Program. The school's assessment systems will ensure that the students are learning the state and county curriculum and that they will have mastered them before they leave the school.

Measurement and Reporting of School's Performance and Progress: The school will use Montessori Compass record keeping which is currently being aligned with Common Core State Standards to keep records of student growth. An annual report will be presented to the board of HCPSS. The annual report includes State testing data and evidence of growth as a school. Performance and progress of the school will be part of an annual audit record.

Measurement of a Student's Academic and Social Development: The school will use a Montessori style narrative report card and will also include a rating system for social and behavioral concerns. Grade level reporting for math and language will also be included.

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A5. Family Involvement

Assisting Families in Understanding and Supporting the Mission and Vision: Reading Opens Doors Montessori of Jessup is a choice school, and the parents make an informed decision to send their children to the school because they understand and support the mission and vision of the school. Parents will commit to volunteer 30 hours per year to support the school, participate in Parents Education Programs (PEP) join as board members, etc. To off-set the demand this amount of time would have on parents' busy schedules, web conferencing sessions can be used when needed to provide the necessary flexibility.

Supporting Parents Involvement: The school will provide the information and training that enable parents to support children's education through a Parent Education Program. Educating families about the Montessori philosophy is important because many people have never seen the materials and the lessons.

Informing Families about Operations and Development of the School: The school will adhere to transparent practices of open board meetings, announced in advance and with minutes kept. Like other schools in Howard County, it will have a school web site that will be maintained and updated with pertinent school information. The school will also connect parents through HCPSS to the emergency alert system. When in need, the school will utilize volunteers and/or the services of the County Interpretation/Translation Program to facilitate communication between the board, staff, and parents.

Overview of How Families were Involved in Development of the School: The board knows the neighborhood very well and believes in the vision and mission of the school (See Exhibit 14, Overview of How Families were Involved in Development of the School).

Strategies for Positive Family-School Partnerships: The board and compliance officer will reach out to the parents in the neighborhoods. Interested parents will become the founding group and their children will be given priority enrollment. The founding group and the parents of the first school year students will form the Parent and Teacher Association (PTA). The members of the PTA will elect a PTA president. The board and the compliance officer will recruit new board members from the PTA and the community.

Transparent Communication: The principal, the board and compliance officer will keep parents informed about developments through newsletters, emails, PTA meetings, student progress reports, etc. The school will keep the community at large informed about school developments by making public its required filings (for example, Form 990) and periodic press releases. Its web site and newsletters will be publicly available.

Parent Education Program (PEP) and Training: A Parent Education Program at the school will comply with Board Policy 10040 and include:

- Support materials from the American Montessori Association (AMA)
- Support materials from the International Montessori Council (IMC)

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- Informational seminars with teachers who can explain Montessori methods and materials.
- Volunteer opportunities at school as a class parent, storyteller, lunch supervisor, snack coordinator, Walk-A-Thone, Jump Rope Day for Heart, and more.

Parental Disputes: First and foremost, it is important to note that families will be asked to handle issues through the school hierarchy. That is, if a parent has an issue with professional staff, except for extraordinary circumstances, the parent should consult with the teacher. If there is no resolution, the principal will become involved and then the Superintendent. Should an issue be related to school governance, the liaison between HCPSS and the school will bring the matter to the attention of the board. The board through the compliance officer will work with the liaison toward resolution (See Exhibit 20, Dispute Resolution Policy).

Parent Satisfaction: The compliance officer and school will track the number of issues brought to it through the grievance process which will also be reported by the principal. Through periodic surveys, families will rate their overall satisfaction and whether they would enroll their students again. The board, principal, and the compliance officer will review the aggregate result and develop an action plan to address any areas with low scores. The aggregate results and the action plan will be incorporated into the School Improvement Plan. This will be shared with the appropriate department of HCPSS and with the board to set in motion a cycle of continuous improvement.

Involvement of Parents as Education Partners: Research confirms that family involvement is a powerful influence on children's achievement in school. The school will promote volunteerism and offer several programs to engage ongoing family involvement. The school will use the skills of the “school family” to achieve desired outcomes at low or no cost. A family could offer ideas for fundraising and lead a campaign, or a family could lend souvenirs and maps from a trip for geography or cultural lessons. Tapping into the families’ knowledge and cultural capital, the school will seek ways to engage with parents so that they can be pro-active partners in their children’s education. For example, each year there will be an ‘American Dream Day’ at the school with banquet of foods from their ancestors’ countries.

American Dream Day

When	Purpose
Week before Thanksgiving Day	<ul style="list-style-type: none">• To foster appreciation for the ancestor and their sacrifices• To understand heritages of the students• To appreciate the freedom and opportunity in the USA• To dream and prepare for their own American Dream

A6. Target Population

Value of the School: The infrastructure of the school is based upon the Montessori method, use of Montessori materials and Montessori certified teachers. Students will achieve academic excellence through the methods while they discover reading is fun. The instructional time is organized to optimize student understanding of materials. The Montessori education has been successful for over 100 years, and it has been successful in public charter schools throughout the USA.

Student Population: The law requires that charter schools serve the school community with alternative means to improve students' performance. Many families with children move to Howard County because of the excellent public-school reputation, yet many students still struggle academically.

Community Selection: Most families in Jessup and its surrounding neighborhoods are low income and diverse. The scholastic performance of the students in the neighborhoods is consistently between low to just-above average, thus the proposed charter school will be in the neighborhoods of low income and low performing schools.

Enhancement of Educational Options: The school will strengthen HCPSS by providing a literary-enhanced and innovative Montessori public school option for all children of Howard County families.

Meeting the Needs of the Target Population: The school will serve not only the student community, but the parent community and the local community. The school will promote learning as an exciting process of discovery using Montessori method while fostering respect for oneself, for others, and for the environment. It provides parents and students of Howard County in Grades K-5 interested in Montessori method with a choice that is complementary to the already established and successful HCPSS. The Montessori Method of teaching State and County curriculum at Reading Opens Doors Montessori of Jessup will provide a unique option for parents to meet the individual needs of a child's learning style. By incorporating services from local businesses into programs, the school will be working to build a stronger community which would ultimately drive support and enrollment in the school.

Assessment of Parental Support: Bookworms Club was started in 2000 to serve the children of new immigrant ESL children in Howard County. The Bookworms Club later became Reading Opens Doors, Inc. (See B4 Evidence of Partnership and Scope of Community Support).

Attendance and Enrollment Policy: Reading Opens Doors Montessori of Jessup follows Board Policy 9000 and 9010 and will admit children to kindergarten who are at least five years of age on or before September 1 of the year in which he/she applies. The school will also admit children to 1st grade who are at least six years of age on or before September 1 of the year the proposed school will be opened.

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Parents/guardian of the students will be required to show proof of age, residency, and immunization records. Students will be required to attend school regularly. Homeroom teachers and administrators will keep a record of the daily attendance of each student in accordance with regulations of the State Board of Education and the Maryland Student Record System which is incorporated by reference in COMMAR 13A.08.02.01. The principal may excuse a student for a lawful absence (Md. Code, Educ. Section 7-301) and will report to the Superintendent or his designee, any student who has been habitually absent without a lawful reason (Md. Code, Educ. Section 7-302). Like other elementary schools, the school will require a written excuse signed by a parent/guardian when a student misses school. The principal will notify the Superintendent or his designee of students who are absent 20% or more during the school year.

Grade Levels: The school is open to all students residing in Howard County who are eligible for kindergarten and first grade at the start of school year. Each subsequent year, the school will add kindergarten grade level until it reaches full enrollment at grade 5.

A7. Special Student Populations

Responsive General Education Classes: Montessori methodology educates the "whole child"; this allows for multiple entry points for learners that meet the majority of their needs in the same classroom at the same time. Therefore, this approach to learning effectively can meet the needs of typical, accelerated, English Language Learners (ELL) and students with learning and developmental delays. This approach also provides all students with access to the general education curriculum. The school will employ the Universal Design for Learning (UDL) to support teachers' efforts in meeting the challenges of cultural differences and diversity of cognitive abilities.

English Language Learners (ELL)

Identification: Parents will be asked upon enrollment if a language other than English is spoken and list the language(s) by means of a Home Language Survey (HLS) which is designed to identify:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home; or
- Students who use a language other than English in daily non-school surroundings.

Assessment: All ELL students will take the ELP assessment each Spring. Section 311(b)(3)(D) of the ESEA requires States to ensure that Title III subgrantees annually assess the English language proficiency of all limited English proficiency children.

Services: ELL students will be included in a full immersion environment in an age appropriate classroom.

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The curriculum, instruction and materials are identical for all students. Montessori pedagogy focuses on language and vocabulary acquisition which provides natural support to ELL students. Additional support for ELL identified students who need to focus on development of English communication skills will include scheduled periods of sheltered instruction with an ESOL certified teacher, an assistant, intern or parents/community volunteer in the regular class or after school hours. Montessori and other English language development Materials and books will be used. Financial resources will be dedicated to increase services to meet the instructional needs of ELL students as those needs present themselves. In the regular classroom, all information is presented first without language while the students visually observe the materials being presented. When the students are successful at perceiving and comprehending the sensory information that is part of the presentation, then language is attached to the object, functions, and attributes connected with the concept. The uninterrupted morning work period takes the child through the normal language development stages of Identity, Recognition and Recall. This process is unique for each child and varies in length. The presentation of Identity-Recognition-Recall allows the English Speakers of Other Languages (ESOL) child to expand vocabulary, expression and develop precise communication.

Support: To provide appropriate communication for families, the school will seek volunteers within the school community. If such volunteers cannot be found within this community, the County Interpretation/Translation Program will be contacted to facilitate communication between the board via its compliance officer, staff, and parents.

<ul style="list-style-type: none">• School documents for all IEP meetings and special education paperwork• School registrations• Parent/teacher conferences• Placement/retention meetings• Disciplinary matters	<ul style="list-style-type: none">• Interim/progress report communication• Safety issues/concerns school• Events/after-school activities• Home visits• Telephonic interpretation• Related emergency issues
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Delivery of ELL: The curriculum, instruction and materials remain the same for all students. ELL students who need additional instruction will be provided periods of additional English language skill instruction with an assistant, intern, or volunteer in accordance with COMAR 13A.05.07.03B.

Gifted and Talented (GT) Identification: Formal identification and participation begins in the third grade. The students may be referred by a teacher, a parent, or an administrator. The process will be conducted by the school's Gifted and Talented Referral and Review Team. The team will gather data, both quantitative and qualitative, to profile student strengths and make recommendations for appropriate interventions. The Gifted and Talented Resource Teacher will communicate to parents regarding the team's findings and how

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the school will address the needs of identified students. The referral and review process are ongoing throughout a student's elementary career. The program strives to create learning opportunities for highly able students at all levels to reach their potential.

Assessment: The teacher gathers observation inventories, test data, and Primary Education Thinking Skills (PETS) information from parents and other teachers who work with the students.

Service: The school will hire a part-time G/T special teacher who will identify and assist the G/T students to thrive in a Montessori environment.

Support: The school's environment will accommodate children with exceptional educational needs. An above average learner will be challenged while struggling students can learn slower at their own pace.

Delivery: All classrooms at the school will have Montessori materials and work that can meet the educational needs of the students who are substantially above or below grade level. The teacher and Assistant will be able to give lessons that are appropriate for each student. By allowing students to work independently and at their own pace, teachers eliminate the "stigma" of working above or below grade level and deemphasize student differences. All students will have the option to work on research projects on topics of interest, especially important for students of high ability or for students of natural talent. Students with advanced skills may be provided the opportunity to teach others or present special interest reports.

Special Education and Other Support Services: Howard County Public School System offers an array of special education programs from diagnosis to placing the diagnosed children in optimal learning environments, www.hcpss.org/special-education/programs. Staff will partner with HCPSS and work through the identification process including parents and appropriate staff members throughout the decision-making process. Students who enter the school with a previously identified disability, IEP will be supported collaboratively through services provided by HCPSS.

Modifications for Special Student Population: There are few modifications necessary to the Montessori classroom for special populations. Montessori is proven to meet the needs of all learners. In fact, Dr. Maria Montessori first tested her theories with students with special needs. They passed state educational tests designed for "normal learners." (Lillard 16). Dr. Montessori also had high expectations of children which resulted of the children making their own decisions and discoveries (Lillard 271-3). Reading Opens Doors Montessori of Jessup will enroll students with 'minor learning-difficulties.' Before determining to enroll any child with minor-learning difficulties, the school administrator, parents, and the special education expert in HCPSS will collaborate and determine each case.

School Nurse: The school will have a full-time licensed registered nurse, and the nurse will meet the

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medical needs of all students and maintain appropriate documentation (Board Policy 5100). The nurse:

- Informs appropriate school personnel of students who have health problems which may impede learning or require special care, or both.
- Offers health counseling after the identification of a health need.
- Assists students and families in selecting the counseling services.
- Administers medication during school hours and school-sponsored activities (COMAR 13A.05.05.08).
- Assesses the health needs of students by reviewing health records, providing screening and consulting with parents and physicians.
- Develops appropriate health care plans for students with identified health needs.
- Provides health maintenance services for students.
- Develops appropriate health care plans for students with identified health needs.
- Maintains accurate and up-to-date student health records.
- Provides necessary instruction/training and support to staff and students.
- Serves on school or county ARD as needed.
- Maintains confidentiality in all matters related to students and staff.
- Provides appropriate first aid and notifies appropriate personnel of student health needs.
- Refers students and families to appropriate resources.
- Maintains up-to-date skills by attending appropriate training programs and in services.
- Serves on all of pupil services and the admissions for review and dismissal committees.

The nurse may serve on all levels of the pupil services team and the admissions, review, and dismissal committees and participate, when appropriate, in the health services component of the Individualized Education Plan (IEP), the Individualized Family Service Plan (IFSP), or the Transitional Plan or any combination of these (COMAR 13A.05.05.08).

A8. School Climate and Discipline

Approach to Discipline: In the Montessori environment, Peace Education involves children resolving conflicts with honesty and words. This approach builds a community of respect and courtesy in the classrooms and extends the sense of community to the world outside. These objectives are inherent in Montessori education. Maria Montessori recognized the spirit of love within all children and emphasized the need to nurture each child's inner spirit and educate children about themselves, their community, other cultures, and their environment. The orderly environment that characterizes a Montessori classroom, with older peer models and choices to enhance motivation, helps most children develop self-control and self-discipline. The school's Parent Handbook will include the Code of Conduct with suggestions to encourage modeling and use at home. Additionally, the school will use the Positive Discipline methods of Jane

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Nelsen, Ed.D. Like Montessori education, Positive Discipline is based on respect and trust in the child. Positive Discipline equips parents and educators with practical parenting tools, including using limited choices, encouragement, and positive reinforcement of appropriate behaviors, use of natural consequences to teach lessons, and the search for solutions through community or family meetings.

Positive Discipline will be the fabric of daily life at the school. Teachers will work in partnership with parents and maintain regular contact through classroom newsletters, conferences, and student progress reports. If a student is disrupting the class on a regular basis, he/she will be referred to the Student Support Team to create more individualized behavioral supports. Students consequences will be aligned to the student discipline policy of the school. The school will comply with the laws of State and Federal, Board Policy 9200 and COMAR 13A.08.01.11. These are related to discipline, suspension, expulsion, welfare, safety, health, reporting of child abuse, truancy, accident, prevention, disaster, etc., response to state and local regulations governing the operation of schools.

Safe and Orderly School Environment Conducive to Learning: The school is committed to providing a safe and orderly school environment. Our philosophy regarding student behavior, consistent with our mission and vision, is described in our code of conduct as follows:

Code of Conduct: Each member of Reading Opens Doors Montessori of Jessup learning community will take responsibility and show respect for self, others, and the environment.

The classrooms and common areas will have the **Code of Conduct** visible for staff and students. Each year begins with an emphasis on peace education, specifically, respect, grace and courtesy. Peace Education is also an integral component of Montessori Education. This sets the foundation for the focus and concentration necessary for higher academic learning. Teachers will guide the children to identify the meaning of key vocabulary terms in the code of conduct and how they apply to real-life situations. Learning community, responsibility, self-respect, respecting others, and environment need to be defined in each classroom. Depending on the age level, this will be accomplished through grace, courtesy lessons, literature, and role-play. Elements of peace education are integrated into core academics throughout each school year, particularly literature, social studies, geography, music, and art. Within the classroom, students are guided to use the peace table or peace rose for conflict resolution. The principal and the compliance officer will discuss classroom issues with staff and/or parents.

A Typical Day from the Perspective of an Upper Elementary Student

Morning Exercise: Students and teachers will participate brief morning exercise.

Shard Inquiry Discussion: Four days a week, teachers will engage students in Shared Inquiry Discussion.

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In the discussion the teacher will act as a moderator. Students will take turns to read aloud a short story. Afterward, the teacher will ask the children to share his/her answers to the questions. The children will be trained to listen quietly and respect the opinions of others. The moderator will make sure that every student participates. After the discussion of each story, the students will write about the story.

Montessori Classroom, A Scenario: Students will be welcomed everyday into a classroom which exudes a fun, safe learning environment. In this setting, children will be excited about the type of work she/he will choose to do for the day. She/he reads a morning message written by her teacher for her to respond to in a journal from yesterday's lessons. At morning circle time, a connection is fostered between each child in the classroom. The teacher announces that invitations to certain lessons will be taking place. The child knows exactly where the class is working in each subject area, and she/he chooses work for the next three hours. The student is invited to a lesson on how to divide using a material called the Golden Beads. After the lesson, she/he completes some follow-up problems to show mastery of the subject. Lunch and recess are next, which will be enjoyed among a community of peaceful learners. Afterward, the teacher reads aloud an exciting book that the class chose as a group. After reading aloud, the teacher gives a lesson on Native American History using a handmade hands-on timeline. The student is given a follow-up to research on a Native American tradition of their choice. At the end of the day she/he reads silently.

Battle of Bookworms: On Fridays, Quiet Time to Read will be scheduled for the students to read the list of books from America's Battle of Bookworms (ABB) and prepare for the competition. Students of different schools will meet and compete games like Family Feud or Whiz Kids at the Battle of Bookworms.

All Special Classes and Online Classes: In the afternoon, the students will take Art, PE, Music/Choir traditional classes as well as study the online contents, whenever scheduled, on Study Island site.

A Typical Day from the Perspective of an Upper Elementary Teacher: The teacher writes a morning message for the children to answer when they enter the classroom. The teacher decides what needs to be addressed at the morning circle. The teacher reads the lesson plans made from looking at student records to determine who needs a math lesson on what concept for that day. Today is math lesson day. Each day of the week is focused on a subject area to give individual or small group lessons to the children. The teacher gives the small group lessons helping students when needed and giving follow-up work to the children to make sure they mastered the concept. The teacher also spends some time observing how the other children are doing on their independent work. The assistant is also there to help when needed. In the afternoons, the children go to Art, Music or PE classes with special teachers, and the homeroom teachers will have free periods for recording and planning.

School Culture: The culture of the school includes a deep belief that each child learns at their own pace

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and has different needs. It is also understood that Montessori Rooms are designed to foster self-actualization through the choice of meaningful work. The Montessori teacher prepares the environment and plans lessons to support this self-actualization. The goal is to develop children that are intrinsically motivated in order that they become life-long learners. There is also a belief in being stewards of the earth as well as accepting of people from different cultures and belief systems.

Plan for Establishing School Culture and Norms: Students are instinctively drawn to the materials, but teachers can and will prepare activities and crafts which will help in engaging students. Teachers will begin instructing on a group level and transition to the individual level. Students are easily transitioned into the Montessori classroom. The mixed-age groups provide abundant opportunities for learning and help to create a sense of family. Everyone contributes and takes responsibility for the classroom. A strong community develops as the children continue with the same teacher for two-three years. Montessori schools are unique environments that build a strong sense of community through a peace curriculum. Students are taught early on how to respect each other and the environment. Practical life skills help the child to develop a sense of ownership for the materials and the environment. The students are taught how to care for the classroom, nature, and each other. Individual differences are easily accepted, appreciated, and cared for. As the part of the care for others in needs, the whole school community will sponsor and participate in the following events.

Season	Method		Purpose
May	Walk-A-Thone	Centennial Park	Donate to Homeless Shelter
Sept			Donate to Humanity for Habitat
Nov	KIDS Heart Challenge	Gym / Playground	Donate to American Heart Ass.
Dec	Jump Rope, Hula Hoop		ChildFund International or others

The school will provide the information and training that enables parents to support their children's involvement at the school through a Parent Education Program. Additional details are in A.5.

A9. Student Health and Safety

The descriptions about Emergency Response Plans, School Emergency Response Plans and Emergency Incident Kits are quoted from the website of Howard County Public School System (HCPSS).

Emergency Response Plans: "HCPSS works closely with the Howard County Policy Department, Howard County Fire and Rescue and the Community Emergency Response Network (CERN) to develop coordinated emergency response procedures. Reading Opens Doors Montessori of Jessup will follow the CERN and its guideline.

School Emergency Response Plans: Each Howard County public school has developed a School Emergency Response Plan, and the plan is updated annually and reviewed with all building staff. The plan includes school site information, staff responsibilities in time of emergency, the type of training staff will receive, when training will occur, annual plans for 16 drills, etc. The plan also defines emergency response operations such as potential command post locations, communications plans, the teacher “buddy” system, students release procedures, general emergency actions, and hazard-specific procedures. Attached to the emergency plan are site maps, which identify assembly areas, traffic flow information, request, and release gates, outside and inside command posts, lodging areas, utilities controls and potential medical station areas. Also included are any prearranged agreements with adjacent businesses or facilities for the provision of emergency shelter.

Emergency Incident Kits: “HCPSS provides Emergency Incident Kits to each school, and Reading Opens Doors Montessori of Jessup will acquire the portable kit. The kit includes such items as first aid supplies, emergency blankets, barrier caution tape, duct tape, megaphones, orange high-visibility vests, and an AM/FM radio and batteries.” – **Howard County Public School System** –

Reading Opens Doors Montessori of Jessup will add items to the kit such as school floor plans, a staff roster, students emergency procedure cards, and area maps.

Crisis Preparedness: The following factors will be taken into consideration in developing an Emergency Plan. The final plan will be developed in detail specific to the school facility prior to the opening of the school. It will be developed in coordination with Howard County Public School System to ensure that all aspects of the plan and schedule of drills align with existing HCPSS policy.

- Identify hazardous materials such as science equipment.
- Coordinate with local business and community emergency plans.
- Practice multiple drills throughout the school year.
- Review of traffic patterns.
- Stock emergency kits and other necessities.
- Invite officers from Howard County Health Department, Jessup Volunteer Fire Department and the Police Department and have them engage children about safe evacuation plan.

Implementation: The school will provide Emergency & Disaster Preparedness Plan to all staffs, and the plan will be easily accessed in each classroom for reference. Evacuation routes and procedures will be posted in each classroom. The school will post any updates on health and safety. The school will review the results of each drill and identify areas for improvement. In addition, the school will review its plan annually, or on a schedule deemed appropriate by HCPSS and will provide necessary information to the Superintendent to facilitate the annual certification required by Maryland Code Education § 7-408.

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The school will prepare an emergency and disaster readiness plan in consultation with local health and safety officials, and staff will be certified in Emergency and Disaster Preparedness by the State of Maryland in order to help develop, implement and maintain the plan.

The plan will include the expectations of staff and students; roles and responsibilities; direction and control systems; internal and external communication plans; training and testing plans; and authority and references to local, State, and Federal laws and regulations. The plan will address specific vulnerabilities related to the chosen facility and will outline steps to minimize the impact of an emergency. The plan will meet or exceed all Federal, State, and local requirements.

School Environment and Training: The school will follow Board Policy and comply with COMAR 13A.01.04.03. In that regard, the school will hire a security guard to provide safety and keep free all constituents from any form of physical harassment in the educational environment. All staff will be trained in the school emergency plan.

- The school nurse is a trained Registered Nurse. • All staff will always wear a photo id.
- All volunteers will always wear a photo id.
- Students will be trained in the Physical Education and Health curriculum.
- All volunteers will be trained and will be required to sign in with designated staff.
- All students will participate in cleaning their classrooms, Book Café, and campus ground.

Resources

- Food served will be well balanced and nutritious.
- Services for Drug and Alcohol prevention will be implemented to include Prevention curriculum.
- The school will allow Health Department's inspections of food preparation, serving areas, restrooms, classrooms, playgrounds, etc.
- The school will have a minimum of 2 copies of the current Howard County Health Manual. Specific procedures regarding notification, delivery, and documentation of health care can be found in the manual.
- The principal and the compliance officer are responsible to rectify safety concerns.
- The school will be a drug/tobacco smoke free workplace.
- A professional chef will provide hot lunches with fresh vegetables from the indoor/container farm.
- Students' tobacco use will be prohibited.
- The principal and the compliance officer will assure that Board Policies and the administrative regulations to implement the policy are followed.
- The principal and the compliance officer will review any violation citations by Fire Marshal and take proper action to correct any violations.

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- The school will have a trained licensed nurse assigned to provide first aid and health care to students.

More details on the School Nurse can be found in section A7 School Nurse.

Violence Prevention and Fire Drill: Staff professional development will include training on awareness and prevention of bullying, as required by Board Policy 3010. In the Montessori environment, Peace Education involves children resolving conflicts with honesty and words. Respect and responsibility are facilitated through grace and courtesy lessons. In addition, the school curriculum is infused with character education. The school will follow Board Policy with respect to school violence. As part of the Health curriculum, students will learn how to get along with others, control emotions, make healthy decisions on food choices, peer pressure, hygiene, harmful substances, and safety. In accordance with Md. Code, Education §7-408, Fire Drills and the MSDE Emergency Planning Guidelines will be practiced as below.

Fire Drills: The school will have fire drills in the following months.

<ul style="list-style-type: none"> • Fire Drill in March • Fire Drill in June 	<ul style="list-style-type: none"> • Fire Drill in September • December
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Working it Through: In accordance with the MSDE Emergency Planning Guidelines, these common drills will be practiced:

Evacuation: Students and staff are led to the closest and safest way out of a building and roll is taken.
Shelter-in-Place: Students and staff report to assigned locations which are away from windows and in the core of the building. Put signs in the windows about sheltering. For a chemical or biological event, turn off HVAC/air conditioning system and put tape on windows and on outside door.
Reverse Evacuation: Students and staff are moved back into secure buildings and roll is taken.
Lock-down: Students are instructed to report to the nearest classroom and lock all doors and windows. Students/staff should move away from doors and windows and drop to the floor and be quiet.
Drop, Cover and Hold: Students and staff take cover under a desk (DROP), away from windows, cover eyes (COVER), make efforts to protect vital organs, and hold onto the desk legs (HOLD); under Severe Weather.

Structure for Action: The plan will identify an “Incident Commander,” the principal, who will manage an incident and coordinate with Central Office. Each member of the school community will have a responsibility for safety.

- Teachers are responsible for the supervision of students and will take steps to ensure their safety.
- Students will learn to cooperate and follow the procedures during emergency drills.
- Other staff will assist with the overall direction of the incident management procedures.

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- Office staff will assist in communication and information sharing.

Coordination and Communication

- Parents will complete Emergency Cards at the beginning of each school year. The information on the Card is essential in helping school personnel provide prompt emergency care for children in case of illness or an accident. If the information on this card changes during the year, parents must notify the school immediately in writing.
- Specific plans for disabled students will be a part of the total school emergency evacuation plan.
- In an emergency, school staff, students, and visitors must be told what is happening and what to do. However, according to the MSDE Emergency Planning Guidelines, it is important not to publish full details that could be used in a predatory way. Therefore, the full emergency plan will be shared only with the school administration, the Superintendent, local emergency officials, and others necessary to the plan.
- The individual student plan will be reviewed by the school administration with the student, parent, teacher/assistant, and emergency personnel servicing the school community.

Compliance with Federal and State Regulations and School System Policies: The school will have a school emergency plan that is aligned with the criteria outlined in the MSDE Emergency Planning Guidelines for Local School Systems and Schools. A copy of the school emergency plan will be on file at the central administration office in accordance with COMAR 13A.02.02.04. The plan will also align with HCPSS Emergency Response Plan which can be found at www.hcpss.org/safety/#response-plans.

Health and Safety Plan: The school will have a policy customary in most schools that if a child is not feeling well, the child should stay at home. A child should be fever free for 24 hours before returning to school. Students will need to present proper immunization and health records prior to starting school, consistent with Board Policy. If a child is sick or injured at school, the school staff will contact the parents. For this reason, it is important that all Emergency Cards are complete. As more fully described herein, students will practice emergency drills. The school administration in coordination with HCPSS, will identify safe walking routes and drop-off zones. Additional details regarding the duties and responsibilities of the school nurse can be found in A7. Additional details regarding School Records can be found in B2.c Transportation and Health Services Policies are discussed in B2.d.

A10. School Calendar and Daily Schedule

School Calendar: The school will follow the HCPSS school calendar which is compliant with §7-103 of the Education Article of the Annotated Code of Maryland in providing a minimum of 180 student days and 1,080 hours of instruction for elementary school students. This includes following HCPSS for weather

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related closings and delays. Following the HCPSS, the school calendar will maintain consistency for families with children in more than one school and consistency within the community.

External Programs: Once the charter is approved, Reading Opens Doors, Inc. will provide American Dream after school program. This, and other external programs, will enhance the regular lessons and could include Mad Science, Martial Arts, Coding, Dance and Drama, etc.

Organization of Students and Faculty: Each homeroom teacher will have free time while their students attend Art, PE, Music/Choir, Study Island class, or Quiet Time for Read. The free time will be 4-6 hours each week. Each homeroom teacher will make individual plans, catchup with administrative duties, and attend weekly staff meetings. Once HCPSS approves the application, the board and the compliance officer will recruit and select the best candidate for principal and offer a part-time position until the opening month, Sept. 2022. The part-time principal and the compliance officer will work on various tasks. One task will be recruiting candidates for Montessori teachers, special teachers, and other staff. With them, they will visit each incoming student's home for a meet-and-greet as they collaborate for the opening day of the school. Additional description is described on professional development in Section A2.

Teaching Quality: The school will invest in teaching quality through hiring, professional development, job structuring, and common-planning time. The principal, PTA, Human Resource Committees, and the compliance officer will ensure that the staff fits the school's needs in terms of philosophy and expertise. The school leadership will collaborate with HCPSS, the Maryland Center for Montessori Studies in Lutherville, the Institute for Advance Montessori Studies in Silver Spring, University of Maryland, Towson University, Loyola University, American Montessori Association(AMA), International Montessori Council (IMC), etc., to recruit Montessori and special teachers. If a classroom teacher without Montessori certification is hired, the teacher will have 2 years to obtain Montessori certification. Certification programs range from 18 months to three years. Meanwhile, the teacher will be mentored by others at the school.

The master schedule provides all students equal access to the curriculum. Likewise, the school staff is efficiently allocated and organized; teacher work schedules effectively use blocks of collaborative planning time to improve classroom practice. Montessori method includes longer blocks of uninterrupted time that students spend on academic subjects. That time block is shown prior to lunch and recess. In the afternoon, the students have specials and/or additional classroom time for a large group lesson, writing, cultural work, science projects, geography, online study with Study Island contents, PE, Art, Music/Choir, etc.

A.11. Waivers to Implement the Educational Program See Exhibit 26, Waiver Requests.

B. Organizational Plan

B1. School Governance

A. Governing Board Composition: Governing Board members have experience in academics, business and non-profit organization. Most work in Charles, Prince Georges, Anne Arundel, Montgomery, and Carol Counties (See Exhibit 12, Resume of the Board).

Spear Lancaster: Since 2003, Mr. Lancaster has dedicated himself to providing alternative means to high-quality, equitable education for the would be left-behind children in Anne Arundel and Prince George counties. Mr. Lancaster has helped to establish several charter schools. Minority students make up over 90% of charter schools in Prince George County and over 60% of charter school in Anne Arundel County. The graduation rate of the charter high school is close to 100%, and 25% of the high school students earn AA degree before graduation. Many high school graduates receive scholarship for colleges.

Jaqueline Yates: Jaqueline Yates is passionate about children. She spends as much time as possible with family. She enjoys spending time with the elderly, bringing them meals, or just sitting and talking. She is passionate about her career and enjoys the challenges facing her family companies. Mrs. Yates manages several companies and is the owner of the land on which the school facility might be built. She wishes to help the children of Jessup neighborhood her family developed.

Sue Wagner: Born in South Korea right after the Korean War, Sue was mainly raised by a poor single mother who believed in education. Her mother saved every penny to pay for her education. As a child, Sue loved to read books. She also read books for her children when they were infants. She took them to the Howard County Central Library every week. Sue believes that “Education Matters”, “Readers are Leaders” and “If You Love a Child, Do Not Give Fish but Teach How to Fish”. Sue sees potential in every child and has been an ‘education evangelist’. Sue acts to ensure that no child would be left behind from receiving excellent education. In 2004, to give a hope for a better future to the rural school children in South Korea, she chartered an online educational company. Her company pioneered Collaborative English Class (CEC), which connects online US teachers to rural school students in their school’s media classrooms for real time, face to face, live English language training. The tuition for Collaborative English Class had been paid by the Ministry of Science and Technology in South Korea for about 10 years during which more than 10,000 rural public-school students had learned English communication skills directly from the US online teachers. Today, the online English language training, Collaborative English Class, is a household name program in South Korea, and the innovation has been adopted worldwide.

Doug Holly: Doug Holly is a lifelong learner and uses those lessons in his coaching of small business owners and entrepreneurs. He has been a practicing engineer, businessman and executive for 37 years at

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IBM and JDSU that provided him the management skills to design and create organizations. A strong champion for education, he has taught graduate level courses at Loyola University. Both his daughters are primary school teachers who have given him a strong insight into the challenges of the classroom.

Don Frazier: Donald Frazier is the CEO of a non-profit ministry and for-profit manufacturing Company. For the ministry, he trains teachers to use a teaching method that made learning fun and helped children retain what they learned. Donald Frazier's skills in accounting/finance, teaching, outreach, fundraising, and volunteer management add great insights in overseeing the school.

Capacity to Oversee Legal Obligations: The board has a lawyer as a consultant.

Plans for Recruitment of Board and Founding Members: Two more board members from founding group, local business owners and various professional fields in Howard County will be invited.

Orientation of New Board Members: Prospective board members will meet with an existing board member and the compliance officer prior to a regular meeting of the board. The prospective board members should understand the responsibilities of the position, the time required for board meetings and committee events. The new board candidate should submit a resume and will be elected after all business proceedings have taken place of a scheduled board meeting. These procedures will give the existing board members adequate time to preview the new board candidate as well as the candidate an opportunity to witness the governing board in action and become familiar with the board. Once elected, the new board member will be partnered with one experienced board member who will educate the new member on bylaws, responsibilities, fiduciary duties, conflict of interest, school operations, current issues, etc. This orientation will take place before the next regular board meeting.

Board Evaluation and Development: Once the school is in operation, the board, the principal and the compliance officer will meet 4 times a year to determine where new development is needed and update it. The principal and the compliance officer will recommend any relevant events or education to strengthen the board and success of the school. School leadership will implement a school survey to receive feedback on the performance of the board, the compliance officer, principal, and associate principal.

Board Meetings: From the submission of the school application till the end of the first year of the school, the Board will meet monthly. Meetings will be announced in advance and minutes will be kept. From the second year the school is opened, the Board meeting will be held quarterly. If an emergency prevents the scheduled meetings, then the governing board can discuss any issue via phone calls, online meetings, or email. The online meeting notes and emails will be kept as record.

Nonprofit Organization: Reading Opens Doors, Inc. is a non-profit educational organization and in good standing in MD (See Exhibit 4, Good Standing Status of Reading Opens Doors, Inc).

Capacity to Oversee Effective and Responsible Management of Public Funds

- Bank account access will be limited to two officers.
- Those officers will have experience managing funds for business and nonprofit organization.
- Treasurer’s report of Reading Opens Doors Montessori of Jessup will be read at every board meeting.

Awareness of Duties and Responsibilities: The school is a member of Maryland Alliance for Public Charter Schools. Reading Opens Doors, Inc has filed its corporate forms, including State Personal Property Tax and is in good standing with the Maryland Department of Assessments and Taxation.

B. School Policies: The school will follow Maryland and Federal laws and regulations applicable to charter schools, the Administrative Regulations and Board Policy of HCPSS. Waivers are requested on the areas where deviation from existing policy are necessary.

C. School Management Contracts: Reading Opens Doors, Inc., is the operator of Reading Opens Doors Montessori of Jessup. The governing board will establish Charter Management Organization (CMO) and hire compliance officer and director for American Dream After School. See the duties of the compliance officer and director of American Dream after school program.

B2. Management and Operations

B2a. Organizational Structure: The board and the compliance officer collaborate closely with HCPSS to make recommendations regarding school leadership. While the ultimate authority rests with the Superintendent of HCPSS, Reading Opens Doors, Inc, the principal, and the compliance officer are accountable for successful operation of the school (See Exhibit 8, Organizational Chart).

B2b. Education Service Providers: Reading Opens Doors, Inc. is the operator of the school (See Exhibit 9, Organizational Chart with Committees). The board will ensure for effective, transparent, and successful longevity of the school via CMO. The compliance officer will act as a resident auditor in following areas.

Duties of Charter Management Organization (CMO)

Position	Duties
Compliance Officer of School	<ul style="list-style-type: none"> • Day to day affairs of the school aligns with the guidelines in the application • Keep the school in compliance • Report accounting report to the board and HCPSS according to schedule • Recruit, train and manage principal, teachers, and support staff • Recruit new board members from parents and local businesses • Cultivate good relationship with local partners • Engage students to volunteer for local, national, and international needs

	<ul style="list-style-type: none"> • Offer American Dream After School at the rate as determined by the board • Keep the school to adhere to the mission and vision • Keep the school to highest academic performance by adhering to the mission • Keep the students, parents and board members satisfied • Create the spirit of America- innovation, volunteerism, and competency • Keep the school opened and going • Oversee and manage American Dream After School with the director • Other duties
Director of American Dream After School	<ul style="list-style-type: none"> • Research resources to implement and direct American Dream After School • Assist Montessori homeroom teachers during regular morning classes (1:00-3:00) • Other duties

B2c. Student Records

The school will keep student records in accordance with the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and its implementing regulations (34 CFR Part 99); the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et. Seq.) and its implementing regulations (34 CFR §§300.610-300.627); No Child Left Behind Act of 2001 (NCLB), the Annotated Code of Maryland, Education Article, §§2-205 and 7-305; and the Code of Maryland Regulations (COMAR) 13A.08.02, Student Records, and as prescribed by the Maryland Student Records Manual and further by Board Policy 9050 of HCPSS. The school will keep electronic student records using a K-12 student information system used by HCPSS. Using the HCPSS system, the principal (or administrative staff) can enter records such as attendance, discipline, standardized tests, and report cards.

Physical Storage and Confidentiality: Any student records that are kept in hard copy form will be maintained in the school office in a locked and secure file cabinet accessible only to the administrative staff and the principal. Where student records are kept electronically, any hard copy supporting documentation will be maintained in the school office in a locked and secure file cabinet accessible only to the administrative staff and the principal. Reading Opens Doors Montessori of Jessup will keep electronic student records using the password protected system used by HCPSS.

Responsibility for Student Records: In accordance with the Maryland Student Records Manual, the principal will be responsible for:

- Collecting, maintaining, and using the student record in accordance with the guidelines set by the Maryland Student Records Manual as well as any developed by HCPSS (Board Policy 9050).
- Adherence to the records retention and disposition procedures outlined by the Manual and by HCPSS.

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- Acquainting student records system, providing leadership to staff on implementation and periodically checking the system's operation.
- Maintaining the confidentiality of the student records.
- Certifying annually in writing to the local Superintendent the accuracy of student data maintained in the student records at Reading Opens Doors Montessori of Jessup in compliance with COMAR 13A.08.02.07(D). The principal of the school is responsible for the registration of pupils. Once students are enrolled a local identification number will be assigned. Students will also be assigned a State ID number if not previously assigned (SASID).

Release of Student Records: Information, known as “directory information,” may be disclosed by the school system in accordance with the law without permission. “Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed, and may include the student’s name, address, telephone number and dates of attendance. Upon written request from the parents, legal guardian or eligible student, the school will withhold directory information about the student. Requests for the disclosure of Personally Identifiable Information are granted when authorized by the parent, legal guardian, or the eligible student. However, Personally Identifiable Information is released without the written consent of the parent when the information is requested by school officials within Howard County who have legitimate educational interests or to school officials of another school or another school system in which the student intends to enroll. Official school records for a specific student are available for review and inspection by the parent, legal guardian, or the eligible student. Such requests shall be made to the school principal, in writing. Requests for access to records will be granted within 45 days of the day the principal receives a request.

Transfer of Student Records: In accordance with the Maryland Student Records Manual, original student records will be transferred in their entirety after an official request is received from the transferring school. Reading Opens Doors Montessori of Jessup will maintain the official request along with a copy of the records. The principal or his/her designee will complete a Maryland Student Exit Record. If the transferring school is outside of Howard County Public School System, the school will maintain the original student record and send a copy to the outside school. Reading Opens Doors Montessori of Jessup will not transfer items that are not part of a student record such as Child Abuse and Neglect Records, Reportable Offense Records, Maryland Student Assistance Program records, Bullying, Harassment and Intimidation forms, and Reports of Gang Related Activity. When a new student is registered, the school will request the official records of that student. When a student transfers within county, records will be transferred electronically. When a student transfers out of county, or to a private school, student record cards will need to be printed and attached to the transfer records. Existing cards must be maintained in the student cumulative file.

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Student Record (SR) Cards received from other Maryland Public Schools must also be maintained.

Data Collection: The principal of the school is responsible for collecting, maintaining, and using student record information. At the beginning of the day, classroom teachers shall record absences through direct computer input system. The principal will follow the procedures in the Student Services Manual and Maryland Student Record Manual to ensure the confidentiality of student records. Electronic systems will be password protected and hard copy files will be secured in a locked file cabinet with access limited to the principal and administrative secretary.

Monitoring: The principal's compliance with student records procedures are part of the principal's evaluation. Record keeping is a factor in the annual audit.

Connectivity: Upon approval of the charter, Reading Opens Doors Montessori of Jessup will coordinate with Howard County Public School System for access to the HCPSS wide area network. Support and maintenance of this system will be provided by HCPSS just as it is for any other public school. The principal will ensure that the school has the resources to connect to these systems if they are over and above what is provided In-Kind by HCPSS as Business Support Services and Centralized Support Services.

B2d. School Policies

Effective Policies: Reading Opens Doors Montessori of Jessup will adopt HCPSS' policies including those in the Student Handbook and Online Policy Book. Policies will not only indicate methods and procedures to follow but will also clearly indicate who is responsible for implementation. This will be overseen by the principal on a day-to-day basis with an annual review with the Board.

School Calendar and School Schedule: Reading Opens Doors Montessori of Jessup will require a minimum 180 student days and 1,080 hours for elementary students in accordance with Board Policy, School Calendar and School Schedule. The daily schedule will inform staff of when they are teaching, planning, or supervising. The school schedule will include morning exercise, Shared Inquiry Discussion and Montessori instruction blocks. 1) Daily morning exercise, 2) Shared Inquiry Discussion, 3) all morning Montessori blocks and 4) Quiet Time to Read class on Friday mornings and afternoons distinguish the school from other schools in the system (See A2).

Transportation: Students at the school will be transported by their parents, except for those students with a special needs plan. After a facility is secured and the student population is known, the charter school will create a drop off plan and a carpool plan. Such a plan includes documenting to whom a student may be released and assigning staff members to oversee the dismissal. The school will contact the proper department of HCPSS or third party for transportation of children in homeless shelters if such children will

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be enrolled to the proposed charter school (Board Policy 9300). See C5 for more details.

Food service: The school requests a waiver for food service. The school plans to have an indoor/container farm and have a professional chef to prepare lunches with fresh food from the farm on the campus. If allowed, management of indoor/container farm and cafeteria will be outsourced to a small business owner. If that option will not be allowed, the board and the compliance officer will find part and/or full-time chef and assistants to manage the farm and cafeteria. The school will develop an allergen policy dependent on the population of the school. For example, certain classrooms may need to be nut-free. Montessori programs include Exercises of Practical Life, where the students learn responsibility. Reading Opens Doors Montessori of Jessup is distinguished from other schools because the students will clean the area where they have eaten lunch. In this way, the children learn to be responsible. See more details in C4.

Health Services: The school will develop a Health Services policy compliance with Board Policy 5100 and in line with other local elementary schools. Parents will complete Emergency Procedure Cards. The school nurse, and other staff as necessary, will know students with health needs and the proper treatment (for example, administration of daily medication need). Such a policy will promote a safe and orderly learning environment. See A9 for more details.

Student Recruitment, Admissions, Lottery, and Enrollment: The school will not deny admission to students based on discriminatory factors such as race, gender, ethnicity, religious preference, socio-economic conditions, or disability. The admissions procedures at the school are founded on Md. Code, Educ. § 9102(2) and United States Department of Education July 2004 Non-Regulatory Guidance, Question C-4 at 12-13. Prospective students will be recruited from across Howard County. The school will accept applications in each year. The PTA Committee, the principal and the compliance officer together will form Application and Enrollment Team to confidentially review applications for completeness and confirm eligibility. The Application and Enrollment team will notify families of errors or omissions and give them an opportunity to make corrections.

If more students apply than can be admitted, admission decisions will be made by a lottery process held each Spring for the following school year. Lottery rules, deadlines, the date and time for a public random drawing will be communicated via the Enrollment Application, the school website and the HCPSS website. The Application Enrollment Team will conduct the lottery as a public event to ensure that lottery procedures are fairly executed. Each lottery number will be read and recorded in the order in which it was drawn, and students will be admitted in that order. If a vacant seat occurs within the school year, the seat will be filled immediately from a numerically ordered waiting list that resulted from the lottery.

Each year, up to 50% of the subsequent two years' kindergarten slots can be filled by early lottery. For

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example, preschoolers in 2022 can enter a lottery for the 2023 or 2024 kindergarten class. The other 50% will be filled by eligible kindergarteners in the 2022 or 2023 lottery. Holding half of the spots for families new to Howard County or who were not aware of the previous lottery will ensure they have an equal opportunity for admission. The later lottery will also fill vacancies created by normal attrition or failure of early lottery selectees to enroll in the school. Children selected in the early lottery process are more likely to begin their Montessori education at the Primary level, further strengthening the Montessori foundation of the school and providing peer learning opportunities to kindergarten students new to Montessori method. The Admission and Enrollment policy is consistent with existing charter schools in Maryland, State Board of Education Decisions, and Federal Regulatory Guidance. No waivers are requested for this policy

Emergency Plan: The school will develop an Emergency Plan in accordance with Board Policy 3010 and COMAR 13A.02.02 and specific to its facility. Such a policy will promote a safe and orderly learning environment. Additional details can be found in Section A9 on fire and emergency drills.

Student and Staff Records: As more thoroughly discussed in Section B2.c., the school will keep student and staff records in accordance with Board Policy, and in accordance with COMMAR 13A.08.02.

Discipline Policy: This policy is found in Section A8 under “Approach to Discipline”.

Dress Code: The school will establish a uniform prior to the opening date of the school (See Exhibit 26, Waiver Requests).

Grading and Grade Level Structure: As more thoroughly discussed in Section A3, the school will base placement and promotion on academic progress and attainment of grade level content standards in reading and language arts, mathematics, science, and social studies. The school will use a Montessori report card (See Exhibit 26, Waiver Requests).

Communication: As the operator of the school, it is important for the board and the compliance officer that there is an open communication between the board, principal, staff, parents and HCPSS. To comply with the policy, the board, the principal and the compliance officer will conduct meetings consistent with the Open Meetings Law, State Government Article §10-501 (See Exhibit 11, Communications Plan).

Staffing: The school will follow HCPSS employment policies, including nondiscrimination and sexual harassment.

Dispute Resolution: Each member of the school learning community will take responsibility and show respect for self, others, and the environment (See Exhibit 20, Dispute Resolution Policy).

Procurement: The school will follow Board Policy 4050 and Md. Code, Educ. §5-112. Competitive bidding will bid for improvements, supplies, or equipment with a value between \$7,500 and \$25,000.

HCPSS will approve bids with a value of \$25,000 or more. For items less than \$7500, the school will follow the Procurement Policy (See Exhibit 21, Procurement Policy), which is not meant to override Board Policy 4050, but to compliment it.

B3. Staffing and Human Resources

Hiring, Retaining and Supporting a School Administrator: The school principal will be an employee of Howard County Public School System. The board of Reading Opens Doors, Inc and the compliance officer will recruit and interview applicants for principal in coordination with the Superintendent and the governing board of HCPSS. Reading Opens Doors, Inc and the compliance officer will recommend its selected applicants for the principal to the Superintendent who can approve or disapprove the applicant for recommendation to the governing board of HCPSS (See Exhibit 16 Position Descriptions for Key Leadership). This process will ensure consideration of Montessori certification, previous teaching experience, and alignment with the mission and vision of the school. The procedure is in congruence with the State Board of Education Charter School Policy and Decisions; therefore, Reading Open Doors Montessori of Jessup has not requested a waiver.

Howard County Public School System will evaluate the principal applicants using the HCPSS' Evaluation Instrument. The principal will be evaluated on "leading the mission and the vision" of the school. The principal will also be accountable for the culture of the school and teacher development. The mission and the vision of the school and the charter school contract will frame those evaluations.

Alignment of Leadership: The board will set the overall direction of the school based on the Performance Contract. The principal and the compliance officer will work closely together to ensure that the human and financial resources of the school achieve the mission and vision. The principal and the compliance officer are responsible for the school administration, teachers and staff relations, pupil and parents' relations, community relations, and successful operation of the school in accordance with laws and regulations. The principal will also carry out the vision of the school on a day-to-day basis. The governing board through the compliance officer is responsible for ensuring that the school's program comply with the terms of the Performance Contract, including that the school has competent professional staff and a successful academic program. The governing board will also ensure the school is financially solvent.

Roles of Leadership: The principal is responsible for the organization, administration, instructional leadership, staff relations, pupil relations, community relations, and successful operation of the school in accordance with laws and regulations. The principal will also carry out the vision and the mission of the school on a day-to-day basis. The Compliance officer is responsible for ensuring that the school's program comply with the terms of the Performance Contract, including that the school has competent professional

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staff and a successful academic program. The board will also initiate strategic planning, raise funds, and ensure the school is financially solvent. The board, the compliance officer and the principal will meet at least quarterly to review the strategic plan and discuss progress in meeting goals and objectives.

Day to Day Activities: The principal will implement and evaluate instruction programs (including Student Learning Objectives) and perform management duties related to school fiscal operations and inventories. The principal will keep records, evaluate staff, and coordinate services. The board through the compliance officer will ensure that the principal has adequate resources to fulfill those responsibilities and monitor the school's financial statements (Refer to C. Business Plan).

Priorities: The priorities of principal and the compliance officer are the daily operations of the school and the long-term success of the school with compliance, student recruitment, and community relations.

Recruiting Effective Teachers: The school seeks teachers and principal who have certification from the American Montessori Society (See Exhibit 18 Hiring Recommendation for Principal and Teachers). Their training continues the science and methods of Dr. Montessori while bringing in outside materials. Maryland State certified teachers and principal will have knowledge of State Standards, Grade Level Expectations, Student Learning Objectives, Maryland State Assessment, and the movement towards PARCC. Only teachers with Montessori Method training and knowledge can help the school achieve the environment and goals set forth in its mission. Preferable staff qualities also include:

- Characteristics as teacher (online application of HR will be utilized for job fitness)
- Passion and commitment for education
- Charter school and other teaching experience
- Qualification/ Certification/Skills relevant to instructional area

To recruit Montessori certified teachers, the governing board and the compliance officer will advertise through the American Montessori Society, Montessori International Council, North American Montessori Society, related institutions, and through HCPSS. While HCPSS does not track such certification, there are current Maryland and Howard teachers who meet this criterion. The governing board and the compliance officer will build a community of support for its students, families, and teachers. It is our expectation that being part of such a community will incentivize teachers to stay at the school. Unlike a traditional school where students leave for a new teacher every year, Montessori classrooms are mixed age and a teacher may have the same students for two to three years of their elementary education. Montessori training requires personal preparation in addition to lesson about material and presentation.

Therefore, the teachers who attain that certification are likely to want to utilize it. AMS requires that holders

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of AMS teacher credentials issued starting July 1, 2013, complete 50 hours of professional development every 5 years for the credential to remain active. The school has budgeted for and will require teachers to obtain professional development, such as those offered by AMS.

State and Federal Qualifications and Standards

- All educational staff will be employees of HCPSS and subject to the terms and conditions of the Master Agreement between HCPSS and the Howard County Education Association.
- Educational staff will meet all the state and federal requirements to ensure teachers at the school are considered “Highly Qualified” under the No Child Left Behind Act.
- The school will not hire teachers outside the scope of their teaching certificates or field of study. Teachers will hold at least a bachelor’s degree from a regionally accredited institution of higher education, hold a valid Standard Professional Certificate, Advanced Professional Certificate or Resident Teacher Certificate in the subject area they are teaching.
- Teachers will demonstrate content knowledge and pedagogy competency by passing state tests that assess subject knowledge and teaching skills in reading, writing, math, and other areas of basic early childhood or elementary school curriculum.
- Teachers hired to instruct art, PE and music shall demonstrate competency in each of the core academic subjects in which the teacher is teaching based on a Highly Objective Uniform State Standard of Evaluation.
- The board, the principal and the Compliance officer will collaborate with HCPSS to ensure that the employed staff meets all state and federal qualifications and standards.

Staffing Needs and Viable Staffing Plan: The school will start with kindergarten and 1st grade levels. Each grade with two classes will have a total of 48-52 students. Each classroom will have 24-26 students. At full capacity, the school will have 12 Montessori certified teachers, ESOL and GT part-time teachers and 6 full time Art, Music and PE teachers who are not required with Montessori certification; they will be the assistant for the Montessori classrooms in the morning. If needed, national and/or international intern teachers will be invited for an optimal classroom hour. Each classroom will have a Montessori teacher and share an assistant with the other grade level classroom. This allows teachers to focus on the needs of individual student, especially for those students who struggle (see the charts below, Montessori and Assistant Teachers). Non-instructional staff will be a principal, an administrative staff (See Exhibit 19 Job Description of Administrative Staff), a nurse, an associate principal/counselor, a custodian, and a security guard.

Evaluation and Retention: Teachers and staffs are employees of HCPSS and will be evaluated in the same manner. The principal, the board and the compliance officer will establish an annual evaluation system for all staff. In collecting data, supervisors, and administrators of HCPSS should recognize that Montessori

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classrooms and work samples will differ from those in other schools. The school will retain teachers by ensuring that all necessary resources are available and by creating formal and informal learning opportunities for teachers. The culture of the school will be one of cooperation, respect, responsibility, and will foster a family-like community. Teachers are a part of the innovative school design and a major factor in the efficiency, transparency, and longevity of the school. The board will ensure that they are appreciated by recognizing them with a special day for celebration.

2022-2023 Montessori Teachers and Assistants (1 st School Year)					
Kindergarten A		Kindergarten B		Grade 1A	
Certified Teacher	Assistant Teacher	Certified Teacher	Certified Teacher	Assistant Teacher	Certified Teacher

2023-2024 Montessori and Assistant Teachers (2 nd School Year)										
Kindergarten A		Kindergarten B		Grade 1A		Grade 1B		Grade 2A		Grade 2B
Certified Teacher	Assistant Teacher	Certified Teacher	Certified Teacher	Assistant Teacher	Certified Teacher	Certified Teacher	Assistant Teacher	Certified Teacher	Assistant Teacher	Certified Teacher

Estimated Number of Montessori Teachers and Assistant Teachers (1 st through 5 th Year)										
Year # of students	2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
	96-104 students		144-156 students		192-208 students		240-260 students		288-312 students	
Principal	1 full time									
Admin Staff (Secretary)	1 full time									
Nurse	1 full time									
Ass. Principal/Counsellor	None					1 full time				
Montessori Certified Teachers	4 full time		6 full time		8 full time		10 full time		12 full time	
Art Teacher	1 full time					2 full time				
Music/Choir Teacher	1 full time					2 full time				
PE Teacher	1 full time					2 full time				
ESOL Teacher	1 part-time									
G/T Teacher	1 part-time									
Interns and/or Practicum Teachers	As Needed					As Needed				
Custodian/ Security Guard	1 full time					2 full time				

Promoting the Mission and Vision: The board, the principal and the compliance officer are responsible for ensuring that the school programs and operations comply with the terms of its charter, complies with legal requirements, has competent professional staff, and has a successful academic program. When there is an open position at the school, the principal and the compliance officer will select candidates for interviews from a pool of qualified candidates. If selected, the candidates will need to be approved by HCPSS. The school will follow the HCPSS personnel policies that address issues such as hiring of personnel, terms of employment and compensation, due process rights, complaint procedures, and set clear expectations for employee performance and conduct consistent with the policies of HCPSS. Principal Evaluation shall be consistent with the Maryland Instructional Leadership Framework. One source of that measurement will be the board and CMO feedback on the Principal's adoption of the charter school's mission and vision.

Background Checks: State law requires that anyone hired after October 1, 1986, who will have contact with school children, must be fingerprinted and submit to a criminal background investigation. Costs for finger printing and background searches shall be the responsibility of the employee. New employees must complete the Employment Eligibility Verification (Form I-9) in person before beginning employment. The school will follow the Volunteer Program of HCPSS which consists of Level I and Level II Volunteers.

- Level I Volunteers (guest readers, business representatives, concession stand operators, etc.) must annually register at a school site before volunteering by completing a required form.
- Level II Volunteers (classroom helpers, chaperones, mentors, etc.) are required to attend an annual training session at least seven (7) school days prior to volunteering. School days are defined as days when schools are open for students. Volunteer training, obtained during the school year, is valid through September 30th of the following school year. In addition, Level II Volunteers who are selected to chaperone an overnight trip/activity must submit a background check request thirty (30) days prior to the scheduled event. The information obtained from a background check is only valid for the school year.

B4. Affiliations and Partnerships

Evidence of Partnerships & Scope of Community Support: Most board members of the school were born, raised and work in Maryland. They have achieved their American Dream and believe in the vision and mission of Reading Opens Doors Montessori of Jessup. The governing board agrees and commits their knowledge, effort, and time for the children of low-income families in Jessup and surrounding neighborhoods. The founding group includes a former Montessori parent, successful businesswoman, director of nonprofit organization, retired professor and business executive, honorary chairman of board of Chesapeake Lighthouse Foundation as well as the principal of successful Montessori Public Charter School.

<p>Volunteer Community</p>	<ul style="list-style-type: none"> The school will join Association of Community Service in Howard County (http://www.acshoco.org) and Cooperation of National and Community Service (www.presidentialserviceawards.org) to engage the students in serving the need.
<p>Business Community</p>	<ul style="list-style-type: none"> The school will seek partnership with the Maryland Innovation Center (www.hceda.org), Chamber of Commerce in Howard County (www.howardchamber.com) and other business associations. Through the partnership, the students will learn about technical innovations, and national and international businesses. The school will invite guest speakers from local businesses, professionals and volunteers as well as arrange field trips to local factories, government offices, research centers and none profit organizations.
<p>Parent Community</p>	<ul style="list-style-type: none"> Reading Opens Doors Montessori of Jessup will cultivate a culture of serving. The best way is to encourage the parents to exemplify this themselves by volunteering in the local and national needs with their children. Each year, the incoming students and their parents will first be presented about the partner organizations. The parents and children will register themselves in the partner organizations and log their volunteer hours. The school will host American Dream Day and celebrate their volunteerism.

B5. Student Recruitment and Enrollment

Outreach and Marketing Plan: The proposed school will embrace a diverse student body representing cross-section of Howard County. However, the board and the compliance officer will direct their first effort to recruit families in low income neighborhoods with diverse ethnicities in Jessup neighborhood.

Recruitment: The board and the compliance officer will continue grassroot efforts to recruit students via visits, website, local newspapers, bulk mail to families and businesses in the immediate neighborhoods.

Meeting State and Federal Requirements for Identification and Education of English Language Learners and Students with Disabilities (See A7).

Admission and Enrollment: Prospective students apply for enrollment (See Exhibit 23, Application for Enrollment Consideration). Applications will be collected each year. Upon the deadline, applications will be evaluated against the slots available for the coming year. The school will not deny admission to students based on discriminatory factors. The first year, the school will enroll 24-26 students in each class of two kindergarten and two first grades. 48-52 kindergarten spaces will be available in each year until 5th years in which the school will be fully enrolled. Using the school Decision Making Matrix (See Exhibit 17, Enrollment Decision Making Matrix), available slots will be filled. Priority will be granted to eligible children of the founding families. The founding group meets participation, volunteer criteria and is limited

Application to Form a Public Charter School Within the Howard County Public School System

to families interested in creating and maintaining the school.

Consistent with Administrative Regulation, siblings of students selected in the lottery process will be given second priority. Children of the staff will be given third priority. The Admission and Enrollment policy is consistent with existing charter schools in Maryland, State Board of Education Decisions, and Federal Regulatory Guidance. No waivers are requested for this policy (See B2.d). To the extent possible, the number of enrolled students at each grade level will be kept consistent. If there are more applicants than slots available, a public random-selection process (lottery) will be conducted. Those not enrolled due to seating limitations will be wait-listed and given first preference should an opening occur. Upon selection, parents shall register their child(ren) in accordance with Administrative Regulation.

Transitioning Students New to Montessori: Students who are immersed within a Montessori classroom thrive. New students will undergo an orientation period. The Montessori approach consists of individual lessons built upon each other. Students are instinctively drawn to the materials. Curiosity draws them. Their desire to learn eases in the transition. Teachers will begin instructing on a group level and transition to the individual level. Students are easily transitioned into the Montessori classroom.

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

–Dr. Maria Montessori–

B6. Waiver Requests to Support the Implementation of the Organizational Plan

1. Citation: The applicant requests HCPSS’ help to find alternative school location nearby Jessup if the current location will be unavailable or cost prohibitive to build the proposed school facility.

Desired Outcome: HCPSS’ assistance will help the proposed school to be financially sound from the start.

Jurisdiction: HCPSS’ help will enable the school to carry out the vision and mission.

Impact: HCPSS’ help will enable for us to offer American Dream After School Program at reduced fee or free which will help low income families in Howard County.

2. Citation: In the event, HCPSS will provide surplus building or land to build the proposed school facility, allow All Day Montessori with Head Start program to share the same school facility.

Desired Outcome: Provide All Day Montessori with Head Start program in the same school facility.

Jurisdiction: HCPSS acts proactively to make its vision and mission happen.

Impact: The help will provide better future for the children of low-income families in Howard County.

C. BUSINESS PLAN

C1. Budget

Budget Priorities: The top budget priorities align with our goals: Strong Academic Achievement, Organizational Viability, and Adherence to our Mission and Vision.

Sound Budget Practices: Reading Opens Doors has developed a budget that does not exceed school resources after the early years. All revenue and program costs are reflected in the Exhibit 5, Budget Forms.

Revenue and Expenditure Assumptions: Reading Opens Doors, Inc. is a volunteer organization. In the pre-opening year, the school will rely on donation, MSDE grants and investment. Costs will increase when more students are enrolled, but increased revenues from the pupil allotment will balance the budget. Financial crisis will occur if per pupil allotment will not be available until one fiscal year after the school is opened. To prevent it, a waiver is requested (See Exhibit 26 Waiver Requests). Any surplus revenue will be used to reduce American Dream After School Program.

Budget Narrative: The Budget Narrative is attached as Exhibit 30.

C.1a. Fundraising Plan

Source of Revenue: The primary revenue source of the school is per pupil tuition from HCPSS.

Areas of Interest	Funding Source
Land and Facility Construction	HCPSS Grant Support Service
	Charter School Development Corporation, LISC, Spark Opportunity
	MD State Financing Programs, SBA Loan
	The Charter School Growth Fund
Implement of program development	HCPSS Grant Support Service
	Charter School Program of Maryland State Department of Education
Indoor Farm	HCPSS Grant Support Service
	USDA - Community Food Systems, Adams Legacy Foundation Grant
	Albertsons Companies Foundation
	National School Lunch and Breakfast Program
Books for Book Cafe After School Program	HCPSS Grant Support Service
	The Max and Victoria Dreyfus Foundation
	The Goldsmith Family Foundation
	Write Family Foundation
	Harry & Jeanette Weinberger Foundation

Application to Form a Public Charter School Within the Howard County Public School System

	Dollar General Literacy Foundation
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Fundraising for Other None-Profit Organizations; As a part of caring for others, the PTA Committee will host fundraising events, and the net proceed will be donated for the following organizations.

Month	Method		Purpose
May	Walk-A-Thone family event	Centennial Park	Donate to Homeless Shelter
Sept	Walk-A-Thone family event		Humanity for Habitat
Nov	KIDS Heart Challenge	Gym or Jogging Path	American Heart Ass.
All Year	Jogging, Skip/Jump Rope		ChildFund International, Wheelchair Foundation

C1b. Resource Management

School Goals: See Exhibit 25, Goals Worksheet.

School Goals	Resources Needed
1.Strong academic achievement (including academic and nonacademic performance)	Montessori Materials, Computers Montessori Certified Teachers, Assistants, Interns Maryland Professional Development Credit AMS Certification Study Island and Montessori Compass to track progress, School survey tool List of books for American Battle of Bookworms, Classical Reading List and Junior Great Books Brain Quest Workbooks with Quiz
2.Organizational viability	Accounting Company, Auditor, Teacher Professional Development, Compliance Officer
3.Adherence to the unique aspects of our mission	Classroom Furnishings, Newsletters, Websites

Resource Allocation and Access: The principal and the compliance officer will review teacher requests to ensure that no classroom is receiving more resources than other teachers without just cause. These reviews will be part of staff meetings. Resources will be shared to the extent possible. Montessori materials are readily available and can be procured throughout the school year as lessons require. Not all resource allocation needs to be up front. Teachers will notify the administrative staff of materials necessary for

Application to Form a Public Charter School Within the Howard County Public School System

upcoming lesson plans and the principal will plan the expenditures. Upon approval of the charter, the board and compliance officer will collaborate with HCPSS to identify surplus furniture and materials that can be used in the school.

Resource Management Process: The principal, compliance officer and administrative staff will keep and provide monthly expenditure reports to the authorized accounting firm and maintain records for all financial transactions. In addition to sending those reports to the Administrative Services Department of HCPSS, they will send a copy to Reading Opens Doors, via to the board. The compliance officer will review expenditures against the budget and collaborate with the principal when necessary to ensure adherence.

Reading Opens Doors, Inc will retain an auditor and conduct annual audit to ensure adherence to the budget, maintenance of records, and compliance with applicable laws, regulations, and policies. The principal, secretary and compliance officer with spending authority will adhere with the county's procurement policy. They are responsible for safeguarding, accounting for and managing school funds. Financial records will be maintained securely in the school office as well as online storage.

The school will maintain records according to the Records Retention and Disposal Schedule in the School Funds Manual. The school will set up online banking. All transactions will be handled through online transfer. A minimum number of personnel will have access to the online banking.

Assessment Process: In accordance with its strategic plan, principal, compliance officer and the board will review the budget quarterly and adjust, as necessary. Resource use will be reviewed as required audits.

C2. Financial Management

Financial Management Obligation: The board recognizes that pursuant to Board Policy 4000, the fiscal management of the school will be reviewed annually by the Howard County Public School System. The budget is based on realistic revenues and expenditures in each fiscal year.

Accounting Methods: The school's accounting work will be outsourced to an accounting firm and follow HCPSS Accounting Procedures. The school and the firm will maintain its financial records in accordance with accounting procedures (GAAP) defined by the American Institute of Certified Public Accountants.

Augmenting Per Pupil Revenue: In the earlier years, the school plans to supplement its budget shortfall with working capital loan, grant from MSDE and foundations. Refer to C1a. Fundraising Plan for details.

Tracking Student Enrollment, Attendance, and Eligibility: The school will use existing HCPSS technologies for student record keeping. To access these technologies, the school will work with HCPSS and become part of the wide area network and the HCPSS domain.

Insurance: See Exhibit 28, Insurance.

Audits & Financial Reports: The school will submit a report of income and expenses within 45 days of the end of each quarter. This report is to be prepared by the principal, the Treasurer, and the accounting company. The principal, the compliance officer and the accounting company will also have an annual financial statement audited and if applicable, a Federal Single Audit. The audit will be conducted by a certified public accountant retained by the board and will include an audit of the school's financial statements, attendance accounting practices, and internal control practices.

Financial Oversight & Management: The school will outsource its accounting work to an outside company. The principal, administrative staff and the compliance officer will work closely with the company. The school accounts will be set up depending on the amount of monetary transactions that occur at the school. The school will follow the HCPSS Cash Handling Procedures whereby the principal will assign the administrative staff as "account manager" to each account. The principal, administrative staff and the compliance officer will monitor the transactions that occur in the account and perform a monthly verification on the accuracy of the account balance. The principal and the compliance officer will be ensuring that the administrative staff as "account manager" is performing the verifications. The principal and the compliance officer will perform management duties related to school fiscal operations, inventories, school facilities and equipment and keep records within established guidelines.

The principal, administrative staff and the compliance officer will assume primary responsibility for the daily operation, budget, accountability, and business-related matters of the school. The board, the compliance officer and the principal will work collaboratively on the budget and financial decisions affecting the school and will review three times in a year the financial statements and have annual independent financial audits performed.

Contingency Plan and Debt Repayment: Because Montessori education is unique, the school will start with 96-104 students in K-1st grade levels in its first school year. Afterward, additional two kindergarten classes with total 48-52 students will be enrolled in each school year until full enrollment in 5th year. The board has three options for school facility. One option is to find investor(s) who will agree to be paid interest only on the construction loan of the school facility on the first one to three years (See C3. Back-up Facilities Plan) for the other three options.

C3. Facility

Facility Needs: The school facility should be about 20,000-30,000 square feet, ADA compliance and meet the building code of the Howard County Health Department. The school will be equipped with technology to connect with HCPSS wide area network and a communication system such as telephone in the classrooms and other equipment required for emergency announcements such as smartphones for key staff.

Application to Form a Public Charter School Within the Howard County Public School System

Kindergarten room	Kindergarten room	1 st grade room	1 st grade room
2 nd grade room	2 nd grade room	3 rd grade room	3 rd grade room
4 th grade room	4 th grade room	5 th grade room	5 th grade room
Gym	Art	Music/Choir	Nurse room
Administrative office	Cafeteria	Indoor Farm	Vegetable refrigerator
Half/full basement garage	Storage rooms	Kitchen	Potential All Day Montessori

Potential Locations: 8110 Washington Blvd. Jessup is one of the potential locations of the school.

Facility Costs: Estimated construction cost for the school building including the land and indoor farm is about \$7 million. If the school can be located on the above address, the landowner will give owner financing. The board will find grant, loan/investor(s) for the school facility. If such investor(s) cannot be found, the board will search for an alternative location for the school facility (See B6. Waiver Requests).

Facilities-Related Budget Assumptions: We have assumed a \$25-\$26 square foot triple net lease. Because the triple net is included in the rental assumption, we did not budget a separate amount for taxes, property insurance, or maintenance. The school building will be built with net zero energy building materials. Thus, other than monthly water bill, cost for heating/cooling and other energy assumptions are not included. If the school will start in an existing traditional building or unable to build net zero energy building, 5% of annual revenue will be reserved as funding for the energy bills as well as an emergency fund.

Back-up Facilities Plan: If the agreement with the owner of the land in Jessup fails, then the board will seek alternative land to build the school in Jessup, in nearby neighborhoods, or lease an existing building/church. The third option is to utilize any surplus/vacant building HCPSS owns (See B6. Waiver Requests to Support the Implementation of the Organizational Plan).

C4. Food Services

Food Service Facility & Equipment Plan: One of the goals of the school is to build a healthier eating habit for the students. The school will participate in the Federal school lunch and breakfast program and provide free and reduced lunch for qualified children. Lunch cost will be slightly higher than other public schools due to meals will be cooked at the kitchen of the school by a certified professional chef. One of the roles of PTA Committee will be to plan weekly fresh and nutritious snacks and lunches with the chef. The school building will include an indoor (1500sqft)/container farm. School cafeteria will be set up like a Book Cafe. The kitchen will be designed with professional chef’s recommendation. Management of the indoor /container farm, kitchen and the lunch preparation will be outsourced to a small business company. The revenue from the farm and lunch fee should attract a small business owner.

Lunch hour will be scheduled in a way so that while one group eats, other groups will be in recess. Teachers, parent volunteers and/or intern teachers will eat with the children while supervising them. Every child will learn to clean the tables and organize the classrooms. Precautions will be taken to thoroughly clean tables to remove allergens. This will be the expected norm and culture of the school.

National School Lunch Requirements and FARMS: Although Reading Opens Doors Montessori of Jessup will not use HCPSS' food service program, it will mirror HCPSS participation in Federal food programs. This will require us to meet all Federal, State, and HCPSS requirements for providing food service, including administration of the Free and Reduced Meal Subsidy (FARMS) program and leverage existing HCPSS policy and programs. A Food Service policy is included in B2d.

C5. Transportation

Transportation Services and Viable Transportation Options for Students with Disabilities: The school does not intend to provide daily transportation services. Transportation to the school will be the responsibility of parents/guardians. This policy is consistent with HCPSS policy which states, "Transportation to and from the out of district school will be the responsibility of the parent(s) or guardian(s)." The school will support parents/guardians who choose to develop carpool schedules. Should transportation be necessary for field trips or other event, transportation will meet the requirements of COMAR 13A.06.07, 11.17.03 and 11.19.05 safe operation and driver qualifications. Students with physical disabilities will be accommodated in accordance with HCPSS policy.

Transportation Expenditure Assumptions: The school will arrange and "buy back" transportation services through HCPSS. Once the demographics of the students are known, the school will evaluate options such as taxi cabs (COMAR 13A.06.07.11) or grants (Md. Code, Educ. § 5-205) with HCPSS. Transportation for field trips will be paid by parents or PTA funds. The school will hire a bus company referred by HCPSS. The students will ride the bus only for field trips.

C6. Insurance

Liability Insurance Coverage: General liability insurance for the facility is estimated \$1,000/month.

Other Insurance: Staff of the school are employees of HCPSS, and the school will coordinate with HCPSS about the responsibilities of procurement and maintenance of insurance coverage. All insurance policies maintained shall be primary to any policies of insurance maintained by HCPSS and/or their respective officers, agents, employees, and representatives. All insurance policies required shall be endorsed to provide that the policy is not subject to cancellation, nonrenewal, or material reduction in coverage until 60 days prior written notice has been given to HCPSS (See Exhibit 28, Insurance).

C.7. Pre-Opening Plan

2020	
Oct. 28	• Email revised Letter of Intent and Prospectus to Dr. Hunter of HCPSS
Oct. 30	• Email revised Application to Dr. Hunter of HCPSS
Nov. 3	• Interview with School Innovation Department of MSDE
Nov-Dec.	• Search School Facility site, designer and funding for remodeling or building
	• Search building or remodeling fund for Reading Opens Door Montessori of Jessup
	• Promote and find Founding Group for the school in Jessup and nearby neighborhoods
	• Prepare and attend Board Hearing at HCPSS
	• Shop for Net Zero and/or eco-friendly construction materials for school facility
2021	
Jan-Feb.	• Continue to find Founding Group for the school in Jessup and nearby neighborhoods
	• Decide for School Facility site, school facility designer and contractor (developer)
	• Secure funding for construction of school facility or remodeling of existing space
March 1-3	• Due date for HCPSS decision and enter contract with HCPSS for the proposed school
	• Deposit date for the land if no other option is found
	• Order remodeling or land development contract for Reading Opens Doors Montessori
April	• Browse school materials (visit any school surplus furniture warehouses, online)
	• If MSDE award the full grant amount, hire 1 grant writer and 1 compliance officer
May	• Form founding group, update the progress, and seek volunteers from the group
	• Collaborate with HCPSS to recruit principal, teachers, and other staff candidates
	• Collaborate with the contractor to secure timely grading permit/ remodeling permit
Sept. 1	• Due date for Grading Permit or Remodeling Plan (earlier date will be much better)
	• Begin construction or remodel for the school facility (most construction work should be done in Sept-April, dryer season in MD)
2022	
February	• Hire principal part-time to prepare for opening the school
May	• Hire teachers, director for American Dream After School and other staff
	• Set up indoor/container farm and start cultivating vegetables
June	• online Shared Inquiry Discussion Leadership Training by the Great Books Foundation
July	• Delivery of furniture, materials and decorate classrooms
	• Parents Education Program with teachers by Eric Jensen online & Summer Camp(??)
Sept. 5	• Opening Day with Superintendent, Dr. Hunter, County Executive, Boards and Parents

Exhibit**List of Exhibits**

1	IRS Letter of Determination for Reading Opens Doors, Inc.
2	Article of Name Change from Christian Volunteers, Inc. to ROD Academy, Inc.
3	Article of Name Change from ROD Academy, Inc. to Reading Opens Doors, Inc.
4	Good Standing Status of Reading Opens Doors, Inc.
5	Budget Forms for Charter Term
6	Bylaw of Reading Opens Doors, Inc.
7	Schedule for Meetings
8	Organizational Chart
9	Organizational Chart with Committees
11	Communication Plan with Stake Holders
12	Resume of the Board
13	Affidavits (each board member mailed his or hers to Dr. Hunter by traditional post office mail)
14	Overview of How Families were Involved in Development of Reading Opens Doors Montessori of Jessup
15	Profit and Loss History of Reading Opens Doors, Inc.
16	Position Descriptions for Key Leadership
17	Enrollment Decision Making Matrix
18	Hiring Recommendations for Principal and Teachers
19	Job Description of Administrative Staff (Secretary)
20	Dispute Resolution Policy
21	Procurement Policy
22	Student Grading & Promotion – Sample Montessori Report Card
23	Application for Enrollment Consideration
24	Montessori Album - Division
25	School Specific Goals and Objectives
26	Waiver Requests
27	Governing Board Assurance
28	Group Insurance Benefit Proposal by Principal
29	Opening Cash Flow Analysis for First Fiscal Year of Operation
30	Budget Narrative

28	Group Insurance Benefit Proposal by Principal
29	Opening Cash Flow Analysis for First Fiscal Year of Operation
30	Budget Narrative
31	Found A Mistake on the Budget Form

State of Maryland
**Department of
Assessments and Taxation**

Charter Division



Robert L. Ehrlich, Jr.
Governor

C. John Sullivan, Jr.
Director

Paul B. Anderson
Administrator

SUE WAGNER
12073 BROAD MEADOW LN
CLARKSVILLE

MD 21029-1258

Date: 12-09-2003

This letter is to confirm acceptance of the following filing:

ENTITY NAME : CHRISTIAN VOLUNTEERS FOR CHILDREN, INC.
DEPARTMENT ID : D07690688
TYPE OF REQUEST : ARTICLES OF INCORPORATION
DATE FILED : 12-09-2003
TIME FILED : 01:47-PM
RECORDING FEE : \$100.00
ORG. & CAP FEE : \$20.00
EXPEDITED FEE : \$70.00
COPY FEE : \$23.00
FILING NUMBER : 1000361989144781
CUSTOMER ID : 0001262882
WORK ORDER NUMBER : 0000822162

PLEASE VERIFY THE INFORMATION CONTAINED IN THIS LETTER. NOTIFY THIS DEPARTMENT IN WRITING IF ANY INFORMATION IS INCORRECT. INCLUDE THE CUSTOMER ID AND THE WORK ORDER NUMBER ON ANY INQUIRIES. EVERY YEAR THIS ENTITY MUST FILE A PERSONAL PROPERTY RETURN IN ORDER TO MAINTAIN ITS EXISTENCE EVEN IF IT DOES NOT OWN PERSONAL PROPERTY. A BLANK RETURN WILL BE MAILED BY FEBRUARY OF THE YEAR FOR WHICH THE RETURN IS DUE.

301 West Preston Street, Baltimore, Maryland 21201
Telephone (410) 767-1350
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice
Fax (410) 333-7097

0002681192

chtacc

ENTITY TYPE: ORDINARY BUSINESS - NON-STOCK
STOCK: N
CLOSE: N
EFFECTIVE DATE: 12-09-2003
PRINCIPAL OFFICE: 12073 BROAD MEADOW LANE MD 21029
CLARKSVILLE
RESIDENT AGENT: SUE WAGNER
12073 BROAD MEADOW LANE MD 21029
CLARKSVILLE

NOTICE: Effective January 1, 2004

As a result of a change in State law, the annual report fee for most legal entities (including LLCs and LLPs) will increase to \$300. This fee is for the privilege of maintaining a legal entity's existence in Maryland, and is due and payable with the filing of the personal property return. The increase is effective for any return, regardless of year, filed after 12/31/2003.

There continues to be no annual report fee for non-stock corporations, business trusts, churches, foreign interstate companies, foreign insurance companies, sole proprietorships and general partnerships, but these entities must still file a personal property return annually.

CORPORATE CHARTER APPROVAL SHEET

EXPEDITED SERVICE

** KEEP WITH DOCUMENT **

DOCUMENT CODE 09A BUSINESS CODE _____

D 07690688

Close _____ Stock _____ Nonstock _____

P.A. _____ Religious _____

Merging (Transferor) _____

Surviving (Transferee) _____



Affix Barcode Label Here
ID # D07690688 ACK # 1000362000128092
PAGES: 0003
ROD ACADEMY, INC.

07/26/2010 AT 09:58 A WO # 0003676219

New Name Rod Academy, Inc.

FEES REMITTED

Base Fee:	<u>100</u>
Org. & Cap. Fee:	_____
Expedite Fee:	<u>70</u>
Penalty:	_____
State Recordation Tax:	_____
State Transfer Tax:	_____
<u>1</u> Certified Copies	_____
Copy Fee:	<u>22</u>
Certificates	_____
Certificate of Status Fee:	_____
Personal Property Filings:	_____
Mail Processing Fee:	_____
Other:	_____
TOTAL FEES:	<u>192</u>

- Change of Name
- Change of Principal Office
- Change of Resident Agent
- Change of Resident Agent Address
- Resignation of Resident Agent
- Designation of Resident Agent and Resident Agent's Address
- Change of Business Code
- _____ Adoption of Assumed Name
- _____ Other Change(s)

Credit Card _____ Check _____ Cash _____

_____ Documents on _____ Checks

Approved By: [Signature] 9

Keyed By: _____

COMMENT(S): WALK IN

Code _____

Attention: _____

Mail: Name and Address Geum Soan Wagner
Clark, a. Sue

X
1207B Broad Meadow Lane
Clarksville, MS 3821029

Stamp Work Order and Customer Number HERE

CUST ID: 0002459639
WORK ORDER: 0003676219
DATE: 07-26-2010 09:58 AM
AMT. PAID: \$192.00

[Faint handwritten notes]

**ARTICLES OF AMENDMENT
CHRISTIAN VOUNTEERS FOR CHILDREN, INC.**

Christian Volunteers for Children, Inc., a Maryland Non Stock Corporation hereby certifies to the Department of Assessment and Taxation of Maryland that:

The Charter of the Corporation is hereby amended as follows:

Replace the Second Article of the Articles of Incorporation with the following: The name of the Corporation (hereinafter called the "Corporation") is ROD Academy, *INC.*

Replace the Third Article of the Articles of Incorporation with the following: The Corporation is organized exclusively as a charitable and educational nonprofit corporation as defined within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 as amended (or any corresponding provisions of any future United States Internal Revenue law or regulations thereunder, hereinafter collectively referred to as the Internal Revenue Code). The Corporation may engage in any activity, which any Maryland Non Stock Corporation that is exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code may engage in.

Replace the Ninth Article of the Articles of Incorporation with the following: The following provisions are hereby adapted to limit the powers of the Corporation and the Board of Directors:

- a) The Corporation is not organized for pecuniary profit. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, members, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered, and to make payment in furtherance of the purposes herein set forth.
- b) The Corporation shall be nonprofit and non-stock, and shall have no power to declare dividends. ~~The sole member~~ of the Corporation shall be Promise Enterprises International, L.L.C. Membership in the Corporation shall not be restricted on the basis of race, sex, ethnic origin, religious, or political persuasion.
- c) The Corporation shall conduct and direct its services and the use of its properties and facilities on the on the basis that such services and uses are available regardless of race, gender, ethnic origin, religious, or political persuasion.
- d) Except as provided in Section 501(h) and 4911 of the Internal Revenue Code, no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in nor intervene in (including the publishing and distribution of statements) any political campaigns on behalf of any candidate for public office. Notwithstanding any other provisions, the Corporation shall not carry on

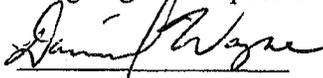
office. Notwithstanding any other provisions, the Corporation shall not carry on any activity not permitted to be carried on by a Corporation that is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or by a Corporation contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), and Section 2522(a)(23) of the Code.

- e) If the Corporation is dissolved or ended for any reason, the Board of Directors shall dispose of all of the net assets of the Corporation exclusively to such organization(s) that are organized and operated exclusively for charitable or educational purposes as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any remaining assets not disposed of by the Board shall be disposed of by the Court in the jurisdiction that the principal office of the Corporation is then located exclusively for such purposes or to such organization.

This Amendment of the Charter of the Corporation has been approved by the Directors pursuant to Section 5-204 (b)(2) of the Maryland Corporations and Associations Code.

There are no other members.

We the undersigned President and Secretary swear under penalties of perjury that the foregoing is a corporate act.


Secretary


President

Christian Volunteers for Children, Inc.
12073 Broad Meadow Lane
Clarksville, Maryland 21209

CUST ID:0002459639
WORK ORDER:0003676219
DATE:07-26-2010 09:58 AM
AMT. PAID:\$192.00

CORPORATE CHARTER APPROVAL SHEET

**** EXPEDITED SERVICE ****

**** KEEP WITH DOCUMENT ****

DOCUMENT CODE 09A BUSINESS CODE _____

D07690688



Close _____ Stock _____ Nonstock _____

P.A. _____ Religious _____

Merging (Transferor) _____

ID # D07690688 ACK # 1000362008574479
PAGES: 0002
READING OPENS DOORS INC.

Surviving (Transferee) _____

10/05/2015 AT 11:10 A WO # 0004537074

New Name Reading Opens Doors Inc.

FEES REMITTED

Base Fee: 100
Org. & Cap. Fee: _____
Expedite Fee: 50
Penalty: _____
State Recordation Tax: _____
State Transfer Tax: _____
Certified Copies _____
Copy Fee: _____
Certificates _____
Certificate of Status Fee: _____
Personal Property Filings: _____
Mail Processing Fee: _____
Other: _____

- Change of Name
- Change of Principal Office
- Change of Resident Agent
- Change of Resident Agent Address
- Resignation of Resident Agent
- Designation of Resident Agent and Resident Agent's Address
- Change of Business Code
- _____ Adoption of Assumed Name
- _____ Other Change(s)

TOTAL FEES: 150

Credit Card _____ Check Cash _____

Code _____

_____ Documents on _____ Checks

Attention: _____

Approved By: 16

ROD ACADEMY INC.
12073 BROAD MEADOW LN
CLARKSVILLE MD 21029-1258

Keyed By: _____

COMMENT(S): _____

CUST ID: 0003320494
WORK ORDER: 0004537074
DATE: 10-09-2015 10:02 PM
AMT. PAID: \$150.00

ARTICLES OF AMENDMENT

non-stock

(1)

(2) ROD Academy Inc.

a Maryland corporation hereby certifies to the State Department of Assessments and Taxation of Maryland that:

(3) The charter of the corporation is hereby amended as follows:

the name of the corporation will be changed from "ROD Academy Inc" to "Reading Opens Doors Inc."

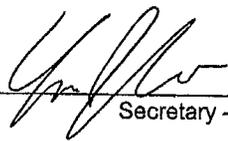
CUST ID:0003320494
WORK ORDER:0004537074
DATE:10-09-2015 10:02 PM
AMT. PAID:\$150.00

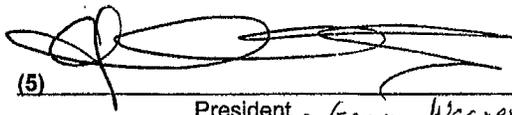
ASSESSMENTS & TAXATION
2015 OCT -5 A 11:10

This amendment of the charter of the corporation has been approved by

(4) all board members and directors

We the undersigned President and Secretary swear under penalties of perjury that the foregoing is a corporate act.

(5)  9/18/15
Secretary - Young Jun Choo
(aka Kevin Choo)

(5) 
President - Geum Wagner
(aka. Sue Wagner)

(6) Return address of filing party:
12073 Broad Meadow Lane
Clarksville, MD 21029

STATE OF MARYLAND
Department of Assessments and Taxation

I, MICHAEL L. HIGGS OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATIONS, OR THE RIGHTS OF CORPORATIONS TO TRANSACT BUSINESS IN THIS STATE, AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT READING OPENS DOORS INC. (D07690688), INCORPORATED DECEMBER 09, 2003, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF MARYLAND AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSACT BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS FEBRUARY 21, 2020.



Michael L. Higgs
Director



301 West Preston Street, Baltimore, Maryland 21201
Telephone Baltimore Metro (410) 767-1340 / Outside Baltimore Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice

Online Certificate Authentication Code: IR25pj6kn0CG-M0YMyRp_A
To verify the Authentication Code, visit <http://dat.maryland.gov/verify>

Public Charter Schools Operating Budget

Pre-Operational (March 2021-Aug 2022)

A charter school is likely to incur considerable costs before it receives its first distribution. Prepare an estimated budget to accompany your Letter of Intent & Prospectus Form and provide an update on or before February 15 of the first school year.

Revenue-Sources of Funding	Amount	Specific Source
Federal Funding		
Start-Up Grant	\$ 900,000	Maryland State Department of Education
Other (specify)		
State Funding		
Other (specify)		
Local Funding		
Fundraising		
Contributions		
Local Foundation and Grant Support		
Other Financing Sources		
Lines of Credit		
Loans		
Other (specify)	1,200,000	Investor(s) and/or bank
Total Revenue	2,100,000	
Expenditures	Amount	Assumptions (e.g., 40 hours of consulting at \$100/hour)
Legal Fees	2,000	\$100 per month
Accounting and Consultation Fees	2,000	\$100 per month
Staff/Board Development (compliance officer)	23,220	\$30 per hour, 2 hours/day, 5days/week, for 18 months
Fundraising Fees (grant writer)	23,220	\$30 per hour, 2 hours/day, 5days/week, for 18 months
Marketing (flyers, postage, printing)	25,000	Website, postcard printing/mailing to daycares, pre-k centers for 8 m
Recruitment-Students (advertisement)	24,000	Bi-weekly advertisement in 5 local news papers for 8 months
Principal, Teachers and Staffs	161,578	Part-time principal 7 months & all other staff 4 months before the sc
Equipment -Instructional(Montessori)	120,000	Classroom with Montessori learning materials and teacher de
Health Room (Nurse)	6,500	Cot, desk, chair, emergency kit, other health room items
Special Classroom Furniture (GYM & Book Cafe)	145,000	Learning materials for special classrooms and administrative office
Information technology (internet service)	1,600	May, June, July, August of 2022
Computer supplies and repair	13,000	One PC for each staff (total 13)
Curriculum Development (after school director)	2,924	\$17/hour for 2hours per day/4.3weeks in a month for 4 months
Indoor Farm	282,780	Materials, consultant, manager and intern in May, June, July & Aug
Equipment and Supplies (Liability Insurance)	12,800	\$400/ per month for 12 months in 2021 and \$1000 for 8 months
Information Technology	1,600	Internet service
Rent	210,400	
Textbooks	8,892	Anthologies of JGB, Brain Quest & Highlight
Utilities	2,000	
Custodian's materials	3,800	
Parent Education Program (with all staff)	10,450	Eric Jensen education seminar with all parents, teachers
Library	8,400	2 books per day/300 days in a year, each book
Other (MAPCS)	250	
Total Expenditures	\$ 1,091,414	

Public Charter Schools Operating Budget

Projected Revenues

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Major Assumptions				
Student Enrollment	96	144	192	24 students in each class
Facility Size (square footage)	25,000	25,000	25,000	Estimated
Average Teacher Salary	70,000	70,000	70,000	Includes the benefit and 401K contribution
Student/Teacher Ratio	12 to 1	12 to 1	12 to 1	Excluding principal and part-time teachers

Revenues				
Revenue From State Sources				
Per Pupil Tuition	1,224,000	1,836,000	2,448,000	85% (\$12,750) of per pupil allotment(\$15,000)
State Entitlements				
State Grants				
Transportation				
Revenue From Federal Sources				
Federal Entitlements				
Federal Direct Grants				
Federal Revenue Pass through the Commonwealth				
Federal Revenue Pass through another agency (specify)				
School Lunch	93,193	136,349	179,505	Everyone will eat fresh hot meal for lunch, each
Revenue From Local Sources				
Private Grant Revenue				
Fundraising				
Investment Income	\$1,008,586	401,912	109,094	Remiander of from 1.2 million
Program Fees				
Facilities Rental				
Other Revenue (specify)				
Total Revenues	\$ 2,325,779	\$ 2,374,261	\$ 2,736,599	

Public Charter Schools Operating Budget

Three-Year Revenue Detail

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Revenue Source				
Local (Howard County BOE)	1,224,000	1,836,000	2,448,000	85% of per student allotment
State				
Federal (lunch)	93,193	136,349	179,505	\$ 4 per students and staff
Other (Investment & remainder)	\$1,008,586	401,912	109,094	\$1.2 million investment & the rem
Total	\$ 2,325,779	\$ 2,374,261	\$ 2,736,599	

Are any major changes in the revenue source expected during this three year period?

If Yes, explain in detail and include calculations. Attach additional sheets if needed.

The board anticipates the full \$900,000 charter school program grant from Maryland State Department of Education. The full grant amount will prepare the school to be opened in fall 2022. One aspect of Montessori pedagogy requires its students learn from each other. In reality, not many families in Howard County can afford to send their children to Montessori pre-school or Montessori Kindergarten. Moreover, the site for the proposed Reading Opens Doors Montessori of Jessup has limited parking space. Montessori methodology, more than normal amount of books for reading list, extra text books such as anthologies of Junir Great Books, setting up indoor farm inside the school facility with help of professional consultant, etc., all add up the cost of preparing for the implementation of the program. Refer to Exhibit 30, Budget Narrative in the application for Reading Opens Doors Montessori of Jessup.

What contingency plans have been made if revenues are not received or are lower than budgeted?

Due to the above mentioned enhancement and innovation coupled with small number of student enrollment in first, second, third, fourth year, the board plans to secure \$1.2 million extra fund. The board also plans to apply grant to purchase at least a portion of the books in the reading list, develop the indoor farm (and possibly outdoor farm/garden) and offer American Dream after school program at reduced rate. There is a danger of increase in construction cost of the school facility. With the extra funding help from grant applications to private foundations, the board will increase the chance to complete the school facility. The extra investment will also keep the school's operating budget in good status as student enrollment increase.

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Expenditures				
School Administration				
Salaries and Wages - School Director	92,880	92,880	92,880	at \$40 hour, 9 hours day, 5 days/week for 12 m
Salaries and Wages - Supervisors				
Salaries and Wages - Clerical Staff	44,118	44,118	44,118	at \$19 hour, 9 hours day, 5 days/week for 12 m
Fringe Benefits - Health Insurance				30% of wage as benefits
Fringe Benefits - Retirement Benefits	41,099	41,099	41,099	
Unemployment/Workers Compensation				
Office Supplies	1,333	1333	1333	stamp, print and paper
Equipment and Furniture		60,000	60,000	Montessori classroom with materials and teach
Information Technology	4,800	4,800	4,800	\$400 month
Subtotal - School Administration	\$ 184,230	\$ 244,230	\$ 244,230	
Instructional Staff				
Salaries and Wages - Full Time Teach	408,672	510,840	613,008	1st year includes 4 months before the school o
Salaries and Wages - Part-Time Teach	51,084	51,084	51,084	Each year 2 monre full times teachers will join
Salaries and Wages - Substitutes	58,261	73,460	95,624	ESOL and GT part-time teachers
Fringe Benefits - Health Insurance				
Fringe Benefits - Retirement Benefits	155,405	190,615	227,915	30% of teacher's wage as benefits
Unemployment/Workers Compensation				
Subtotal - Instructional Staff	\$ 673,422	\$ 825,999	\$ 987,631	
Instructional				
Contracted Labor - Instructional				
Consultants				
Purchased Management Services				
Professional Development	3,600	4,400	6,800	Online Shared Inquiry Discussion Leadership
Special Education				
Student Assessment/Testing	3,456	4,608	5,760	\$24/per student for Montessori Compass
Supplies/Materials - Instructional	1,000	1,000	1,000	Study Island
Classroom Furniture		60,000	60,000	\$30000 per classroom with teacher desk, chair
Equipment - Instructional				
Textbooks	4,368	4,368	4,368	Anthologies of JGB, Brain Quests and Highlig
Information Technology	4,800	4,800	4,800	
Computer Supplies and Repairs		2,000	2,000	1 PC for each new teacher
Library	8,400	8,400	2,100	2 books/ each day for 300 days = 600 books ye
Subtotal - Instructional	\$ 25,624	\$ 89,576	\$ 86,828	

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Expenditures, continued				
Business Services				
Accounting				
Advertising	12,000	12,000	12,000	Advertisement in local news paper
Public Relations/Marketing	8,333	8,333	8,333	Website marketing
Insurance - General Liability	12,000	12,000	12,000	D & O liability and content
Insurance - Vehicle				
Insurance - Other (specify)				
Office Expenses				
Fees, Licensing, Dues, and Membership	1,300	1,300	1,300	Yearly membership for MAPCS, A
Purchased Management Services	75,336	110,160	110,160	1st year include 8 months cost before
Payroll Services	6000	6000	6000	ADP payroll service
Postage and Shipping				
Printing				
Telephone	4800	4800	4800	
Travel				
Subtotal - Business Services	\$ 119,769	\$ 154,593	\$ 154,593	
Operations and Maintenance				
Contract Labor - Non-Instructional				
Custodial Services	66,409	66,409	66,409	Fulltime custodian wage plus ben
Maintenance - Vehicle				
Maintenance - Facility				
Maintenance - Office Equipment				
Supplies/Materials - Maintenance	2400	2400	2,400	Custodial care products and equipm
Subtotal - Operations and Maintenance	\$ 68,809	\$ 68,809	\$ 68,809	
Physical Plant				
Rent	\$631,200	\$631,200	631,200	1st year includes the cost in May-A
Mortgage				
Renovation/Construction				
Capital Debt Service				
Utilities	6,000	6,000	6,000	Water bill
Subtotal - Physical Plant	\$ 637,200	\$ 637,200	\$ 637,200	
Student Services				
Health	6,500			See 'Budget Narrative' for Healthre
Transportation				
Food	93,193	136,349	179,505	1st year includes Indoor farm set u
Recreation				
Subtotal - Student Services	\$ 99,693	\$ 136,349	\$ 179,505	

Public Charter Schools Operating Budget

Projected Expenditures-3

of 3

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Expenditures, continued				
Miscellaneous				
Audit	3,600	3,600	3,600	
Advertising				
Dues and Subscriptions				
Workshops and Conferences	10,000	10,000	10,000	Eric Jensen Seminar for parents, al
Fundraising (401K contribuution)	36,720	55,080	73,440	401K for all staff :3% Of annual stu
Legal	3,600	3600	3600	Monthly \$300
Contingency Fund	61,200	91,800	122,400	Emergency fund: 5% of tuition
Subtotal - Miscellaneous	\$ 115,120	\$ 164,080	\$ 213,040	
Total Expenditures	\$ 1,923,867	\$ 2,320,836	\$ 2,571,836	

Explain how the projected per-pupil expenditures are aligned with the school's mission statement.

Our expenses prepares to gear up the school setting to make Vision and Mission of the school happen. The school will be equiped with Book Café, Indoor Farm and have professional chef. The chef will prepare nutritious, delicious and hot lunches with fresh vegetables from the indoor farm on campus. Our students will participate Shared Inquiry Discussion Program 4 days a week all year long from Kindergarten grade till 5th grade. The students will be required to read one book per day from Kindergarten grade till 5th grade all year long. According to our plan, each student should read over 20,000 books before they move on to middle school. Parents will also be inspired and engaged to help their children discover reading is fun and become avid readers.

Public Charter Schools Operating Budget

First Year Cash Flow Projection

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Cash Balance - Beginning of Month*	\$1,008,586	\$ 84,048.83	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflows:												
Revenue - State Sources												
Revenue - Federal Sources	93,193	9,319	93,193	93,193	93,193	93,193		93,193	93,193	93,193	93,193	
Revenue - Local Sources	1,224,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000
Revenue - Other (Investment)	\$1,008,586	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049
Total	\$ 2,325,779											
Outflows:												
School Administration	\$ 184,230	\$ 15,353	14841	14841	14841	14841	14841	14841	14841	14841	14841	14841
Instructional Staff	\$ 673,422	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119
Instructional	25,624	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135
Business Services	119,769	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981
Operations and Maintenance	68,809	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734
Physical Plant	637,200	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100
Student Services	99,693	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308
Miscellaneous	115,120	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593
Total	\$ 1,923,867											
Cash Balance - End of Month	\$ 401,912	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

* Represents anticipated opening cash balance

**BYLAWS
of READING OPENS DOORS, INC.**

ARTICLE I NAME, ANNUAL, YEAR, SEAL AND VISION

Section I: The name of the Corporation is Reading Opens Doors Inc., referred as the Corporation.

Section II: The Corporation is organized as a Non-Stock Corporation under the General Corporation law of the State of Maryland and is qualified as a foreign Non-Stock Corporation of the State of Missouri.

Section III: The fiscal year of the Corporation shall begin on July 1 and end on June 30 of the next year. The term of Office of the Directors of the Corporation elected may differ from the fiscal year and shall be known as the Corporation's Annual year. Annual year shall begin upon the closing of the corporation's annual meeting and continue until the closing of the next annual meeting.

Section IV: The official seal is a Blue Bird flying out of its cage.

Section V: The vision is to provide excellent education for every student.

ARTICLE II CLASS OF MEMBERSHIP

Section I: Membership in the Corporation shall not be restricted on the basis of race, sex, ethnic origin, or political persuasion.

ARTICLE III PURPOSE OF THE CORPORATION

Section I: The Corporation is organized for the following goals.

International Programs

- Provide Cyber Readers Club or Collaborative English Class (online language training program)
- Provide Promise Opens Doors TESOL Certification program

National Programs

- Establish charter school
- Provide American Dream After School
- Engage in any other activities which is consistent with section 501(c)(3) of the Internal Revenue Code and applicable States Laws, or their successors.

The Corporation is exempt from income tax pursuant to Section 501(c)(3) of the Internal Revenue Code, and its successors. No part of the net earning shall inure to or shall be distributed to the members of the Corporation's Board of Directors or to private persons, private business entities, or private corporations. The Board of Directors shall pay for services received from outside vendors and fairly compensate for the staff who carry out the purposes herein set forth of the Corporation.

Section II: The Corporation shall be nonprofit and nonstock and can't declare dividends.

Section III: The Corporation shall conduct and its services and use of its properties on the basis that such services and uses are available regardless of race, gender, ethnic origin, religious, or political persuasion.

Section IV: Except as provided in Section 501(h) and 4911 of the Internal Revenue Code, no substantial part of the activities of the Corporation shall be the carrying on of propaganda or attempting to influence legislation, The Corporation shall not participate (including the publishing and distribution of statements) any political campaigns on behalf of any candidate for public office. The Corporation shall not carry on activities that are not permitted to the Corporation that is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or by a Corporation whose contributions are deductible under Section 170(c)(2), Section 2055(a)(2), and Section 2522(a)(23) of the Internal Revenue Code.

Section V: If the Corporation is dissolved or ended for any reason, the Board of Directors shall dispose of all of the net assets of the Corporation to organizations that are operated exclusively for educational purposes as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code. or its successors. Any remaining assets not disposed of by the Board of Directors shall be disposed of by the Court in the jurisdiction in which the Corporation is incorporated, and any such asset disposition shall exclusively for organizations that are operated exclusively for educational purposes as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code. or its successors.

ARTICLE IV MEETINGS

Section I: The supreme authority of the Corporation is vested in the Annual Meeting.

Section II: Written notice of the Annual Meeting stating the place, date, and hour of the meeting shall be given to the Member 40 days before the meeting date.

Section III: The presence of two-thirds of the Board of Directors shall constitute a quorum in each Annual Meeting. If such a quorum is not present at the annual meeting, then the annual meeting shall be adjourned, until such a quorum is present.

Section III: The Member shall elect the Board of Directors in the manner provided by Article VI, Section III of the Bylaws at the annual meeting.

Section IV: Meeting notices can be delivered by email, postal mail, website and followed by phone calls. Other than the Annual Meeting, all meeting can be done online with WebEx or similar platform. All meeting must have meeting note written which must be kept for the records.

Section V: Special Meetings (Grandfather Clause): Special Meetings are the meeting for the International Programs. The members of the Board of Directors shall attend the Special Meeting four (4) times a year. The Special Meeting can be held online on the same day of the Annual Meeting. The Administrator and Associate Administrator of the International Programs will attend the Special Meetings. The Associate Administrator will take meeting notes which should be

reviewed by the President and be shared with Vice President and Treasurer. In the event, International Programs will be spinoff to its own organization, then the Special Meetings will be no longer needed.

Regular Meetings: Regular meetings shall be held monthly during the planning and the first year of the charter school. After that, meetings will be held quarterly. The regular meetings shall be held on the first Saturday of each month unless otherwise decided by the Corporation.

Annual Meetings: The regular meeting **occurring in December** shall be known as the Annual Meeting. It shall be for the purpose of electing officers, receiving reports of officers and committees, and for any other business that may arise. Annual Meetings shall be done onsite. However, in case of emergencies such as war, pandemics or other catastrophes, then online meetings with WebEx or similar product can replace the onsite meeting.

Emergency Meetings: If in a state of war or emergencies such as a pandemic, Emergency Meetings can be called by the President or by the Executive Board to conduct business as in Regular Meetings. Business transacted at any Emergency Meeting shall be limited to the purpose stated in the notice.

ARTICLE V OFFICERS

Section I: Officers and Duties The officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. The officers shall serve as the Executive Board of the Board of Directors (respectively, Chair, Vice Chair, Secretary, and Treasurer). These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Corporation. In addition, these officers shall have all rights and obligations prescribed by Maryland Law. Officers shall have the general supervision of the affairs of the Corporation between its meetings, make recommendations to the Corporation, and perform such other duties as are specified in these bylaws.

Section II: Office Holding Limitations No officer may serve for more than three (3) consecutive terms in the same elected position. When total number of the Board reaches 9, no officer shall serve more than one committee at a time. Until then each board member can serve in 2 or more committees.

ARTICLE VI BOARD OF DIRECTORS Subject to the direction of the annual meeting of the Member, and the administration and affairs of the Corporation shall be vested in the Board of Directors, who shall acts things authorized in the Maryland General Corporation Law pertaining to non-stock, not for profit corporations that are exempt from federal income tax pursuant to Section 501(c)(3) or its successors or by the Articles of Incorporation, except as required to be exercised by the Member.

Section I: Directors and Duties Including the officers, there shall be no fewer than five (5) and no more than eleven (11) directors. Directors who are not officers shall be referenced as Directors At-Large. These directors shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Corporation. In addition, these directors shall have all rights and obligations prescribed by Maryland Law.

Section II: Nomination Procedure, Time of Elections The sitting Board of Directors shall be responsible for nominating new officers for the regular elections or to fill vacancies on the Board as they arise. Candidates shall be selected from current Board members and/or members of the public who have submitted a resume of their community activities and expressed an interest in serving on the Board of Directors. Nominations obtained by this process shall require the endorsement of a sitting Board member and a second.

Section III: Election Each sitting Director is entitled to vote for as many candidates as there are open seats. Cumulative voting is not permitted. Directors are permitted only one vote per candidate. A quorum of directors will be required for the election of any candidate. The Regular elections will be every December. Interim elections to fill vacancies may be held as required at a Regular Meeting.

Section IV: Term of Office Directors shall serve for three (3) years up to 3 terms or until their successors are elected, and their term of office shall begin at the close of the meeting at which they are elected.

Section V: Removal Directors may be removed by two thirds (2/3) of a quorum of the Board of Directors meeting at any Board of Directors meeting.

Section VI: Qualifications Directors shall share in the vision of the Corporation and be willing to work on the business of the Corporation. One (1) of the members of the Board of Directors must be a resident of the State of Maryland. One (1) of the members of the Board of Directors must be a resident of the State of Missouri.

ARTICLE VII INTERNATIONAL PROGRAMS (Grandfather Clause)

Section I: All matters related on the International Program will be decided only by President, Treasurer and Vice President (Grandfather Clause).

Section II: The Administrator, Associate Administrator and the staff of the International Programs will carry out all planning, budgeting, and servicing of the International Programs independently of the National Programs (Grandfather Clause).

Section III: Existing Bank Account for the International Programs

International Programs shall continue to use the Bank account for its own transactions.

Section IV: Accounting and Auditing Payroll will be outsourced to a reputable accounting firm when sufficient income will enable such. Annual auditing will be conducted by the Treasurer at the end of each year, and the Treasurer will report the audit to the President and Vice President prior to the first meeting of the next year.

Section V: The President, Vice President and Treasurer can fire Administrator, Associate Administrator and/or staffs in case of negligence on duties, violation on any business laws and unethical or fraudulent business practices individually or collectively.

Section VI: As long as the International Programs are delivered, served and managed with due diligence, honoring business laws and ethical business practices individually or collectively, current administrator, associate administrator and staff will not be fired or terminated, unless he or she resigns.

Section VII: When future American Dream Foundation can support other nonprofit educational organization, grant application from the International Programs to American Dream Foundation will be given second priority. The priority of the American Dream Foundation is to reduce the cost or offer American Dream After School without cost (with yearly membership) for the children of the school as well as for the children of the neighborhoods.

Section VIII: When the revenue from International Programs can afford to pay fair wages, the Administrator, Associate Administrator, and staff, should be hired as employees with benefits and bonuses to honor their passionate dedication and long sacrifice.

Section IX: When International Programs realize positive net revenue after fair compensation for its new staff and generous compensation the Administrator, Associate Administrator and staff for Promise Opens Doors TESOL Certification program and next year's operating fund, All year end net revenue shall be donated for establishment of American Dream Foundation.

ARTICLE VIII COMMITTEES FOR CHARTER SCHOOL AND AFTER SCHOOL

Following are the Committees of the Board of Directors for the National Programs, and these Committees shall be established to facilitate and support the work of the charter school and American Dream After School. Non-board members may be invited to participate on any Committee. From time to time and as necessary, the Board may establish other committees in furtherance of the business of the charter school. All committee members shall be chosen by a majority vote of the Board of Directors.

Operation Committee: The committee is responsible for continuous review and evaluation of multiple measures for academic and nonacademic performance goals, organizational goals as well as goals related to the charter school's vision and mission. The Operation Committee will establish standards for success in carrying out the Corporation's mission. The committee will review evaluation data from various sources and report on the progress.

Section I: Budget, Monthly Financial Statement and Annual Financial Audit

This Committee shall be responsible overseeing the Treasurer's preparing the Corporation's annual budget, preparation of monthly financial statements, as well as overseeing the Treasurer's hiring and terminating the audit firm that is responsible for auditing the books of the Corporation when the Corporation able to afford such an audit.

Prior to that time, annual auditing will be conducted by the Treasurer at the end of each year, and the Treasurer will report the audit to this Committee of the Board of Directors, as well as the entire membership of the Board of Directors, in addition to the President and Vice President.

This Committee will oversee the Treasurer's preparation of the Corporation's federal and state tax filings, as well as oversee the Treasurer's hiring and terminating any licensed and bonded

payroll services firm (that is responsible for the withholding of the Corporation's employees income tax, social security contributions, Medicare contributions, and unemployment tax payments). This Committee will conduct quarterly reviews of the budget and financial statements.

This Committee shall be responsible for appointing the members of the Board of Directors who shall be responsible for Access Bank Account of the School. This Committee shall elect two (2) Board of Directors to be able to access the bank account of the school.

Section II: Compliance Officer and Director of American Dream After School Operation committee with PTA and Human Resource Committees will recruit and hire Compliance Officer in the planning stage of Letter of Intent. Operating committee with PTA and Human Resource Committees will recruit and hire Director of American Dream After School at the same time for hiring principal, instructional and noninstructional staff. See Exhibit # Staff Duties of Charter Management Organization.

Section III: Legal Matters This committee shall be responsible for reporting to the Board on legal matters that may arise. The committee shall retain practicing lawyer as its adviser.

Section IV: Appointing the members of the Board of Directors who shall be responsible for Access Bank Account of the School. This committee shall elect two Board of Directors to be able to access the bank account of the school.

PTA Committee

Section I: Application Review and Admission This committee will confidentially review applications, administer the lottery process and administer the enrollment process to the school.

Section II: Publication and Media This committee shall be responsible for the publication and dissemination of information about the Corporation. The committee shall also establish and maintain a relationship with the public media and, at the direction of the Board of Directors, disseminate press releases concerning the activities of the Corporation. The committee will create and keep current the school's internet presence, including, web site and social media.

Section III: Strategic Planning and Growth This Committee shall be responsible for, in conjunction with the Board of Directors, ensuring timeframes and goals are met for development and approval of the mission. This committee anticipates needs and helps direct committees and oversees grant writing and processing.

Human Resource Committee

Section I: Nominating and Board Development This Committee shall be responsible for recruiting, training, and retaining board members. This Committee shall be responsible for recruiting, training, and retaining All staff for the school.

Section II: Policy The Committee leads board discussion on policy content and responsible for monitoring the activities of local, state, and federal authorities relevant to the mission.

Section IV: Curriculum This Committee will develop charter school curriculum, standards, and ensure alignment with the Common Core State Standards and collaborate closely with the HCPSS Office of Curriculum and Instructional Programs. The Committee will select books, maps and other educational materials, and Montessori materials.

ARTICLE IX AMENDMENT OF BYLAWS

These bylaws may be amended at any meeting of the Corporation by a two-thirds (2/3) vote of the Board of Directors, and a subsequent vote of the Member, provided that the amendment has been submitted in writing at least one (1) week in advance of the Board of directors meeting.

ARTICLE X PARLIAMENT AUTHORITY

The rules contain in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Corporation in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Corporation may adopt.

ARTICLE XI POLICIES AND PROCEDURES

The Board shall establish policies and procedures specific to the business of the Corporation which may be revised from time to time. Such policies and procedures will be shared with all Directors.

ARTICLE XII CONFLICT OF INTEREST

All Directors shall follow the Conflict of Interest policy set forth in Exhibit 26 Policy 7020 Nepotism of Howard County Public School System, which is hereby incorporated by reference. All Directors will sign a Conflict of Interest Statement and Disclosure of Affiliations.

ARTICLE XIII COMPENSATION

Consistent with the Conflict of Interest policy, the Secretary (Associate Administrator for International Programs, Grandfather clause) will record in writing the decision made by any individual who decided or voted on compensation arrangements. Compensation of Officers, Directors, Trustees, Employees, and Independent Contractors will be 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. The Secretary will record in writing both the information on which the board relied to base the decision and its source.

ARTICLE XIV AMERICAN DREAM FOUNDATION

Section I: Reduce or Free After School When net revenue reaches positive point, the Board of Directors shall contribute toward the cost of American Dream After School for the students of the school as well as the children of neighborhoods.

Section II: Contribution for American Dream Foundation When net revenue reaches positive as well as the after-school program is reduced to monthly \$50 for the children of the school, the Board shall donate 50% of the net revenue for American Dream Foundation.

Section III: Represent Board Member to American Dream After School When cumulated fund for the foundation reaches to the point for foundation establishment, Bord of Directors shall recommend one of its Board of Directors to serve as a member of the Board of Directors of the American Dream Foundation.

Section IV: Location The location of American Dream Foundation shall be at the Reading Opens Doors Montessori of Jessup or in St. Louis, MO.

ARTICLE XV INDEMNIFICATION

Section I: Any **director, officer, employee, agent or a member of any committee** who was or is a party or is threatened to be made a party in any suit shall be indemnified by the Corporation against any expenses, actually incurred by her or him as long as she or he acted lawful.

Section II: Any **director, officer, employee, agent or a member of any committee** who was or is a party to any suit by the Corporation to procure a judgment in its favor shall be indemnified by the Corporation against expenses actually incurred by her or him if she or he acted in good faith.

Section III: Expenses incurred in defending any suit may be paid by the Corporation in advance of the final disposition as authorized by a quorum of a majority of disinterested members of the Board of Directors.

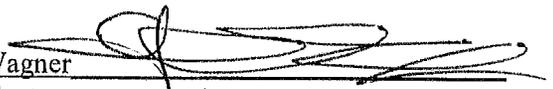
Section IV: This indemnification shall continue after a person has ceased to be **director, officer, employee, agent, or a member of any committee** and shall inure to the benefit of her or his executors, heirs and administrators.

Section VI: The Corporation is authorized to purchase and maintain insurance on behalf of any person who is or was a **director, officer, employee, agent or a member of any committee** for International and National Programs of the Corporation, or any other enterprise against any liability arising out of his or her status.

Section VII: The invalidity or unenforceability of any provision of this Article shall not affect the validity or enforceability of the remaining provisions of this Article.

Spear Lancaster
Vice President

Sue Wagner
President


Aug 21 2020

Reading Opens Doors, Inc.
CIC@CET 4041 Forest Park Blvd, St. Louis, MO 63108

Exhibit 7 2020 Board Meeting Schedule (Sept.- Dec. 2020)	
Sept.5 Sat	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Board Meeting (Onsite or Google Meeting) 11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
Oct. 3 Sat	
Nov.7 Sat	
Dec. 5 Sat	
Things to Do (July – December 2020)	
July 3	• Submitted Application for Pre-Reading
July15-17	• Received following 11 feedbacks from Dr. Hunter
July 17-29	<ul style="list-style-type: none"> • Improved the 11 areas Dr. Hunter recommended. <ol style="list-style-type: none"> 1. Provide Article of Amendment for changing the name from Christian Volunteers for Children, Inc to ROD Academy, Inc. 2. Provide board members' resume with name, title, address, and phone number 3. Provide Conflict of Interest Questionnaire 4. Provide Conflict of Interest Form 5. Provide Affidavit of the board members for background check 6. Provide Schedule for Meetings 7. Provide Organizational Chart with committee members 8. Provide job description of administrative staff (Secretary) 9. Meet all the requirements of Code of Maryland Regulations (COMAR) 13A.05.07 which requires an English Language Development with certified ESOL teacher 10. Meet all requirements of special education students 11. Match policy numbers on the application with that of HCPSS
July 29	• Join Teleconference with Michelle Liberati of Charter School Development Corporation
Aug 7	• Submit the Application for Reading Opens Doors Montessori of Jessup
Aug 7-12	• Study and prepare for MSDE Charter School Program grant application
	• Collaborate with HCPSS to apply for MSDE Charter School Program grant
Aug 13	• Submit Charter School Program \$900,000 grant application to MSDE
Aug.13	• Coordinate with site engineer and architect for school facility.
Dec.6	• Shop for best eco-friendly/energy saving construction materials and construction cost
	• Write business plan and Letter of Intent to find building fund for school facility.
	• Find funding for school facility.

	<ul style="list-style-type: none"> • Promote the school in Jessup and nearby neighborhoods to recruit Founding Group. • Prepare and attend Board Hearing at HCPSS and interview for MSDE grant at MSDE.
Dec. 7	<ul style="list-style-type: none"> • HCPSS due date for its decision on the charter school application • Enter contract with HCPSS for Reading Opens Doors Montessori of Jessup • Order architectural drawing for school facility • Select a construction company
Dec. 8, 2020	<ul style="list-style-type: none"> • Browse school materials (visit any school surplus furniture warehouses, online)
Feb.6-2021	<ul style="list-style-type: none"> • Collaborate with HCPSS to recruit principal, teacher and other staff candidates

2021 Board Meeting Schedule (January – December)

Jan. 2 Sat	<div style="border: 1px solid black; padding: 20px; width: fit-content; margin: auto;"> <p>Board Meeting</p> <p>(Onsite or Google Meeting)</p> <p>11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
Feb. 6 Sat	
March 6 Sat	
April 3 Sat	
May 1 Sat	
June 5 Sat	
July 3 Sat	
Aug. 7 Sat	
Sept. 4 Sat	
Oct. 2 Sat	
Nov.6 Sat	
Dec.4 Sat	

Things to Do (January– December 2021)

Feb. 7	<ul style="list-style-type: none"> • Due date for architectural drawing for the Jessup school • Sign Development Agreement with Site Engineering Company to secure grading permit
Sept. 7, 2021	<ul style="list-style-type: none"> • Due date for grading permit & Construction for school facility begins • Construction for school facility continues

2022 Board Meeting Schedule (January – December 2022)

Jan. 8 Sat	
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Feb. 5 Sat	<div style="border: 1px solid black; padding: 10px; margin: auto;"> <p>Board Meeting</p> <p>(Onsite or Google Meeting)</p> <p>11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
March 5 Sat	
April 2 Sat	
May 7 Sat	
June 4 Sat	
July 2 Sat	
Aug. 6 Sat	
Sept. 3 Sat	
Oct. 1 Sat	
Nov. 5 Sat	
Dec. Last Sat	

Things to Do (January – December 2022)

Jan~Feb	<ul style="list-style-type: none"> • Hire principal part-time for recruiting, selecting, and managing teachers and other staff
May	<ul style="list-style-type: none"> • Hire teachers, Director of American Dream After School and other staff
	<ul style="list-style-type: none"> • Set up indoor farm and start cultivating vegetables as soon as basement is done
June	<ul style="list-style-type: none"> • Have the staff attend Eric Jensen Training School (date, time, and place TBA)
	<ul style="list-style-type: none"> • Teachers' Home Visit for incoming students
June 30	<ul style="list-style-type: none"> • Construction for school facility completed
	<ul style="list-style-type: none"> • Delivery of classroom materials and furniture (decoration of homeroom by each teacher)
July 6-30	<ul style="list-style-type: none"> • Meet the students at the 1st Summer Camp (campus, Centennial Park & other attractions)
August	<ul style="list-style-type: none"> • Continue Delivery of classroom materials and furniture (and more TLC decoration)
	<ul style="list-style-type: none"> • Board TO Meet with Parent and Students for School Facility Tour
	<ul style="list-style-type: none"> • Parent Education Program (PEP) Session and Volunteer Sign Up
Sept. 5	<ul style="list-style-type: none"> • Opening Day with HCPSS, County Executive Team, MIC, Chamber of Commerce, Howard Volunteers, Baltimore Sun and Howard County Times, Columbia Flyer, etc.
	<ul style="list-style-type: none"> • Battle of Bookworms begins at the school
	<ul style="list-style-type: none"> • Start American Dream After School
	<ul style="list-style-type: none"> • Board ensure for the 1st payroll for the staff are made at the same date for all the other teachers and staff in HCPSSS.
	<ul style="list-style-type: none"> • Walk-A-Thone at the Centennial Park • Battle of Bookworms Competition at the school

Oct.	• 1 st Survey of Parents/Guardian for their advice / complaint/ Wishlist
Nov.	• Kids Heart Challenge and Battle of Bookworms Competition at the school • 1 st American Dream Day Celebration with Parents and Community Leaders
Dec. Last Sat,	• Board Meeting for the year end accounting and parents/guardian survey result report.

2023 Board Meeting Schedule (January- August 2023)

Jan. 7 Sat
Feb. 4 Sat
March 4 Sat
April 1 Sat
May 6 Sat
June 3 Sat
July 1 Sat
Aug 5 Sat
Sept.2 Sat

Board Meeting
(Onsite or Google Meeting)
11:00-12:00 East Coast (10:00-11:00 CDT)

2023 Board Meeting Schedule (October – December 2023)

Dec. Last Sat	• One year after the opening of the school, the board will meet quarterly. • End of the year accounting report and parents/ students survey result report.
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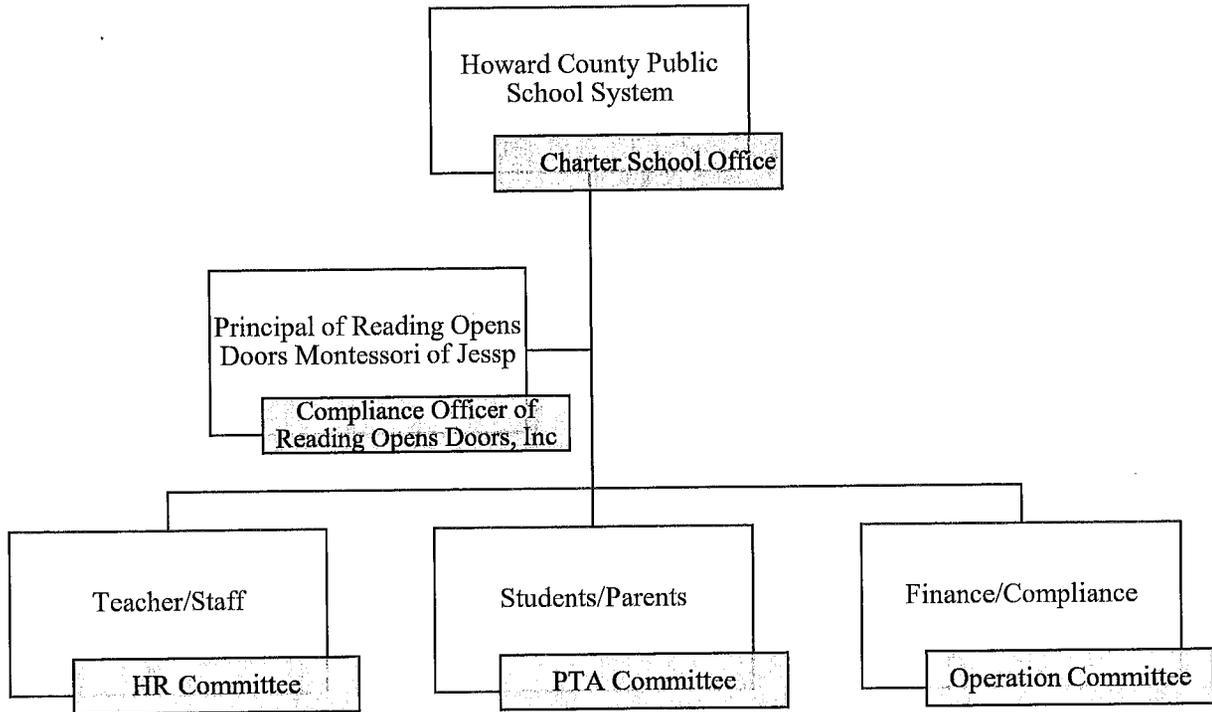
2024 Board Meeting Schedule (January- August 2023)

March Last Sat	1 st Board Member Meeting of 2023
June Last Sat	2 nd Board Member Meeting of 2023
Sept. Last Sat	3 rd Board Member Meeting of 2023
Dec. Last Sat	4 th Board Member Meeting of 2023

Board Meeting
(at the school or Google Meeting)
9:30-11:30 East Coast

Exhibit 8

Organizational Chart



Governance Structure

The board and the Compliance Officer collaborate closely with Howard County Public School System (HCPSS) to recommend school leadership. While the ultimate authority rests with the Superintendent and HCPSS, the principal, the Compliance Officer and the board are accountable for successful operation of the school. To date, the staff of Reading Opens Doors, Inc have worked with the staff of the Policy Manager & Charter School Liaison at HCPSS and will continue with the relationships.

Exhibit 9

**Organizational Chart with Committees of
Reading Opens Doors Montessori of Jessup**

Parents
Teacher
Association
(TA)

Board of
Directors

Human
Resources
(Teacher/Staff)

Operation
(Finance &
Compliance)

Adviser, Members for Each Committee Officer and Compliance Officer

Adviser	Human Resource Committee	Parent Teacher Committee	Operation Committee	Compliance Officer
Marylin Horan	Spear Lancaster	Jaqueline Yates	Spear Lancaster	Robin Frazier
	Sue Wagner	Don Frazier	Doug Holly	
			Jaqueline Yates	
			Don Frazier	
			Sue Wagner	

NOTE: During the Pre-Opening and at least until the Board will have 9 board members, all founding board member will service in Operation Committee. Each founding board member will also serve in other Committee such as in the above chart.

Board of Directors

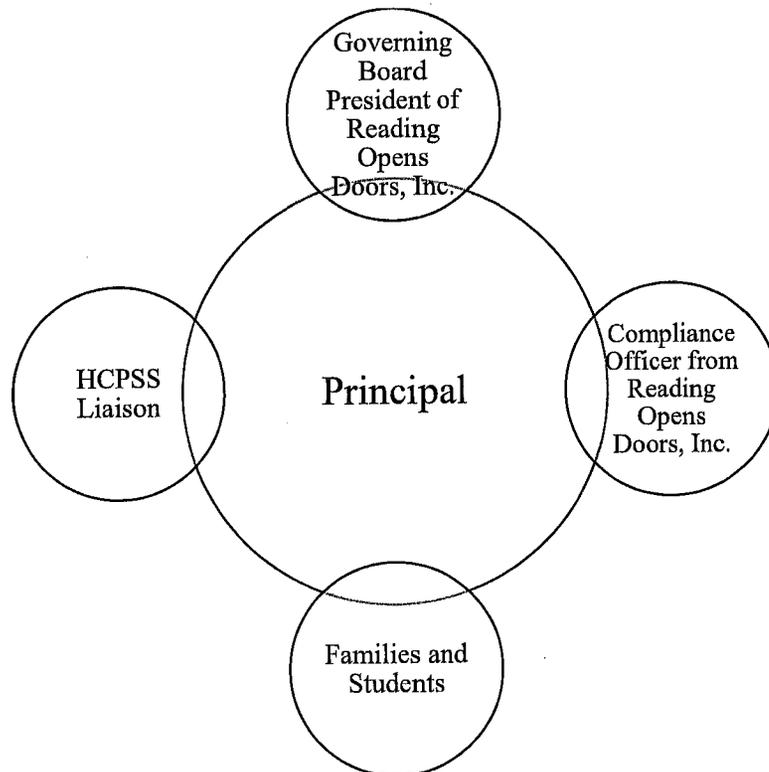
President	Vice President	Treasurer	Secretary
Sue Wagner	Spear Lancaster	Don Frazier	TBA

Exhibit 11 **Communication with Stake Holders**

As the operator of Reading Opens Doors Montessori of Jessup, it is important to Reading Opens Doors, Inc. that there is open communication between the board, school leadership, school staff, families, students, and HCPSS. Reading Opens Doors Montessori of Jessup follows Board Policy for Open Communications.

The Compliance Officer shall meet weekly with the principal. The Howard County Public School System will designate staff (Charter School Liaison) as a primary contact for Reading Opens Doors Montessori of Jessup. The Charter School Liaison will have oversight responsibilities of the board and will be included in these meetings at his/her option. These meetings will ensure accountability and provide a forum for information sharing and problem solving.

School staff, parents, and students will communicate with the Principal for issues regarding the school. Designating the Principal as the contact point for school concerns or suggestions reinforces the Principal's role as leader of the school. In furtherance of this policy, Reading Opens Doors Montessori of Jessup will conduct meetings consistent with the Open Meetings Law, State Government Article §10-501.



CHERIESE HUNTER, Ph.D.

Policy Manager & Charter School Liaison

Howard County Public School System

10910 Clarksville Pike (Route 108)

Ellicott City, MD 21042

DON FRAZIER

- Treasurer for Reading Opens Doors Montessori of Jessup:
Present
- Treasurer Reading Opens Doors, Inc: 2016-Present
- Executive Director of Agora Ministry: 2007–Present
- Vice President and Treasurer of Frazier Machine Company:
1974–Present
- Maryland Representative for United Student Association:
2006-2008
- Gideon Carroll County Detention Center: 2002-2003
- Lone Star Baptist College, TX:2019

CHERIESE HUNTER, Ph.D.

Policy Manager & Charter School Liaison

Howard County Public School System

10910 Clarksville Pike (Route 108)

Ellicott City, MD 21042

DOUG HOLLY

- Board Members for Reading Opens Doors Montessori of Jessup: Present
- Principal– Eagle Management Group: 2014–Present
- Howard Tech Council: 2017–Present
- Board Member of Reading Opens Doors, Inc: 2017–Present
- National Science Foundation I-Corp Mentor: 2018
- Entrepreneur in Residence, Howard County EDA, Maryland Innovation Center: 2016 - Present
- Affiliate Instructor – Loyola University – Maryland: 2014-2019
- Former Executive, JDSU:1994-2014
- Former Manager IBM 1980 - 1993
- MEEE Rensselaer Polytechnic Institute, NY:1976

DOUG HOLLY

CHERIESE HUNTER, Ph.D.

Policy Manager & Charter School Liaison

Howard County Public School System

10910 Clarksville Pike (Route 108)

Ellicott City, MD 21042

SPEAR LANCASTER

- Vice President of Board of Directors for Reading Opens Doors Montessori of Jessup: Present
- Honorary Chairman of Chesapeake Light Foundation: Present
- Chairman of Chesapeake Light Foundation (CLF) 2007-2018
- Co-Founder of Manufacturers Rep of America: 1992-1994
- President of Manufacturers Agents Association of Food Service Industry:1983
- Founder of Spear Lancaster Associates: 1962-1996
- Dance Instructor:1954-1955
- Airforce R.O.T.C at University of Maryland at College Park:1951-1953
- La Plata High School, MD: 1951

SPEAR LANCASTER

CHERIESE HUNTER, Ph.D.

Policy Manager & Charter School Liaison

Howard County Public School System

10910 Clarksville Pike (Route 108)

Ellicott City, MD 21042

SUE WAGNER

- President of Board of Directors for Reading Opens Doors Montessori of Jessup: 2019-Present
- Founder of Reading Opens Doors, Inc:2000-Present
- Founder of PromiseK14: 2004-Present
- Boy Scout Troop 702 Committee Member: 1995-2008
- Member of Steering Committee for Howard County Human Resource Services Master Plan: 2004-2005
- Committee Member of Equity Counsel for Howard Board of Education: 2000
- Volunteer Director for Bookworms Club: 2000-2005
- Howard Community College AA: 1992
- Computer Programmer: 1976-1979

SUE WAGNER

Special Education:

- Certification: Continuing Education for None Profit Leadership from the Distance Learning Department of the University of Wisconsin:2001 (Social Entrepreneurship, Volunteer Management, Strategic Planning, Resource Development, Board Governance, Financial Management, Strategic Alliance):2000-2001
- Certification from Hazelden for Wings and Roots Parents Workshop: 2001
- Certification for Scouting Fundamentals for Adults: 2000

CHERIESE HUNTER, Ph.D.

Policy Manager & Charter School Liaison

Howard County Public School System

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Ellicott City, MD 21042

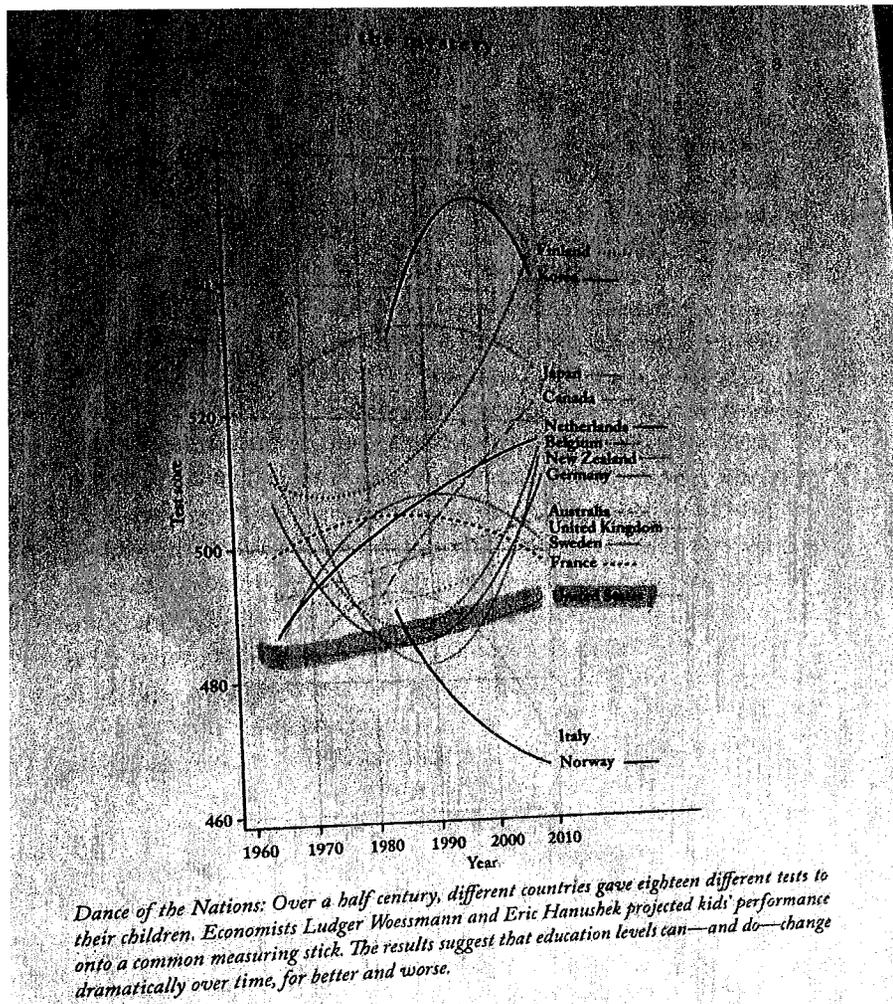
JACQUELINE YATES

- Board Member for
Reading Opens Doors Montessori of Jessup: Present
- Owner, Broker, Marquis Realty, LLC:1990-Present
- Account Manager for eight LLC's:1994–Present
- Manager of commercial and residential properties:1990–
Present
- United States Postal Service, Carrier, Secretary and
Management:1979-1990
- Eleanor Roosevelt High School, Greenbelt, MD: 1979

JAQUELINE YATES

Exhibit 14. Overview of How Families were Involved in Development of Reading Opens Doors Montessori of Jessup

The answer to the question goes back to July 2000. Regardless of the history, the founding board members of Reading Opens Doors Montessori of Jessup believe in the vision and mission. Scholastic assessments reveal that students in Jessup, its surrounding and Columbia neighborhoods struggle academically. According to the housing price on Zillow, most of these students are children of low-income families. A prevalent axiom in the US is that the children of low-income families do not do well in school. However, the chart below contradicts the axiom. No one argues that the United States of America is one of the most prosperous countries in the world, yet the students of the US perform bottom third in certain subjects.



- the smartest kids in the world by Amanda Ripley -

The founding board members believe that majority children in America, regardless of family income status, can do well in school. We hope that the stories below will encourage the readers to support Reading Opens Doors Montessori of Jessup. The school, if managed according to the plan, will reduce the cost of American Dream After School for all children at the proposed school.

Bookworms Club: Because of school reputation, a lot of new immigrant ESL families with school aged children moved to Howard County. Our family also moved to Howard County in the 1980s. The ESL parents worked from early morning to late evening. Most of their children were latchkey kids; they watched TV or played computer games; one middle school boy did not go to school for nearly three but stayed home to play computer games: one high school student was paralyzed from the neck down by a car accident he caused. A Korean American single mother with two sons could not speak English, worked as a seamstress and could not be home when her children came home from school. The ESL parents immigrated to America hoping to give a better life for their children and worked very hard. Yet, as their children became adolescent, some of them were failing in school. I met many parents whose hearts were broken.

So, I quit my job and invited children of new immigrant families and volunteers from Boy Scout Troop 702, River Hill High School, and youth group members of local churches to our home. I borrowed children's books such as Berenstain Bears, Miss Nelson Is Missing, Cowardly Clyde, Make Ways for Duckling, winners of Caldecott and Newberry Award, etc., and paired two new immigrant kids with one volunteer. They were first treated with snacks and brief play time. While eating snacks and playing at our back yard, the volunteers and new immigrant children became friends. Eating snack and playing were their favorite. Afterward, the volunteer read aloud, and the ESL students repeated, one student at a time. No dictionary was provided. If there were new words, then the ESL students were to find clues from the pictures. If no picture clues were available, then the volunteers were to explain or draw pictures for the new words. The ESL students wrote the list of new words in their notebooks. These activities had made the ELS students to think about the new words several different times which helped them contextually figure out the meaning of each new word. The activity was called Bookworms Club. It grew.

Reading Opens Doors, Inc. One of the volunteers was a member of Boy Scout Troop 702, and his church, Linden Linthicum United Methodist Church (LLUMC) offered its facility as meeting place for the Bookworms Club, free of charge. The Bookworms Club continued to grow and also met at Central or Miller Branch Library, Grace Community, Philippi or Bethel Korean

Presbyterian Church. Moms carpooled and contributed to the cost of snacks. One member of Bethel Korean Presbyterian Church, a CPA, prepared an application for 501 (C) 3 nonprofit organization, free of charge, and the senior pastor of LLUMC, David Carter-Rimbach signed the application as president. It was submitted on December 9, 2003. IRS approved by sending Letter of Determination on Feb. 4, 2004.

Howard County Association of Volunteers honored four high school seniors who had volunteered 300-500 hours as **2004 Audrey Robinson Humanitarian Volunteer of the Year**. All volunteers were accepted with scholarship from University of Maryland at College Park and Harvard University. The ESL children now pursue their own American Dream in various fields such as artist, pharmacist, teacher, police, etc.

Cyber Readers Club and Collaborative English Classes: In 2002, I went to South Korea to care for my mother who was hospitalized with pancreatic cancer. In South Korea, fluent English skill is a must for getting admitted to competitive colleges and securing well-paying jobs. While there, I saw the hopelessness of the poor and rural village students who were being left behind from learning English with native English teachers. In cities, the children of affluent parent were learning English skills from native English tutors at private tutorial centers. In 2004, I saw Logitech video camera and was able to design Cyber Readers Club (CRC) in which students in South Korea log in from a home PC to meet their American online teacher in the US for reading, talking, listening and writing in English. In 2006, PTA president of a rural elementary school asked me to provide English classes for a group of rural school children at their school's media classroom. With help of computer expert and electrical design engineer at my husband's company, Collaborative English Class (CEC) was designed. For Collaborative English Class, a group of rural school students at their school's media room log in to meet their American online teacher living in the US for reading, talking, listening, writing, and thinking only in English.

On July 4, 2008, South Korean Ministry of Education invited us to give a live demonstration about Collaborative English Class for directors of English education at provincial Boards of Education. After the live demonstration, I registered Promise Korea as US subsidiary and to procurement department in South Korea. Sample CEC were provided to multiple public schools in rural villages. In 2009, Korean Parliament approved fiscal budget for CEC as valid online English language training. Promise Korea was elected as star company by incubator center of the

university in which was the office of Promise Korea. In 2006 and 2008, the US parent company, Promise Cyber School was selected for Choose Maryland grant from MDBED. Korean name for Collaborative English Class is a household name in South Korea.

Reading Opens Doors Montessori of Jessup: In July 2020, it will be 20 years from the first day I invited the latchkey ESL kids and volunteers to our home in Clarksville. South Korea no longer fund Collaborative English Class due to budget shortfall. Regardless, the vision keeps us moving on to provide an excellent education for every student. The founding board members and I anticipate the children of low-income families in Howard County will discover reading is fun at the proposed charter school.

With the net revenue, Reading Opens Doors, Inc. will offer American Dream After School at reduced fee or free of charge. We will ensure that Reading Opens Doors Montessori of Jessup will equip the kindergartners and primary school children in Howard County with competency, character, and commitment necessary to reach for their American Dream.

ROBIN D. KWON, CPA, PC
8860 Columbia 100 Pkwy, Suite 310
Columbia, Maryland 21045
Voice 301 490 9234
Fax 410 461 3959
rdkwon@gmail.com

Accountants' Compilation Report

Board of Directors
Reading Opens Doors, Inc.
CIC@CET 4041 Forest Park Blvd.
St. Louis, MO 63108

We have compiled the accompanying Profit & Loss Statements of Reading Opens Doors, Inc. for the years of 2017, 2018 and 2019 in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The financial statements have been prepared on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles.

A compilation is limited to presenting in the form of financial statements information that is the representation of the Organization whose financial statements are presented. We have not audited or reviewed the accompanying statements and, accordingly, do not express an opinion or any other form of assurance on them.

Management has elected to omit substantially all of the disclosures ordinarily included in financial statements prepared on the cash basis of accounting. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the Organization's revenue and expenses. Accordingly, these financial statements are not designed for those who are not informed about such matters.

Robin D Kwon, CPA, PC

Columbia, Maryland
July 17, 2020

Profit & Loss Statements
Reading Opens Doors

	<u>Yr. 2017</u>	<u>Yr. 2018</u>	<u>Yr. 2019</u>
Gross Revenue	\$ 80,200	\$ 55,205	\$ 53,385
Operating Expenses			
Labor Costs	49,510	49,983	46,815
Taxes/Fees/Permits	13,546	5,760	1,812
Dues/Subscriptions	99	-	-
Professional Service	2,300	2,746	765
Insurance	5,408	-	-
Office Expenses	7,500	1,921	5,843
Bank Charges	450	435	450
Payroll Service	3,972	-	-
Telephone	812	340	310
Total Operating Expenses	<u>83,597</u>	<u>61,185</u>	<u>55,995</u>
Net Income/Loss	<u>\$ (3,397)</u>	<u>\$ (5,980)</u>	<u>\$ (2,610)</u>

Exhibit 16

Position Descriptions for Key Leadership

Elementary School Principal

Location: Reading Opens Doors Montessori of Jessup, Jessup, MD.

Function: Under the supervision of the Director of Elementary Schools, the Elementary School Principal shall be responsible for the organization, administration, instructional leadership, staff relations, pupil relations, community relations, and successful operation of the elementary school in accord with Board of Education policies and the rules, regulations and procedures set forth for the Principal of a Howard County Public School System.

Essential Job Functions: An individual must possess the ability to perform these essential job functions with or without reasonable accommodation. The following are typical of the types of duties performed:

1. Establishes and implements instructional goals and objectives. Plans, implements and evaluates instructional programs including learning objectives and instructional strategies for the school.
2. Provides a school environment in which it is the expectation that all children can learn. Implements administrative procedures consistent with federal law, state school law and state board of education and local school board policy.
3. Performs delegated management duties related to school fiscal operations, inventories, school plant facilities and equipment, and keeps records within established guidelines.
4. Evaluates and counsels all staff members regarding their individual and group performances.
5. Reports to appropriate central office administrator regarding the needs of the school with respect to personnel, instruction, curriculum, administration, etc.
6. Coordinates or supervises such support services as maintenance, security, food services, recreational programs, financial and accounting functions and media activities.
7. Establishes and maintains favorable relationships with multicultural groups, local community organizations, and individuals to foster understanding and support for overall school objectives and programs; interprets board policies and administrative directives; and discusses and resolves individual student problems.
8. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
9. Manages comprehensive co-curricular and extra-curricular activities. This job description is not exhaustive and may be changed or supplemented without notice.

10. Accountable to compliance officer and charter school board

Qualifications: At the time of application each candidate must possess the following.

- * Master's degree from an accredited institution.
- * Eligibility for Advanced Professional Certificate in administration/supervision (including successful completion of principal assessment requirement) or Administrator II/or eligibility for Maryland State Department of Education (MSDE) Alternative Principal Certification.
- * At least three (3) years of outstanding teaching experience at the secondary school level.
- * Demonstrated leadership ability with at least two (2) years of administrative experience at the secondary school level.
- * Demonstrated outstanding interpersonal communication skills with ability to work with persons with diverse backgrounds.
- * Outstanding references related to instruction and school administration.

Preferences: At the time of application preferred candidates will possess the following.

- * Montessori certification (AMS or AMI), or willingness to obtain within 2 years.
- * Prior experience as a Montessori teacher or principal.
- * Prior experience in a public charter school.

Elementary Teacher

Location: Reading Opens Doors Montessori of Jessup, Jessup, MD.

Function: To create an atmosphere where it is the expectation that all students can learn.

Essential Job Functions: An individual must possess the ability to perform these essential job functions with or without reasonable accommodation. The following are typical of the types of duties performed.

1. Plans and provides for appropriate learning experiences for students.
2. Supervises students in a variety of school-related settings.
3. Monitors and evaluates student outcomes.
4. Communicates and interacts with students, parents, staff, and community.
5. Develops, selects, and modifies instructional plans and materials to meet the needs of all students.
6. Provides an atmosphere and environment conducive to the intellectual, physical, social, and the emotional development of children.

7. Strives to maintain and improve professional competence.
8. Maintains appropriate records and follows required procedures and practices.
9. Monitors appropriate use and care of equipment, materials, and facilities.
10. Attends meetings and serves on staff committees as required.

Qualifications: At the time of application, each candidate must possess the following.

* Must possess a bachelor's degree from an accredited institution.
* Must be eligible for a Standard Professional Certificate from the Maryland State Department of Education.

Preferences: At the time of application preferred candidates will possess the following.

* Montessori certification (AMS or AMI), or willingness to obtain within 2 years.
* Prior experience as a Montessori teacher.
* Prior experience in a public charter school.

Exhibit 17 **Enrollment Decision Making Matrix**

1. Applications are taken each year.

Children are given priority for enrollment into the Reading Opens Doors Montessori of Jessup based upon several weighted criteria. The school will select students to fill vacancies for each age/grade level (K-5th grade) based upon the following:

- A. First priority is given to applicants who are dependents of Reading Opens Doors Montessori of Jessup founding families.
 - B. Second priority is given to applicants who have siblings living at the same address who are currently enrolled in Reading Opens Doors Montessori of Jessup.
 - C. Third Priority is given to applicants who are the dependents of an employee of Reading Opens Doors Montessori of Jessup.
2. If there are more applicants for each age level than the school can accommodate, a lottery will be held. The following criteria apply to the lottery:
 - A. After the window for applications closes, no further applications will be accepted.
 - B. The lottery will be applied at each age level and in order of priorities listed above.

Example:

- I. All first grade applicants for which the first priority applies.
 - II. All first grade applicants for which the second priority applies.
 - III. All first grade applicants for which the third priority applies Continued in the order listed above for each age level for which students are to be accepted.
3. Twin and Triplet applicants will be entered into the lottery collectively.
 4. Sibling applicants from various age levels will be entered into the lottery separately.
 5. Parents must notify the school by the two-week deadline (given in their letter) if they plan for their child to attend the program the following year.
 6. When parents do not notify the school on or before the two-week deadline given in their letter, the slot for their child's name will be removed from the acceptance list.
 7. When vacancies occur, parents whose children are on lottery waiting lists will be notified that their child has been accepted into the program.

Exhibit 18 **Hiring Recommendations for Principal and Staff**

- HCPSS elementary school experience
- Community involvement
- Prior charter school experience
- Innovative ideas
- Skills relevant to instructional area
- Principal and Grade-Level Teachers hold Certification from the American Montessori Society (AMS), Association Montessori International (AMI) or are enrolled in a program to obtain certification within 2 years
- Maryland State certified
- Teachers College graduates
- English Literature or History Major Graduates from colleges and universities
- Teachers will hold at least a bachelor's degree from a regionally accredited institution of higher education, hold a valid Standard Professional Certificate or Advanced Professional Certificate or Resident Teacher Certificate in the subject area they are teaching.
- Teachers will demonstrate content knowledge and pedagogy competency by passing state tests that assess subject knowledge and teaching skills in reading, writing, math, and other areas of basic early childhood or elementary school curriculum.
- Teachers hired to instruct art and music shall demonstrate competency in each of the core academic subjects in which the teacher is teaching based on a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

Exhibit 19: Job Description for Administrative Staff (Secretary)

Function: Under the direction of the school principal, this position manages the main office of the school and renders administrative assistance to the principal and other members of the school staff and community. This position requires a high level of secretarial and bookkeeper skill and experience to complete a variety of functions within the school.

Essential Job Functions: An individual must possess the ability to perform these essential job functions with or without reasonable accommodation. Reporting directly to the Principal, the Administrative Staff performs these typical duties:

1. Uses experience and judgement to resolve problems and prioritize work on behalf of the school.
2. Ability to work independently with a minimum of supervision.
2. Maintains proficiency in the use of technology to meet administrative needs including researching any new technology to assist the administrative team.
3. Maintains consistent and reliable attendance.
4. Manages the office including procuring all necessary supplies needed and training office support staff.
5. Maintains financial records/reports, payroll records, school funds, and student activity funds.
6. Effectively uses the following automated systems: purchasing, student information and substitute acquisition.
7. Maintains filing systems, attendance reports, logs and trip records.
8. Answers telephone, takes messages, greets visitors, makes appointments, and provides information.
9. Distributes mail and supplies.
10. Operates various office machines and trains others.
11. Orders and receives materials and supplies (including all aspects of the school) and checks invoices.
12. Provides monthly financial overview reports to the Principal.
13. Composes routine correspondence in addition to impromptu correspondence that reflects the mission/vision of the school.
14. Prepares, types and proofreads letters, memos, reports and presentations as requested by the Principal.
15. Assists in scheduling use of facilities.
16. Assists with school lottery process.
17. Registers students.
18. Maintain confidentiality at all time.
Performs other duties as assigned by the Principal.

Qualifications: At the time of application, each candidate must possess the following:

1. High school diploma or equivalent (G.E.D.)
2. Five (5) years of secretarial experience.
3. Demonstrated proficiency in the use of office technology to meet administrative needs.
4. Demonstrated ability to effectively use word processing, database, spreadsheets and email software.
5. Demonstrated ability to communicate clearly and concisely in oral and written form.
6. Demonstrated ability to work under pressure and maintain flexibility.
7. Demonstrated strong human relations skills.
8. Demonstrated proficiency in business math.

Preferences: At the time of the application, each candidate must possess the following:

1. Working knowledge of the general organization and functions of the major units of a school and school district.
2. Demonstrated net keyboard rate of 55 words per minute, demonstrated proofreading proficiency, and a creation of a table in a word processing program.
3. Demonstrated evidence of continuous professional growth.
4. Demonstrated evidence of the ability to anticipate work demands and to be pro-active.

Exhibit 20 **Dispute Resolution**

Policy: Each member of the Reading Opens Doors Montessori of Jessup learning community will take responsibility and show respect for self, others, and the environment.

Families: First, it is important to note that families will be asked to handle issues through the school hierarchy. That is, if a family has a problem in the classroom, except for extraordinary circumstances, they should consult the teacher first. If there is no resolution, the principal will become involved and then HCPSS. Should an issue be related to school governance or Reading Opens Doors, Inc., the liaison between HCPSS and Reading Opens Doors, Inc. will bring the matter to the attention of the board and it will be handled using the same grievance procedure.

Students: In the Montessori environment, Peace Education involves children resolving conflicts with honesty and words, building a community of respect and courtesy in the classroom, and extending the sense of community to the world outside the classroom. Where children are unable to resolve a dispute on their own, the staff of Reading Opens Doors Montessori of Jessup will intervene. Positive Discipline will be part of the fabric of daily life at Reading Opens Doors Montessori of Jessup and will be carried out by all staff members through very practical means taking into consideration the safety and well-being of the children.

Staff: In the case of disputes between Teachers, Principal, or other staff, they shall follow grievance procedures outlined by the Master Agreements with HCPSS.

Board: Disputes amongst the Board of Directors of Reading Opens Doors, Inc. will be handled in accordance with the bylaws of the organization.

Alternative Dispute Resolution: In the event that an individual or class of individuals is not satisfied with the disposition of the dispute after exhausting the channels set forth above (with the exception of staff grievances subject to collective bargaining agreements), the individual may promptly submit the dispute for mediation.

NOTE: Reading Opens Doors, Inc. reserves the right to modify this document.

Procurement Policy

For Reading Opens Doors, Inc., and Reading Opens Doors Montessori of Jessup

Policy: It is the policy of Reading Opens Doors, Inc. (“Operator”) to assure that procurements are conducted to obtain high quality goods, services and achieve maximum financial benefit. This Procurement Policy is designed to give Reading Opens Doors Montessori of Jessup and Operator a standard and written reference document for purchases. This policy does not override HCPSS Board Policy DJE but compliment.

Purpose: The purchase of all goods and services, including consulting and professional services, are to be facilitated through the Board of Directors.

Applicability: These policies apply to the staff and administration of Reading Opens Doors Montessori of Jessup and the Board of Directors of Reading Opens Doors, Inc. as Operator of the school.

Budget: Prior to the start of the fiscal year, the Board of Directors will approve the upcoming year’s budget. This budget provides guidance for purchasing decisions made during that fiscal year. At the start of each month, the Compliance Officer will provide the Principal a detail of cash available by category, as well as prior cash outlays.

Procurement Responsibilities: The Principal and the Compliance Officer are responsible for interpretation of the Procurement Policy. The Compliance Officer is the staff of the Operator responsible for oversight of the management and reporting of the school’s finances. The Principal, Compliance Officer and the Board of Directors are knowledgeable about who has access to the organization’s funds, and any outstanding bills or debts owed, as well as the systems for keeping cash flow manageable. The Treasurer tracks actual revenues and expenses incurred against the budget. The Principal performs delegated management duties related to school’s fiscal operations, inventories, school plant facilities and equipment, and keeps records within established guidelines.

Steps to a Purchase: Every effort should be made to locate vendors who can provide the most cost-effective services and that share the corporate vision of the Operator. During initial research or bidding, the Principal will inform potential vendors of Operator’s status as a non-profit organization, and exemption from Maryland sales tax.

1. The Principal identify the operational and instructional needs of Reading Opens Doors Montessori of Jessup and submit appropriate specifications and justification to the Compliance Officer. Specifications and justification shall include:

- a. Desired quantity

- b. Order/model number
 - c. Description of goods/services
 - d. Unit price
 - e. Explanation of budget category and whether items are related to the use of specific grant monies
 - f. Vendor's complete address
 - g. Where items are to be shipped, including whether any special shipping applies
 - h. Justification if the purchase is over \$5,000
2. If the Purchase Request is deemed appropriate and necessary, the Compliance Officer will report to the Board of Directors and Treasurer will review the finances to determine availability of funds.
 3. If funds are available and the purchase is justified, the Purchase Request will be authorized.
 4. If funds are not available, the Treasurer will consult the Executive Board to determine availability of funds from other categories.
 5. The Administrative staff shall locate vendors and calculate costs, including delivery.
 6. Three (3) quotes or bids shall be obtained for any purchase. There is no exception to this policy.
 7. If a potential vendor is related with the school staff and/or board members of the school, the related staff or board member must recuse from the decision making.
 8. The Administrative staff will complete a Purchase Request Form and forward to the Principal.
 9. No purchase request will be considered unless the Purchase Request Form is complete.
 10. The Compliance Officer in no case, shall approve his/her own Purchase Request.
 11. The Compliance Officer signs the Purchase Request Form and return it to the Administrative staff.
 12. Where a vendor requires a signed contract, such contract shall be reviewed by the Principal prior to signature and placing the order.
 13. The Administrative staff (ordering designee) places the order.
 14. The signed Purchase Request Form, order form, and contract, as applicable, are kept in the records for the school by the Administrative staff and given to the vendor which made the request.

Required Signatures: The Board of Directors via its Compliance Officer may authorize the purchase of goods or services in the amounts of \$0 to \$5,000. In addition, any vendor whose goods or services exceed \$5,000 in value must follow HCPSS Board Policy DJE. Exemptions to this are: goods or services related solely to the operation of Reading Opens Doors, Inc. and not for specific use by Reading Opens Doors Montessori of Jessup, for example, accounting services to the board of directors. The Purchase Request Forms, vendor contracts and all other forms and contracts can be electronically signed, and the signed copies must be kept by the Administrative staff.

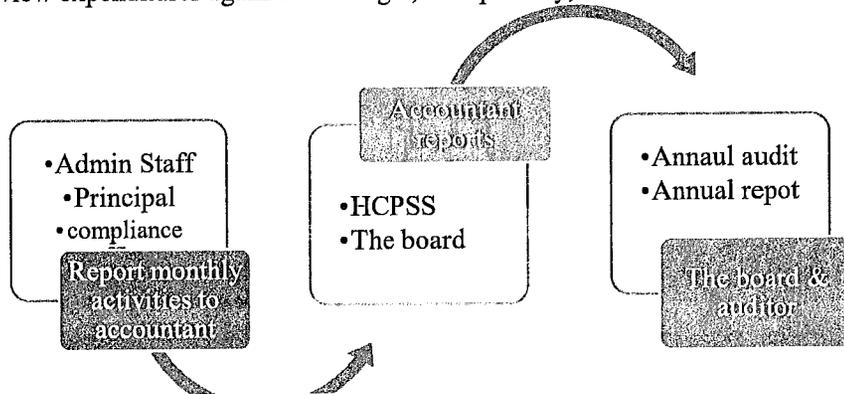
Emergency Purchases: When a condition exists that require the immediate, emergency purchase of supplies, materials, or equipment to prevent delay in work that may vitally affect the school's programs, the Emergency Order procedure may be followed. With an Emergency Order, the Principal may contact a vendor directly to obtain the needed supplies or services. Within three (3) working days after this contact, a Purchase Order form must be generated with the words "EMERGENCY" written prominently on the form. If the goods are paid for up front and no invoice will be generated, a receipt shall be attached to the Purchase Order Form. For Emergency Orders over \$5,000, prior approval must be obtained from the Board of Directors via Compliance Officer. Emergency Orders should not be for commodities or services requiring a contract, and equipment items which value exceeds \$5,000.

Receipt of Items

1. Once items and invoice are received, the Administrative staff compares items to purchase order form.
If all items are present, invoice is approved and forwarded to the Principal to arrange payment.
2. If the order is incomplete, the Administrative staff will contact vendor for reconciliation. Once order is reconciled, invoice is approved and forwarded to the Principal for payment.
3. The Compliance Officer validates invoice, checks for duplicates, and issues payment.
4. Invoices and debit card statements are filed with the signed Purchase Request Form.

Cash Reimbursement: When it is necessary for an individual to purchase items for cash without a Purchase Order, those costs may be reimbursable. Every attempt should be made to get the proper approval before purchase. Requests for a cash reimbursement must be made in writing and include the original receipts. Reimbursement will not take place without original receipts and proper justification.

The administrative staff, the principal, and accounting firm will keep monthly expenditure reports. They will maintain accounting records for all financial transactions and review with the Compliance Officer before sending those reports to the Administrative Services Department of HCPSS. In addition, the accounting firm will send a copy to the board. The board of directors, the principal and the Compliance Officer will review expenditures against the budget, transparency, and adherence.



NOTE: Reading Opens Doors, Inc reserves the right to modify this document.

Exhibit 22 Student Grading & Promotion – Sample Montessori Report Card

Reading Opens Doors Montessori of Jessup Progress Report Card

School Year: _____

Name: _____ Grade: _____

Teacher's Name: _____ Principal: _____

	First	Second	Third	Fourth	Total
Lawful Absences					
Unlawful Absences					
Tardis					

KEY: 4 – Adept 3- Progressing 2- Needs Development 1- Introduced
0- Not covered this quarter Work Habits & Behavior

	First	Second	Third	Fourth
Navigates through the classroom independently and efficiently to make work choices				
Stays on task throughout work time				
Chooses challenging work independently				
Works independently				
Seeks help when needed				
Completes class assignments on time				
Completes homework on time				
Works well in a group				
Maintains personal belongings				
Organizes work and materials				
Presents neat and careful work				
Shows courtesy and consideration				
Respects school property				

Obeys school and classroom rules				
Respects others' personal and workspace				

Comprehensive Literacy (Writing: Grammar, Word Study and Composition & Reading)

	First	Second	Third	Fourth
Works Above, On or Below grade level in writing				
Student completes an appropriate amount of work in Writing				
Works Above, On or Below grade level in reading				
Student completes an appropriate amount of work in reading				

Mathematics & Geometry (Operations, Basic Concepts, Math Application)

	First	Second	Third	Fourth
Works Above, On or Below Grade Level				
Student completes an appropriate amount of work in this Math & Geometry				
Study Island Math Assessment				

Cultural Subjects

	First	Second	Third	Fourth
Student completes an appropriate amount of work in Biology				
Student completes an appropriate amount of work in Geography				
Student completes an appropriate amount of work in History				
Comments:				

Exhibit 23

Application for Enrollment Consideration

Grade applying for (circle one): K 1 School year applying for: _____

Student: First Name _____ Middle Initial _____ Last Name _____

Birth date: (Month)____ / (Day)____ / (Year)____ Sex: ____ Male ____ Female

Home Address (Physical - Not PO Box):

Address: _____

City _____ State _____ Zip Code: _____

Mailing Address (If different than above):

Address: _____

City _____ State _____ Zip Code: _____

Email Address: _____

Parent/Guardian

Full Name: _____ Relationship _____

Home Phone _____ Cell Phone _____

Parent/Guardian

Full Name: _____ Relationship _____

Home Phone _____ Cell Phone _____

Public school that student is zoned to attend for school year: _____

Siblings that that will be attending Reading Opens Doors Montessori of Jessup during the school year:

Name: _____ Grade _____

Name: _____ Grade _____

Parent / guardian of student is an employee of Reading Opens Doors Montessori of Jessup or a Founder:

Name: _____ Position: _____

By submitting this application:

- I understand that the school philosophy requires parental and student involvement and agree to be an active participant in my child’s education.
- I understand that if there are more student applications than spots my child will be in a waiting pool.
- I understand I am responsible for updating the school with any changes in contact information of this application.

Division with the Golden Beads-Two Digit Divisor

Preparation

1. The children should have done single-digit division with the golden beads before this preparation.
2. Ages 7-8

Educational Objectives

The child will experience division using concrete materials and the function of a two-digit divisor.

Materials Needed

Golden Beads, small set of numerical cards, small pieces of paper to write the division symbol, = and r.
Green, blue and red ribbons, or materials to represent the place values.

Presentation

1. Ask fourteen children to meet. Ask one of them to bring the amount (e.g. 8765) in symbol and quantity.
2. Explain that if we were to divide that quantity up fourteen times it would take a long time.
3. Form a group of ten children. Choose a leader who will receive the quantity for the group. The other nine children can return to their work. A blue ribbon is tied around the leader's wrist. The four other children have green ribbons tied around their wrist.
4. Begin to distribute the quantity 8765. If a thousand is given to the leader of ten then a hundred is given to the individual children. One thousand is ten times more than one hundred. The leader needs ten times more since he is collecting for ten children. One thousand is ten times more than one hundred.
5. Give a thousand to the leader of ten and give a hundred to each child. Give another thousand to the leader. There are not enough hundreds to give each one so exchanges one thousand for ten hundred. Continue to give thousands to the leader and one hundred to the individual children. Exchange when necessary.
6. Next, give hundreds to the leader of ten and tens to the individual children. Explain why the leader gets ten times more. Exchange hundred when necessary.

7. Give tens to the leader of ten and units to the other four children, exchanging when necessary. Note there is a remainder of one.
8. Ask the nine children to return. The leader divides his quantity among the ten of them. When finished, a child counts his share and puts the amount out in small cards. Each child checks to see if they received the same amount.
9. Place the problem cards. 8675 divided by (use the symbol) $14=626 \text{ r. } 1$
10. Explain if you had a divisor of 114, the large red ribbon would be a leader of 100. The large green ribbon would be a leader of a thousand if you had a divisor with a thousand in it.

NOTE: For the first presentation it is important that the leader of ten distributes the quantity to the ten children, so that the children can see that the ten contains the share on the ten units.

Control of Error

Problem cards with answers on the back can also provide the child with a control of error.

Follow-up Work

The child should do a variety of these problems to get used to the process.

Extensions and Integration

Real life problems will provide a context for the use of division.

Assessment

Ongoing observation of the use of division with the golden beads is essential since if an error is made, it can be frustrating to the child. It is ideal to guide the child if they miscount when exchanging. Problem cards also can be examined.

School Needs Assessment

In its first year of operation, Reading Opens Doors Montessori of Jessup will need to show that it can meet the performance standards outlined in the charter. Students must be proficient in reading, math, and science and participate in the MSA Science and PARCC assessments. The school should set a strong baseline on its first year Annual Measurable Objectives.

School Improvement Goals to Target Areas from Needs Assessment

- › Strong academic achievement (including academic and nonacademic performance)
- › Organizational viability
- › Adherence to the unique aspects of our mission

School Vision and Mission

- › To engage parents and the local community together to provide an excellent education for every student.
- › To promote learning as an exciting process of discovery using the Montessori method while developing good reading habits, critical thinking skills, finding one's own natural talent and respecting Nature.

Prepare Globally Competitive Students

- › Fully implement a CCPS curriculum aligned with the Maryland State standards.
- › Enhance programs to ensure middle school and ultimately life-long career readiness for all students.

Meet Each Student's Instructional Needs

- › Close the achievement gap between highest achieving and most struggling students.
- › Provide appropriate education services for students identified with Autism Spectrum Disorder.
- › Enhance alternative programs responsive to the needs of at-risk students.
- › Implement a Gifted and Talented Program aligned with COMAR requirements.
- › Enhance alternative learning opportunities using digital resources.

Develop and Maintain an Effective Workforce

- › Attract and retain highly qualified, effective, and diverse employees.
- › Promote a culture of diversity in the workplace.
- › Develop an electronic observation, evaluation, feedback, and professional development system.

Provide a Secure, Orderly, Modern Environment

- › Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- › Improve and modernize the environment within our school facilities and school buses.
- › Enhance security for all Howard County Public School System students, staff, volunteers, and visitors.

School Improvement Goal

Achievement Reading AMO Targets of 83.15% on School Progress Index benchmark.

Strategic Actions	Timeline	Measures of Success / Desired Performance
<ul style="list-style-type: none"> › Staff will provide engaging and fun activities integrating Montessori method and State and County curriculum › Provide professional development and planning time to staff › Principal to review data and best practices with teachers 	<ul style="list-style-type: none"> › Ongoing › Weekly planning › Professional days › Weekly staff meetings 	<ul style="list-style-type: none"> › Teachers will observe students demonstrating improved reading skills. › Teachers may use Study Island to track progress, or other Montessori tracking tools. › Teachers will complete Maryland professional development credits and 50 hours of professional development every 5 years for AMS certification. › Teachers will be proficient in Montessori methods for improving reading and writing and word knowledge and aligning them with Common Core.

School Improvement Goal

Achievement Math AMO Targets of 73.6%% on School Progress Index benchmark.

Strategic Actions	Timeline	Measures of Success / Desired Performance
<ul style="list-style-type: none"> › Teachers will provide instruction integrating Montessori method and State and County curriculum › The school will provide professional development and planning time to staff › Principal will review data and best practices with teachers 	<ul style="list-style-type: none"> › Ongoing › Weekly planning › Professional days › Weekly staff meetings 	<ul style="list-style-type: none"> › Teachers will observe students demonstrating improved mathematic skills. › Teachers will use Study Island to track progress, or other Montessori tracking tools. › Teachers will complete Maryland professional development credits and 50 hours of professional development every 5 years for AMS certification. › Teachers will be proficient in Montessori methods for improving math skills and aligning them with Common Core.

School Improvement Goal

Achievement Science AMO Targets of 81.21% on School Progress Index benchmark.

Strategic Actions	Timeline	Measures of Success / Desired Performance
<ul style="list-style-type: none"> › Teacher will provide instruction integrating Montessori method and State and County curriculum › The school will provide professional development and planning time to staff › Principal to review data and best practices with teachers › Participating in STEM activities 	<ul style="list-style-type: none"> › Ongoing › Weekly planning and Professional days › Weekly and quarterly staff meetings 	<ul style="list-style-type: none"> › Teachers will observe students demonstrating improved science/STEM skills. › Teachers will use Study Island to track progress, or other Montessori tracking tools. › Teachers will complete Maryland professional development credits and 50 hours of professional development every 5 years for AMS certification, including professional development in STEM. › Teachers will be proficient in Montessori methods for improving STEM skills and aligning them with Common Core. › Teachers will provide STEM activities all through the school year.

School Improvement Goal

Students will demonstrate respectful behavior.

Strategic Actions	Timeline	Measures of Success / Desired Performance
› Students will receive instruction on problem solving strategies for social/emotional situations	› Ongoing	› Success will be measured by a low level of discipline referrals. › Success will also be measured through the school survey.
› Students will demonstrate self-control in the classroom by using careful body movements and indoor voices. They will participate in group activities that build self-control.	› Ongoing	› Success will be measured by a low level of discipline referrals. Success will also be measured through the school survey.
› The school will provide staff development for targeted teams on specific, targeted behavior and its management.	› Ongoing	› Success will be measured observation and evaluation of the teacher. Success will also be measured through the school survey.

School Improvement Goal

Organizational viability

Strategic Actions	Timeline	Measures of Success / Desired Performance
› The school will provide professional development and planning time to teachers and constructive staff meetings.	› Prior to opening › Mid-year regarding classwork toward certification	› Teachers will be Maryland State Certified with or working toward Montessori Certification and complete all professional development requirements.
› Principal will provide monthly reports on finances and progress to Compliance Officer who will report to the Board of Directors.	› Quarterly	› Reports to Reading Opens Doors, Inc will show that the school is on target for budget. › Audit will show that practices are sound.

School Improvement Goal

Adherence to the unique aspects of our mission.

Strategic Actions	Timeline	Measures of Success / Desired Performance
<p>› Develop a classroom design that is compatible with Montessori prepared environment.</p> <p>› Provide parent education programs that promote understanding of Montessori methods and materials.</p>	<p>› August</p> <p>› December</p> <p>› Ongoing as Needed</p>	<p>› Through observation and consultation from Montessori experts, each classroom will meet at least 80% of the prepared environment principles.</p> <p>› At least two formal programs will be offered during the year.</p> <p>› Newsletters, web sites, and other parent communications will include reading material.</p> <p>› Success will be measured through a periodic school survey.</p>

Exhibit 26

Waiver Requests

1. Citation: The applicant requests a waiver of class size to 22-25 students in Kindergarten - 5th grades.

Desired Outcome: The charter school may have 22-25 students in each class.

Justification: Montessori classrooms are traditionally larger to facilitate greater interaction with peers and materials. Each classroom will be staffed with a fulltime homeroom teacher and part-time assistant or practicum student between two classrooms during the entire day.

Impact: The waiver will facilitate financial sustainability, especially in earlier years. Without the waiver, the school anticipates budget shortfalls due to limited enrollment until full capacity can be met.

2. Citation: The applicant requests a waiver of “Assessments,” to implement and maintain an assessment program which will be used to drive the school’s planning process toward achieving goals and core objectives for student achievement.

Desired Outcomes: The school will use the county assessments in a way that matches with the Montessori flow of instruction. The school will use additional assessment systems.

Justification: The progress/order of Montessori lessons may not be the same as the order of the scheduled assessments. Reading Opens Doors Montessori of Jessup would like to apply the county assessments at the appropriate times during the instructional year. We understand that we cannot change the time of MSA or PARCC assessments. Montessori-specific tools are available that can be used in addition to County and State assessments.

Impact: Teachers will apply the Montessori methods while aligning with the county curriculum, facilitating both the application of the methods and meeting of the rigorous academic goals.

3. Citation: The applicant requests a waiver of “Grading, Homework, and Communicating Student Achievement” and its corresponding Administrative Regulation which requires a specific developmental checklist, and/or notations to achievement and performance.

Desired Outcome: The applicant requests a waiver so that it may use a traditional Montessori report card.

Justification: At the Reading Opens Doors Montessori of Jessup, the philosophy of Montessori pedagogy will be implemented across the curricular areas, focusing upon individual student understanding and achievement as evidenced by formative and summative assessments and live event learning projects. The school does not seek a waiver of grading and assessment requirements, but simply requests a waiver from any HCPSS specified format so that it can implement a reporting mechanism specific to Montessori.

Impact: A Montessori report card will be reflective of the work by each student. Teachers may have difficulty aligning that with a specified format in a meaningful way. This system of Grading and Achievement is consistent with Administrative Regulation and the school will conform to it.

4. Reading Opens Doors Montessori of Jessup will recommend the list of the selected incoming students to the government board of Howard County Public School System (HCPSS). The governing board and the superintendent of HCPSS can approve or disapprove the selected incoming students. The procedure follows the State Board of Education Charter School Policy. No waiver is requested.

5. The Admission policy is consistent with existing charter schools in Maryland, State Board of Education Decisions, and Federal Regulatory Guidance. No waiver is requested.

6.Citation: The applicant requests a waiver of "Dress Code" and its corresponding Administrative Regulation which requires students to abide by a county-wide dress code.

Desired Outcome: The applicant requests a waiver for implement a school uniform.

Justification: One tenet of Montessori is the prepared environment. A uniform becomes part of that prepared environment for the student.

Impact: Allowing uniform consistent with HCPSS dress code adds to the uniqueness of the charter school.

7.Citation: The applicant requests a waiver of "Bidding Limits" delineating the limits for bids and competitive quotations.

Desired Outcome: The applicant requests a waiver so that it may implement a complimentary procurement policy.

Justification: As a private nonprofit corporation, Reading Opens Doors, Inc. is subject to State and Federal laws regarding nonprofit organizations, including maintenance of tax-exempt status under Section 501(c)(3). The school must maintain a viable financial plan and requires control of its purchasing power. To fully implement the innovative operational plan, offer extra-curricular and supplemental services as described herein, we believe that it is necessary to procure goods and services that fit into that plan. The innovative parts of the charter school in Jessup requires materials from specialized providers than the providers for traditional schools. Reading Open Doors Montessori of Jessup's procurement policy includes stricter controls than required and is not contradictory.

Impact: Without this waiver, Reading Opens Doors Montessori of Jessup will not be able to maintain a viable financial and operational plan which include the indoor farm.

8.Citation: The applicant requests a waiver of “Assignment of Assistant Principals to Schools” and its corresponding Administrative Regulation.

Desired Outcome: The applicant requests a waiver so that it does not have to hire an Assistant Principal in the earlier years.

Justification: At full capacity, Reading Opens Doors Montessori of Jessup will have 288-300 students, much smaller than any other elementary schools in Howard County. The cost of employing an Assistant Principal is disproportionate to the need for such a small population. A school counselor could assist the Principal or fill in for short periods if necessary, without adversely affecting student learning.

Impact: Requiring the charter school to hire an Assistant Principal will negatively impact the school such that it has less funding for innovative instruction and could incur debt.

9.Citation: The applicant requests a waiver of “Naming of Public-School Facilities” which states: Schools and members of the community should have the opportunity to present suggestions for names of new public-school facilities. The name of a public-school facility should be one which gives proper recognition to it and to the community which it serves.”

Desired Outcome: The applicant wishes to keep the name of the proposed school as “Reading Opens Doors Montessori of Jessup.”

Justification: The name has already been used in the context of this proposal and includes “Jessup”.

Impact: Changing the name would lessen the focus of the school to the students and parents.

10.Citation: The applicant requests a waiver of “Selection, Evaluation, and Adoption of Instructional Materials” which requests that the list of recommended textbooks and instructional materials to be submitted to HCPSS for approval.

Desired Outcome: Reading Opens Doors Montessori of Jessup will submit Montessori materials, selected reading lists, and Junior Great Books for each grade. We request that the school not be held to only those materials and if deemed necessary by HCPSS, Montessori materials be approved in advance of the school opening.

Justification: Montessori materials have been used successfully for over 100 years. The Junior Great

Books have been used since 1962. The reading list consists of classical American children's books and books selected by America's Battle of Bookworms that have been loved by American children for generations.

Impact: Deviation from the materials undermines the mission of the school.

11. Citation: The applicant requests a waiver of "School Related Fundraising".

Desired Outcome: The school will hold fundraising activities to support itself further as well as other nonprofit organizations.

Justification: Reading Opens Doors Montessori of Jessup will engage its children to raise funds by participating in school wide athletic events and baked goods/produce sales. The raised funds will be donated for local and international nonprofit organizations that serve families and children in needs.

Impact: The fundraising event will engage students to care for others in need as well as teach about business and management skills just as the Boy Scouts and the Girls Scouts learn about the business and management by selling pop corns and cookies.

12. Citation: The applicant requests a waiver in selection process of Montessori assistants, interns, and certified teachers. To recruit and maintain a steady supply of highly qualified assistants, interns and the certified teachers, the school will collaborate with UMCP, Towson, Loyola, Goucher, American Montessori Association (AMA) as well as International Montessori Council (IMC). All candidates will go through rigorous selection process, and the selected candidates will be required to get certified.

Desired Outcome: The entire school community – students, teachers, and parents -will benefit from passionate and well-trained teachers.

Jurisdiction: National and International assistants and practicum teachers will reduce the operating cost and enhance the school culture with high quality and diversity.

Impact: Assistants and practicum teachers will work with the certified teachers and provide more individual tutoring sessions for any child in need.

13. Citation: The applicant requests a waiver in management on cafeteria (Book Café) and indoor farm on the campus.

Desired Outcome: The board and the compliance officer will outsource the management of the cafeteria (Book Café) and the indoor farm to small company. The company will hire a professional chef/meal

service, and/or vocational culinary students to cook nutritious meals with the fresh vegetables and fruits from the farm on campus. The company will also serve the dinners for parents and their children at the cafeteria (Book Café) after American Dream After-School.

Jurisdiction: The farm and the cafeteria (Book Café) managed by professional chef and culinary Assistants will build healthier eating habits in children and their parents.

Impact: Children will learn about the new technology that enables food production in indoor farms. They will also be trained to eat healthier meals daily. Busy parents will be able to spend quality time reading and helping homework with their children.

14. **Citation:** The applicant requests a waiver to start the school each day at 8:00 and end at 3:00pm.

Desired Outcome: The extended day will enable children to exercise in the morning.

Jurisdiction: Daily morning exercise will help children to be fit and healthy.

Impact: The children will learn to adopt and live by the creed, "Healthy Body and Healthy Mind".

15. **Citation:** Request for the school to build an indoor farm.

Desired Outcome: Chef/meal service will provide meals with fresh vegetables from the farm.

Jurisdiction: Students will learn about indoor farming and learn about freshly cooked nutritious meals.

Impact: Eating healthier meals will keep the children healthier, stronger, and high performing.

16. **Citation:** Request for the students' tuition to be transferred on the first month of school opening.

Desired Outcome: Staff will be paid on time.

Jurisdiction: The school will have less than 100 students while the expenses will be as much as having 200 students.

Impact: It will prevent financial shortfall in the first year of the school.



Group insurance benefits

Proposal for: Reading Opens Doors
Effective date: August 1, 2020
Prepared by: Jacob Bishop
Paula Cooley

Thanks for considering group insurance from Principal® for your employee benefits program. This proposal includes rates and benefit information for:

Group term life

Voluntary term life

Short-term disability

Long-term disability

Dental

Vision

Critical illness

Accident

Benefits you can depend on

You can count on Principal for the choice, flexibility and support you need. Choose from our broad portfolio of products which includes life, short-term disability, long-term disability, dental, vision, critical illness and accident insurance. These comprehensive benefits can help you attract and retain the best employees.

Also, take advantage of our service. Professional staff helps you with employee education, enrollment and account management. And you benefit from our experienced local sales and service teams who are here to address your needs – every step of the way.

Rates

Reading Opens Doors



Effective date: August 1, 2020

Group term life					
	Employee monthly rate	Volume	Lives	Estimated monthly cost	Estimated annual cost
Group term life	\$.077 (per \$1,000)	\$1,000,000	5	\$77.00	\$924.00
AD&D	\$.019 (per \$1,000)	\$1,000,000	5	\$19.00	\$228.00
Total				\$96.00	\$1,152.00

Rate guarantee: two years, unless volume increases or decreases by more than 25%

Dental				
	Lives	Monthly rate	Estimated monthly cost	Estimated annual cost
Employee	5	\$31.64	\$158.20	\$1,898.40
Employee & spouse	0	\$70.09	\$0.00	\$0.00
Employee & child(ren)	0	\$83.17	\$0.00	\$0.00
Family	0	\$127.79	\$0.00	\$0.00
Total		N/A	\$158.20	\$1,898.40

Rate guarantee: two years

Vision				
	Lives	Monthly rate	Estimated monthly cost	Estimated annual cost
Employee	5	\$5.18	\$25.90	\$310.80
Employee & Spouse	0	\$11.89	\$0.00	\$0.00
Employee & Child(ren)	0	\$12.78	\$0.00	\$0.00
Family	0	\$21.01	\$0.00	\$0.00
Total	5	N/A	\$25.90	\$310.80

Rate guarantee: two year

Insurance issued by Principal Life Insurance Company, 711 High Street, Des Moines, IA 50392

GP61690-06 | 11/2019 | Proposal number: 06292010194-1 | Today's date: 06/29/2020 | SIC code: 8211

Voluntary rates

Reading Opens Doors



Effective date: August 1, 2020

The volume, lives, monthly costs and annual costs will be determined upon final enrollment.

Voluntary term life monthly rate ¹ per \$1,000 all members		
Age	Employee	Spouse
29 & under	\$.137	\$.137
30 - 34	\$.147	\$.147
35 - 39	\$.208	\$.208
40 - 44	\$.328	\$.328
45 - 49	\$.552	\$.552
50 - 54	\$.871	\$.871
55 - 59	\$1.331	\$1.331
60 - 64	\$2.060	\$2.060
65 - 69	\$3.323	\$3.323
70 & over	\$5.444	\$5.444
Rate guarantee: two years, unless volume increases or decreases by more than 25%		
¹ Voluntary term life rates do not include the AD&D rate. The spouse is charged based upon his/her individual age.		
Child(ren) monthly rate: \$10,000 of coverage for \$2.00 per family \$20,000 of coverage for \$4.00 per family		

Voluntary Accidental Death and Dismemberment (AD&D) monthly rate per \$1,000	
Employee and spouse	\$.019
AD&D is automatically added to any voluntary term life benefit elected. Employee and spouse are charged separately.	

Voluntary rates

Reading Opens Doors



Effective date: August 1, 2020

Age	Voluntary critical illness monthly rate ¹ per \$1,000 all members	
	Employee	Spouse
24 & under	\$.746	\$.746
25 - 29	\$.832	\$.832
30 - 34	\$.965	\$.965
35 - 39	\$ 1.183	\$ 1.183
40 - 44	\$ 1.566	\$ 1.566
45 - 49	\$ 2.514	\$ 2.514
50 - 54	\$ 3.868	\$ 3.868
55 - 59	\$ 5.755	\$ 5.755
60 - 64	\$ 9.110	\$ 9.110
65 - 69	\$ 11.902	\$ 11.902
70 & over	\$ 16.155	NA ²

Rate guarantee: one year

Child(ren) monthly rate:
\$2,500 of coverage for \$0.75 per family

¹Employee and spouse are charged separately, based on individual ages.

²Spouse coverage terminates at age 70

CRITICAL ILLNESS INSURANCE PROVIDES LIMITED BENEFITS.

	24-hour accident all members
	Monthly rate
Employee	\$17.22
Employee & spouse	\$24.31
Employee & child(ren)	\$28.33
Family	\$42.16

Rate guarantee: one year

Rates include:

- Accidental Death and Dismemberment (AD&D)
- Wellness benefit

ACCIDENT INSURANCE PROVIDES LIMITED BENEFITS.

Group term life

Reading Opens Doors

Effective date: August 1, 2020



Group term life for all members	
Life benefit	\$200,000 benefit
Accidental Death and Dismemberment	\$200,000 benefit Coverage for employees on and off the job.
Benefit age reduction	35% reduction at age 65 and an additional 15% reduction at age 70 Age reductions apply to the benefit amount after evidence of insurability.
Evidence of insurability	Required for life insurance amounts greater than \$50,000 Persons age 70 and over shall have an amount that is the lesser of the amount shown or the amount with the prior carrier. Evidence of insurability is required if on the date the member becomes eligible for coverage there are fewer than five members insured.

Additional benefits	
Accelerated benefits	Terminally ill employees can receive up to 75% of their life insurance benefit, up to \$250,000, if their life expectancy is 12 months or less (as diagnosed by a physician) and the death benefit is at least \$10,000. When an employee uses the accelerated benefit, the death benefit is reduced by the accelerated benefit payment. There are possible tax consequences to receiving an accelerated benefit payment and the employee should contact a tax advisor for details. Receipt of accelerated benefits could also affect eligibility for public assistance.
Coverage during disability	If an employee becomes totally disabled before age 60, coverage will continue and premium will be waived. The employee must be totally disabled for 9 months before the waiver begins. Coverage continues without premium payment until the employee recovers or turns age 65, whichever occurs first. No benefits will be paid for any disability that results from: willful self-injury or self-destruction, while sane or insane / war or act of war / voluntary participation in an assault, felony, criminal activity, insurrection, or riot.
Accidental Death and Dismemberment	Benefit is paid when the loss occurs within 365 days of the accident. <ul style="list-style-type: none"> • Full benefit - Loss of life, loss of both hands, both feet, sight of both eyes, one hand and sight of one eye, one foot and sight of one eye, or one hand and one foot. • Half the benefit - Loss of one hand, one foot, or sight of one eye. • One fourth the benefit - Loss of thumb and index finger on the same hand. Additional AD&D benefits: <ul style="list-style-type: none"> • Standard package - Seatbelt/airbag, education, repatriation, loss of use/paralysis, loss of speech and/or hearing, exposure, disappearance.
Individual purchase rights	Employees who terminate employment may be able to convert to individual policies. Upon coverage termination, employers are required to inform employees of their right to convert to an individual policy without evidence of insurability. The purchase amount varies depending on the termination situation.

Group term life

Reading Opens Doors

Effective date: August 1, 2020



Highlights	
Participation	<ul style="list-style-type: none"> • 100% participation for all non-contributory coverages. • 50% participation for all contributory coverages.
Eligibility	<p>Employee: Eligible employees include all active, full-time employees living in the United States (except part-time, seasonal, temporary or contract employees) who work at least 30 hours per week.</p>
Express claim processing	For claims meeting certain criteria, decisions are reached within 5 working days without the employer or beneficiary submitting paperwork.
Life benefit limitations and exclusions	Benefits are not paid if you are outside the United States for certain reasons for more than six months.
AD&D limitations	Unless otherwise covered in the policy or required by state or federal law, AD&D benefits are not paid for losses resulting from: willful self-injury or self-destruction / disease or treatment of disease or complications following the surgical treatment of disease / participation in certain criminal activities / participation in certain activities such as flying, ballooning, parachuting, parasailing, bungee jumping or other aeronautic activities / duty as a member of a military organization / war or act of war / the use of alcohol, if the member's alcohol concentration level exceeds the legal limit in the jurisdiction where the injury occurs / the member's operation of a motor vehicle or motor boat if the member's alcohol concentration level exceeds the legal limit in the jurisdiction where the injury occurs / the member's use of certain drugs, narcotics or hallucinogens not prescribed by a licensed physician.

Voluntary term life

Reading Opens Doors



Effective date: August 1, 2020

Voluntary term life for all members		
	Employee	Spouse
Life benefit	<p>Employees choose to purchase benefits in \$10,000 increments.</p> <p>Minimum amount: \$10,000</p> <p>Maximum amount: \$300,000</p>	<p>Eligible spouses choose an amount in \$5,000 increments.</p> <p>Minimum amount: \$5,000</p> <p>Maximum amount: Up to \$100,000.</p> <p>Employee coverage is required for spouse to elect coverage.</p> <p>Spouse benefits cannot exceed 100% of the employee's coverage.</p>
Accidental Death and Dismemberment	<p>Included. Benefit equal to the base voluntary term coverage.</p> <p>This is automatically included for employees electing voluntary term life insurance.</p>	<p>Included. Benefit equal to the base voluntary term coverage.</p> <p>This is automatically included for employees electing spouse voluntary term life insurance.</p>
Benefit age reduction	<p>35% reduction of benefits at age 65 and an additional 15% reduction at age 70</p> <p>Age reductions apply to the benefit amount after evidence of insurability.</p>	<p>35% reduction of benefits at age 65 and an additional 15% reduction at age 70</p> <p>Age reductions apply to the benefit amount after evidence of insurability.</p>
Evidence of insurability	<p>Required for life insurance amounts greater than:</p> <p>Under age 70: \$20,000</p> <p>Age 70 and over: \$10,000</p>	<p>Required for life insurance amounts greater than:</p> <p>Under age 70: \$10,000</p> <p>Age 70 and over: \$10,000</p>
<p>Child life benefit</p> <p>For eligible children 14 days of age or older, employees may elect coverage in the amount of:</p> <ul style="list-style-type: none"> • \$10,000, or • \$20,000 <p>For eligible children under 14 days of age, employees who elect child coverage receive \$1,000 of coverage.</p> <p>Child benefits cannot exceed 100% of the employee's coverage.</p>		

Voluntary term life

Reading Opens Doors



Effective date: August 1, 2020

...continued

Additional benefits

Accelerated benefits	Terminally ill employees can receive up to 75% of their life insurance benefit, up to \$250,000, if their life expectancy is 12 months or less (as diagnosed by a physician) and the death benefit is at least \$10,000. When an employee uses the accelerated benefit, the death benefit is reduced by the accelerated benefit payment. There are possible tax consequences to receiving an accelerated benefit payment and the employee should contact a tax advisor for details. Receipt of accelerated benefits could also affect eligibility for public assistance.
Coverage during disability	If an employee becomes totally disabled before age 60, coverage will continue and premium will be waived for the employee and any covered dependents. The employee must be totally disabled for 9 months before the waiver begins. Coverage continues without premium payment until the employee recovers or turns age 65, whichever occurs first. No benefits will be paid for any disability that results from: willful self-injury or self-destruction, while sane or insane / war or act of war / voluntary participation in an assault, felony, criminal activity, insurrection, or riot.
Accidental Death and Dismemberment	Benefit is paid when the loss occurs within 365 days of the accident. <ul style="list-style-type: none"> • Full benefit - Loss of life, loss of both hands, both feet, sight of both eyes, one hand and sight of one eye, one foot and sight of one eye, or one hand and one foot. • Half the benefit - Loss of one hand, one foot, or sight of one eye. • One fourth the benefit - Loss of thumb and index finger on the same hand. <p>Additional AD&D benefits:</p> <ul style="list-style-type: none"> • Standard package - Seatbelt/airbag, education, repatriation, loss of use/paralysis, loss of speech and/or hearing, exposure, disappearance.
Portability	Employees may continue coverage for themselves and any covered dependents until age 70 if the employee ceases to qualify as a member. The employee or spouse must enroll within 60 days from the date they cease to qualify as a member. Maximum age requirements apply. Portability is not available if: coverage is continued during disability / the employee has received accelerated benefits / individual purchase rights have been exercised / the employee dies / a dependent no longer meets the eligibility requirements.
Individual purchase rights	Several circumstances exist where employees and covered dependents can convert to individual policies. Upon coverage termination, employers are required to inform employees of their individual purchase rights to convert to an individual policy without evidence of insurability. The purchase amount varies depending on the termination situation.

Highlights

Participation	20% or 5 lives, whichever is greater. All eligible employees may enroll for coverage.
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Voluntary term life

Reading Opens Doors

Effective date: August 1, 2020



...continued	
Eligibility	<p>Employee: Eligible employees include all active, full-time employees living in the United States (except part-time, seasonal, temporary or contract employees) who work at least 30 hours per week. Employees must be enrolled with coverage before it can be offered to their dependents.</p> <p>Dependent: Eligible dependents include the employee's spouse and children. Additional eligibility requirements may apply.</p>
Express claim processing	For claims meeting certain criteria, decisions are reached within 5 working days without the employer or beneficiary submitting paperwork.
Open enrollment	<p>One month before the policy anniversary date, an employee can request to add or increase existing life insurance coverage for themselves or eligible dependents up two benefit increments without providing evidence of insurability, not to exceed the maximum life insurance benefit allowed.</p> <p>Higher amounts of coverage can be requested, but will require approval of evidence of insurability.</p>
Life benefit limitations and exclusions	Benefits are not paid for employees and dependents who commit suicide within the first 24 months of coverage. Benefits will not be paid if you or your dependents are outside the United States for certain reasons for more than six months.
AD&D limitations	Unless otherwise covered in the policy or required by state or federal law, AD&D benefits are not paid for losses resulting from: willful self-injury or self-destruction / disease or treatment of disease or complications following the surgical treatment of disease / participation in certain criminal activities / participation in certain activities such as flying, ballooning, parachuting, parasailing, bungee jumping or other aeronautic activities / duty as a member of a military organization / war or act of war / the use of alcohol, if the insured's alcohol concentration level exceeds the legal limit in the jurisdiction where the injury occurs / the insured's operation of a motor vehicle or motor boat if the insured's alcohol concentration level exceeds the legal limit in the jurisdiction where the injury occurs / the insured's use of certain drugs, narcotics or hallucinogens not prescribed by a licensed physician / a work-related sickness or injury for an insured spouse.

Policy Form GC 6000

Dental

Reading Opens Doors



Effective date: August 1, 2020

Dental PPO network benefit design						
all members						
	Calendar year deductible		Coinsurance (policy pays)		Calendar year maximum benefit	
	In-network	Non-network	In-network	Non-network	In-network	Non-network
Preventive	\$0	\$0	100%	100%	\$1,000	\$1,000
Basic	\$50	\$50	80%	80%	\$1,000	\$1,000
Major	\$50	\$50	50%	50%	\$1,000	\$1,000

Family deductible = 2 x per person deductible.

Combined deductibles: deductibles for basic and major in-network and non-network services are combined.

Combined maximums: calendar year maximums for preventive, basic and major services are combined.

We process claims using prevailing fees at the 90th percentile.

The maximum accumulation plan was elected. This allows for a portion of unused dollars to roll over to next year's maximum benefit amount. To qualify, a member must have had a dental service performed within the calendar year and use less than a maximum threshold. The threshold is equal to the lesser of 50% of the maximum benefit or \$1000. If qualification is met, 50% of the threshold will be carried over to next year's maximum benefit. Individuals with fourth quarter effectives will start qualifying for rollover at the beginning of the next calendar year. A member can accumulate no more than four times the carry over amount. The entire accumulation amount will be forfeited if no dental service is submitted within a calendar year.

Participation: 50% employee participation assumed

Covered services	
Preventive	<p>Exams (2 per calendar year)</p> <p>Second opinion consultation</p> <p>Cleanings (2 per calendar year)</p> <ul style="list-style-type: none"> Expectant mothers, diabetics and those with heart disease receive one additional routine or periodontal cleaning. <p>X-rays</p> <ul style="list-style-type: none"> Bitewing (1 per calendar year) Occlusal (2 per calendar year) Periapical (4 per calendar year) Full mouth survey (1 per 60 months) Extraoral (2 per 12 months) <p>Fluoride application (1 per calendar year); covered only for dependent children under age 16</p> <p>Sealants on first and second permanent molars for dependent children under age 16 (1 per 36 months)</p> <p>Space maintainers (covered only for dependent children under age 16; repairs not covered)</p> <p>Harmful habit appliance (covered only for dependent children under age 16)</p>

Dental

Reading Opens Doors

Effective date: August 1, 2020



...continued	
Basic	<p>Emergency exams (subject to exam frequency)</p> <p>Periodontal maintenance (if 3 months have elapsed after active surgical periodontal treatment; subject to routine cleaning frequency limit)</p> <ul style="list-style-type: none"> • Expectant mothers, diabetics and those with heart disease receive one additional routine or periodontal cleaning. <p>Fillings</p> <p>Stainless steel crowns</p> <p>Simple oral surgery</p> <p>Periodontics (non-surgical), including scaling and root planing (1 per quad per 24 months)</p> <p>Simple endodontics (root canal therapy for anterior teeth)</p>
Major	<p>Complex oral surgery</p> <p>General anesthesia/IV sedation</p> <p>Periodontal surgical procedures (1 per quad per 36 months)</p> <p>Complex endodontics (root canal therapy for molar teeth)</p> <p>Crowns (1 per tooth per 120 months) if tooth cannot be restored by a filling; porcelain facings on molar crowns are covered</p> <p>Inlays, onlays, cast post and core, core buildup (1 per tooth per 120 months)</p> <p>Bridges - initial placement; replacement after 120 months; porcelain facings on molar bridges are covered</p> <p>Complete or partial dentures - initial placement; replacement after 60 months</p> <p>Repairs - partial denture, bridge, crown, relines, rebasing, tissue conditioning and adjustment to bridge/denture (within policy limitations)</p>

Highlights	
Coordination of benefits	As allowed by state law, we coordinate benefits with coverage provided by any other employer, trust, union, association, or educational institution - other than student accident policies, governmental program or state law. Total benefits from all sources cannot exceed 100% of covered charges.
Eligibility	<p>Employee: Eligible employees include all active, full-time employees living in the United States (except part-time, seasonal, temporary or contract employees) who work at least 30 hours per week. Employees must be enrolled with coverage before it can be offered to their dependents.</p> <p>Dependent: Eligible dependents include the employee's spouse and children. Additional eligibility requirements may apply.</p>

Dental

Reading Opens Doors



Effective date: August 1, 2020

...continued	
Waiting periods	None
Prior dental coverage	This proposal assumes the group had no prior dental coverage.
Open enrollment period	Any employee or dependent that didn't enroll within 31 days of being eligible can only enroll during the open enrollment period.
Limitations	<p>The proposed policy contains restrictions and limitations. Before making a purchase decision, review the following limitations and resolve any questions. The following limitations and restrictions are applied as required by state law or as otherwise described in the group policy.</p> <p>The insurance does not pay for treatment or services above: unless specifically mentioned above, veneers, anterior ¾ cast crowns, personalization or cosmetic reasons / performed by an immediate family member / performed by any person who is not a dentist, dental hygienist, or other authorized provider / that do not meet professionally recognized standards of quality / that are not for a covered charge / that exceed prevailing fee charges / unless specifically mentioned above, implants / to alter or maintain vertical dimension or restore or maintain occlusion / that are temporary / for provisional and permanent splinting / for a work related sickness or injury / paid for by U.S. government or its agencies (except Medicaid or as required under state or federal law) / resulting from war or an act of war / for which there would be no cost in the absence of insurance / that the appropriate regulatory board determines were provided as a result of a prohibited referral /for duplicating or replacing lost or stolen appliances or prosthetic devices / for replacing tooth structure lost from abrasion or attrition / not expected to correct your dental condition for more than 3 years / for services performed outside a dental office / for patient management / unless specifically mentioned above, occlusal guards / that are an experimental or investigational measure / paid for by a Medicare Supplement Insurance Plan. The insurance also does not cover: drugs or medicines other than antibiotic injections / instructions for plaque control, oral hygiene, or diet control / bite registration or occlusal analysis / orthodontic treatment, service, appliance, or bands / temporomandibular joint (TMJ) disorders.</p>



Reading Opens Doors



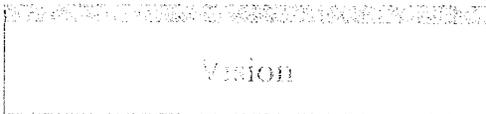
Effective date: August 1, 2020



Vision for all members		
VSP choice network		
Covered charges	Benefit	Frequency
Exams	\$10 copay	1 per 12 months
Prescription glasses	\$25 copay	
Lenses	Single vision, lined bifocal, lined trifocal, and lenticular lenses; polycarbonate lenses for dependent children under age 18	1 pair per 12 months
Frames*	\$130 allowance for a wide selection of frames; 20% off amount over allowance ¹	1 set per 24 months
Elective contacts	Up to \$60 copay for standard and premium elective contact lens exams (fitting and evaluation)	1 per 12 months
	\$130 allowance for elective contacts	Instead of lens and frames benefit
Necessary contacts²	\$25 copay	1 per 12 months
	Covered in full for members who have specific conditions.	Instead of lens and frames benefit
Lens enhancements¹	Most popular options are covered after a copay, saving members an average of 20-25%. Members should see their doctor for special pricing on additional lens enhancements.	
Additional savings¹	Savings on laser vision correction and additional pairs of prescription glasses and non-prescription sunglasses.	

Insurance issued by Principal Life Insurance Company, 711 High Street, Des Moines, IA 50392. Coverage administered by VSP.

GP61693-12 | 03/2020 | Proposal number: 06292010194-1 | Today's date: 06/29/2020 | SIC code: 8211



Reading Opens Doors



Effective date: August 1, 2020



...continued		
Non-network providers		
Covered charges	Benefit ³	Frequency
Vision exams	Up to \$45	1 per 12 months
Single vision lenses	Up to \$30	1 pair per 12 months
Lined bifocal lenses	Up to \$50	1 pair per 12 months
Lined trifocal lenses	Up to \$65	1 pair per 12 months
Lenticular lenses	Up to \$100	1 pair per 12 months
Frames	Up to \$70	1 set per 24 months
Elective contacts	Up to \$105	1 per 12 months Instead of lens and frame benefits
Necessary contacts ²	Up to \$210	1 per 12 months Instead of lens and frame benefits

¹ Based on applicable laws; benefit may vary by doctor location.

² Prescribed to correct extreme visual problems that cannot be corrected with regular lenses.

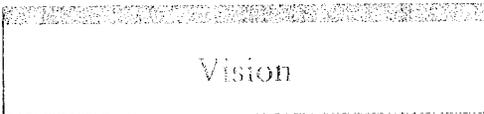
³ The benefit amount is the lesser of the maximum payment limit or billed amount minus the applicable copay.

*VSP has agreements established with some participating retail chain providers that may also provide benefits for this covered service. Up to a \$70 allowance is given for a wide selection of frames from Costco or Walmart/Sam's Club. Not all providers at participating retail chains are in-network for exam services. Please talk to your provider or contact VSP customer care for further details.

Eligibility	
Participation	50% employee participation assumed
Eligibility	<p>Employee: Eligible Employees include all active, full-time employees living in the United States (except part-time, seasonal, temporary or contract employees) who work at least 30 hours per week. Employees must be enrolled with coverage before it can be offered to their dependents.</p> <p>Dependent: Eligible dependents include the employee's spouse and children. Additional eligibility requirements may apply.</p>
Open enrollment period	Any employee or dependent that didn't enroll within 31 days of being eligible can only enroll during the open enrollment period.

Insurance issued by Principal Life Insurance Company, 711 High Street, Des Moines, IA 50392. Coverage administered by VSP.

GP61693-12 | 03/2020 | Proposal number: 06292010194-1 | Today's date: 06/29/2020 | SIC code: 8211



Reading Opens Doors

Effective date: August 1, 2020



...continued	
Limitations	<p>The proposed policy contains restrictions and limitations. Before making a purchase decision, review the following limitations and resolve any questions. The following limitations and restrictions are applied as required by state law or as otherwise described in the group policy.</p> <p>No benefits will be paid for: visual analysis or vision aids that are not medically necessary / services and/or materials not specifically included in the benefit schedule / plano lenses / two pairs of glasses instead of bifocals / replacement of lenses, frames and/or contact lenses furnished under this plan which are lost or damaged / orthoptics, vision training or supplemental testing / medical or surgical treatment of the eyes / contact lens insurance policies or service agreements / refitting of contact lenses after the initial fitting period / contact lens modification, polishing or cleaning, local state and/or federal taxes, except where required by law. Benefits will not be paid for any vision care expense for: which proof is submitted by a person who is part of the member's or dependent's immediate family / vision aids provided outside the United States.</p>

VSP is not a member of the Principal Financial Group.

Insurance issued by Principal Life Insurance Company, 711 High Street, Des Moines, IA 50392. Coverage administered by VSP.

GP61693-12 | 03/2020 | Proposal number: 06292010194-1 | Today's date: 06/29/2020 | SIC code: 8211

Critical illness

Reading Opens Doors



Effective date: August 1, 2020

Voluntary critical illness for all members		
Covered illnesses/benefits		
	% of benefit for first occurrence	% of benefit for additional occurrences
Cancer one	100%	100%
Cancer two	25%	25%
Heart attack	100%	100%
Major organ failure	100%	100%
Stroke	100%	100%

To qualify for a benefit under this policy, the definition of the incurred critical illness must be satisfied.

Multiple payouts

- Benefits for a first occurrence of a different critical illness will be payable if incurred more than 12 months after the preceding critical illness.
- Benefits for additional occurrences of the same critical illness will be payable if incurred more than 12 months after the preceding critical illness and 12 months treatment free.
- Maximum lifetime benefit: Two times the scheduled benefit.

Scheduled benefit		
	Employee	Spouse
Increments	Benefits available in \$5,000 increments	Benefits available in \$2,500 increments
Minimum amount	\$5,000	\$2,500
Guarantee issue amount¹	\$10,000	\$5,000
Maximum amount	\$50,000	Cannot exceed 50% of employee's scheduled benefit amount, up to \$25,000
Children		\$2,500

¹Guarantee issue is the maximum scheduled benefit amount available during the initial enrollment period with no evidence of insurability required.

Critical illness

Reading Opens Doors

Effective date: August 1, 2020



...continued

Additional benefits

Wellness	Employees or spouses who have a covered wellness test performed may be eligible for a \$50 benefit. This benefit is payable only once per calendar year and does not count toward the maximum lifetime benefit.
Portability	<p>If employees cease to meet the definition of an employee, they may be eligible to continue insurance, for themselves and their covered dependents, without submitting evidence of insurability.</p> <p>To continue insurance, the employee must have been insured for 12 consecutive months, be less than age 70 and not incurred a critical illness.</p> <p>Ported insurance will terminate on the earliest of:</p> <ul style="list-style-type: none"> • May 1 following the employee's 70th birthday • Date the maximum lifetime benefit is paid

Definitions¹

Cancer one	A malignant tumor characterized by uncontrolled growth of malignant cells and invasion of normal tissue, and blood cancers (lymphoma, leukemia and multiple myeloma).
Cancer two	<p>Chronic lymphocytic leukemia, carcinoma in situ, early stage melanoma, early stage prostate cancer, papillary microcarcinoma of the thyroid and noninvasive papillary cancer of the bladder. Excludes all skin cancers.</p> <p>Note: Skin cancers that lead to internal cancer that is first diagnosed as internal cancer while the contract is in force will be considered under the Cancer One definition.</p>
Heart attack	Death of heart muscle due to inadequate blood supply. All of the following criteria must be satisfied: typical clinical symptoms, such as central chest pain; diagnostic increase of specific cardiac markers for myocardial infarction; and new electrocardiographic changes of infarction.
Major organ failure	Irreversible end-stage failure of bone marrow, heart, kidney, liver, lung or pancreas and for kidney failure, dialysis is initiated, or for other organs listed above, a transplant is recommended as soon as the appropriate donor is located and the insured is either listed with the United Network of Organ Sharing or a suitable donor is found.
Stroke	Death of brain tissue due to an acute cerebrovascular event: clinical evidence of infarction of brain tissue or intracranial or subarachnoid hemorrhage; clear evidence on a CT, MRI or similar imaging technique that a stroke has occurred; and permanent neurologic deficit measured thirty days or more after the event that results in a score of 2 or higher on the modified Rankin Scale for Stroke outcome.

¹ See policy for complete definitions. Additional guidelines apply.

Highlights

Participation	10% or 5 lives, whichever is greater.
----------------------	---------------------------------------

Critical illness

Reading Opens Doors



Effective date: August 1, 2020

...continued

<p>Eligibility</p>	<p>Employee: Eligible employees include all active, full-time employees living in the United States (except part-time, seasonal, temporary or contract employees) who work at least 30 hours per week. Employees must be enrolled with coverage before it can be offered to their dependents.</p> <p>Dependent: Eligible dependents include the employee's spouse and children. Additional eligibility requirements may apply.</p>
<p>Preexisting conditions</p>	<p>6 months prior/12 months insured</p>
<p>Limitations and exclusions</p>	<p>CRITICAL ILLNESS INSURANCE PROVIDES LIMITED BENEFITS</p> <p>Limitations Benefits will not be paid for a critical illness caused by, contributed to, or resulting from willful self-injury or self-destruction, while sane or insane; or war or act of war; or duty as a member of a military organization; or conditions diagnosed outside of the United States unless the diagnosis can be confirmed by a licensed physician in the United States; or a cosmetic surgery or other elective procedures that are not medically necessary (as determined by the treating physician); or a preexisting condition.</p> <p>Exclusions No benefits will be paid for any critical illness incurred while residing outside the United States for more than six months; or incurred while incarcerated in any type of penal or detention facility; or unless the critical illness is diagnosed while the member or dependent is alive (unless the critical illness can only be diagnosed postmortem); or for which proof is submitted by a physician who is part of the member's or dependent's immediate family; or for health care services that the appropriate regulatory board determines were provided as a result of a prohibited referral.</p> <p>Preexisting conditions A preexisting condition is any sickness or injury, including all related conditions and complications, or a pregnancy, for which a member or dependent received medical treatment, consultation, care, or services; or was prescribed or took prescription medications; in the six month period before the member or dependent became insured under the group policy.</p> <p>No benefits will be paid for a critical illness that results from a preexisting condition unless, on the date the member or dependent incurs the critical illness, the member has been actively at work for one full day for the member's critical illness or the dependent has been insured for one full day for a dependent's critical illness, after completing 12 consecutive months during which the member or dependent was insured under the group policy.</p> <p>Note: A preexisting condition does not include a condition revealed on the application for insurance, unless excluded by a signed waiver rider.</p>

Accident

Reading Opens Doors

Effective date: August 1, 2020



24-hour accident for all members Benefits payable	
Injury	Benefit
Burn	Up to \$5,000
Coma	\$15,000
Concussion	\$500
Dental injury	\$500
Dislocation	Up to \$7,500
Eye injury with surgical repair	\$500
Fracture	Up to \$10,000
Injuries not specifically listed	\$100
Internal injury	\$1,500
Knee cartilage injury with surgical repair	\$1,500
Ruptured disc with surgical repair	\$1,500
Tendon / ligament / rotator cuff injury with surgical repair	\$1,500
Accidental Death and Dismemberment (AD&D)	
Employee	\$25,000
Spouse	\$12,500
Children	\$6,250
Covered loss	% of Benefit
Loss of life; loss of both hands or both feet or one hand and foot; quadriplegia; loss of speech and hearing in both ears; or loss of sight in both eyes	100%
Loss of one hand or foot; paraplegia; hemiplegia; loss of use of one hand and foot or both hands or feet; or loss of speech, hearing in both ears, or sight in one eye	50%
Loss of thumb and index finger on the same hand; loss of use of one arm, leg, hand or foot; or loss of hearing in one ear	25%
Common carrier	200%
Seat belt/airbag	25%
Repatriation	Up to 10%

Accident

Reading Opens Doors



Effective date: August 1, 2020

...continued	
Additional benefits	
Wellness	Employees or spouses who have a covered wellness test performed may be eligible for a \$50 benefit. This benefit is payable once per calendar year.
Portability	If employees cease to meet the definition of an employee, they may be eligible to continue insurance for themselves and their covered dependents. To continue insurance, the employee must have been insured 12 consecutive months and be less than age 70. Ported insurance will terminate on May 1 following the employee's 70th birthday.
Highlights	
Participation	10% or 5 lives, whichever is greater.
Eligibility	<p>Employee: Eligible employees include all active, full-time employees living in the United States (except part-time, seasonal, temporary or contract employees) who work at least 30 hours per week. Employees must be enrolled with coverage before it can be offered to their dependents.</p> <p>Dependent: Eligible dependents include the employee's spouse and children. Additional eligibility requirements may apply.</p>
Limitations	<p>ACCIDENT INSURANCE PROVIDES LIMITED BENEFITS.</p> <p>Benefits will not be paid for an injury resulting from willful self-injury or self-destruction / an autoerotic activity / war or act of war / duty as a member of a military organization / injuries diagnosed outside of the United States unless confirmed by a physician in the United States / deliberate use of poison, gas, fumes, or household items / sickness, disease, treatment of disease, or complications following the surgical treatment of disease / participation in certain activities such as flying, ballooning, parachuting, parasailing, bungee jumping or other aeronautic activities / riding in any vehicle in a race, stunt show or speed test / any dental injury from biting or chewing / participating in any semi-professional or professional competitive athletic activity / any injury to a child received during child birth / for a spouse, injury arising from employment.</p>
Exclusions	No benefits will be paid for any injury incurred while residing outside the United States for more than six months / incurred while incarcerated in any type of penal or detention facility / for which proof is submitted by a physician who is part of the covered person's immediate family.

Discounts and services

Reading Opens Doors



Effective date: August 1, 2020

Discounts and services	
Laser vision correction	Through the National Lasik Network, administered by LCA-Vision, Inc., employees, their spouses and dependent children receive savings on one of the most frequently performed elective surgeries in America. The discount includes 15% off standard pricing or 5% off promotional pricing.
Hearing aid program	Through American Hearing Benefits, Inc. (AHB), employees and their families are eligible for up to 60% off hearing aids.
Travel assistance	<p>Employees, their spouses and dependent children (whether traveling together or separately) have access to travel, medical, legal and financial assistance plus emergency medical evacuation benefits provided by AXA Assistance¹ when traveling domestically or internationally more than 100 miles from home for up to 120 consecutive days.</p> <ul style="list-style-type: none"> • Participants are responsible for any incurred fees or expenses. Insured transportation services are administered by AXA Assistance USA, Inc. and underwritten by a third party licensed insurance company. • This service is not part of the coverage and may be changed or discontinued at any time. AXA Assistance USA, Inc. is not a member of the Principal Financial Group®.
Will & legal document center	Employees and their spouses have free access to resources and tools provided by ARAG ² to create a will, living will, healthcare power of attorney, durable power of attorney and medical treatment authorization for minors. Estate planning resources and a personal information organizer are also included.
Identity theft kit	This valuable resource from ARAG provides employees with information on how to protect their identity and restore it if stolen.
Beneficiary support	<p>Beneficiaries receive grief support services from Magellan Healthcare.³</p> <p>Financial professionals are available to help beneficiaries with insurance proceeds.</p> <p>Spouses and dependents also receive three months of free online access to will preparation services provided by ARAG.²</p>
Dental Health Edge^{SM4}	This resource helps employees make better decisions about oral health care. Certified dentists can answer questions, and a dental cost estimator shows approximate costs in a specific ZIP code. The site is also available in Spanish.
<p>These discounts are not insurance.</p> <p>The discounts and services listed here are available to members, and/or their dependents or beneficiaries, with group coverage underwritten by or with administrative services provided by Principal Life Insurance Company. The discounts and services are not a part of the policy or contract and may be changed or discontinued at any time. Although Principal has arranged to make these programs available to you, the third party providers are solely responsible for their products and services.</p> <p>¹Participants are responsible for any incurred fees or expenses. Insured transportation services are administered by AXA Assistance USA, Inc. and underwritten by a third-party licensed insurance company.</p> <p>²The use of the services provided by ARAG® Services, LLC should not be considered as a substitute for consultation with an attorney.</p> <p>³The use of services provided by Magellan Healthcare is not a substitute for consultation with a licensed medical professional. Principal Life Insurance Company is not responsible for any loss, injury, claim, liability, or damages related to the use of Grief Support Services. Magellan Healthcare is not a member of the Principal Financial Group®.</p>	

Discounts and services

Reading Opens Doors

Effective date: August 1, 2020



⁴The articles and resources on Employers Dental Health Edge are made available for the sole purpose of general education on dental health related matters. This information is not intended as medical advice. For answers to your own health concerns, contact your dentist or other health care provider. Employers Dental Services (EDS) does not provide dental or medical advice. EDS is a member of the Principal Financial Group®.

Our services	
Online benefit administration	eService offers free administration and management of all group insurance for employers and employees. Employers can add or remove employees, view and update employee information, pay premiums and more. Employees can view statuses of claims, confirm covered dependents and more.
Claim services	At Principal Life, we know filing a claim is a defining moment for clients. That's why we strive to make the claims process quick and easy for our customers. Vision claim services are handled by VSP.
Simple payroll deduction	We make employee payroll deductions easy by aligning your bill with your employees' pay frequency: weekly, bi-weekly, monthly and bi-monthly.
General provisions	
Renewing your coverage	Your insurance runs annually or based on your rate guarantee period, but no less than annually, unless the policy terminates before that date. While the insurance is in force and subject to its termination provisions, you may renew at the applicable premium rates in effect on your anniversary.
Termination and renewability of your coverage	The insurance is renewable at your option. Principal Life has the right to nonrenew or terminate the insurance if: you fail to pay premium / fraud or misrepresentation occurs / your company relocates to a state where Principal Life does not offer group coverage(s) provided by your policy / your company no longer meets the participation or contribution rules / you no longer qualify as an eligible business or group / we give you advance notice of termination as required by your state.
Policy changes	Principal Life has the right to modify coverage under the group policy at any time to meet legal requirements or to ensure consistent application of policy provisions. In addition, you may request coverage changes, subject to approval by Principal Life.
Federal and state laws	Various federal and state laws may affect the rights of insureds to continue coverage. The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), the Family Medical Leave Act (FMLA) and the Uniform Services Employment and Reemployment Rights Act of 1994 (USERRA) are examples. As an employer, you are responsible for meeting the obligations imposed by any federal and state continuation laws. However, we design and administer our policies to comply.

Rating assumptions

Reading Opens Doors



Effective date: August 1, 2020

Rating assumptions

These rates are based on the following:

Maryland as the contract state. If you have employees located in other states, we may apply benefits based on those states' provisions, when applicable.

An effective date of August 1, 2020. Suggested premiums and benefits are provided for illustration purposes only. Acceptance of your group, the final premium rates and actual benefits cannot be offered to you until all necessary information about your group has been received and reviewed by home office underwriters of Principal Life and approved by an officer of Principal Life. Rates will be recalculated based on actual enrollment under the policy and are subject to change if the number of employees on the effective date varies by more than 15% from the sold proposal. Changes in assumptions, group demographics, policy design and policy effective date may also affect your rates. Final rates will apply for the period of time specified in the contract. Rates may increase on renewal in accordance with the terms of the policy.

There are limitations, restrictions and exclusions in this policy. There are also certain restrictions involving payment of premium, termination, fraud, eligibility and participation. Final rates are dependent on entering into an insurance contract where all limitations, exclusions, and restrictions are taken into consideration.

As a result of this sale, your broker may receive commissions, administrative service fees, other compensation including non-cash compensation, and bonuses based on factors such as total premium volume and persistency or profitability of the business. The cost of this compensation may be directly or indirectly reflected in the premium or fee for this product. This compensation is in addition to any compensation your broker may receive from you. Contact your broker for further details.

This proposal is a general description. It is not a policy and does not modify or change the provisions of any policy or rider. If there is a discrepancy, the policy is the final arbiter of the coverage. Policy definitions and provisions may vary by state, read your policy carefully for the exact definitions and provisions. Policy limitations and exclusions apply. Benefits are limited when living outside the United States. Insurance issued by Principal Life Insurance Company, a member of the Principal Financial Group®.

Principal, Principal and symbol design and Principal Financial Group are trademarks and service marks of Principal Financial Services, Inc., a member of the Principal Financial Group.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Cash Balance - Beginning of Month*	\$1,008,586	\$ 84,048.83	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflows:												
Revenue - State Sources												
Revenue - Federal Sources	93,193	9,319	93,193	93,193	93,193	93,193		93,193	93,193	93,193	93,193	
Revenue - Local Sources	1,224,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000	102,000
Revenue - Other (Investment/)	\$1,008,586	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049	84,049
Total	\$ 2,325,779											
Outflows:												
School Administration	\$ 184,230	\$ 15,353	14841	14841	14841	14841	14841	14841	14841	14841	14841	14841
Instructional Staff	\$ 673,422	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119	\$ 56,119
Instructional	25,624	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135
Business Services	119,769	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981	9,981
Operations and Maintenance	68,809	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734	5,734
Physical Plant	637,200	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100	53,100
Student Services	99,693	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308	8,308
Miscellaneous	115,120	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593
Total	\$ 1,923,867											
Cash Balance - End of Month	\$ 401,912	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

* Represents anticipated opening cash balance

Exhibit 30 Budget Narrative

School Administration				
Administrative Staff	Hourly Rate	Benefit	401K (2022-2026)	401K (2026-2027)
Principal	\$40	30% of Wage	3% of tuition	5% of tuition
Staff (secretary)	\$19	30% of Wage	3% of tuition	5% of tuition
Instructional Staff	Hourly Rate	Benefit	401K (2022-2026)	401K (2026-2027)
Montessori teachers	\$22	30% of Wage	3% of tuition	5% of tuition
PE teacher	\$22	30% of Wage	3% of tuition	5% of tuition
ART teacher	\$22	30% of Wage	3% of tuition	5% of tuition
Music teacher	\$22	30% of Wage	3% of tuition	5% of tuition
ESOL part-time teacher	\$22	30% of Wage	3% of tuition	5% of tuition
GT part-time teacher	\$22	30% of Wage	3% of tuition	5% of tuition
Custodian	\$22	30% of Wage	3% of tuition	5% of tuition

Special Classroom Furniture

Student Assessment	\$350 annual membership
	\$24/student / year for assessment record keeping (Montessori Compass)
Study Island	\$1000 annual cost
Music Room	\$10,000 for piano and other instruments
Art Room	\$10,000 for art supplies
GYM	\$65,000 for one 9' X 5' Video Wall,\$5,000 for thirty 4' X 4' floor Mats
Information technology	\$400 monthly internet service
Computer supplies/repair	\$1000 PC for each of total 13 staff
Textbooks	
Junior Great Anthologies	\$20 per anthology, 3 anthologies per year / per student
Teacher Manual	\$120 per teacher manual for 3 anthologies / per year
Brain Quest	\$13/ per student in a year
Highlight	\$13/ per student in a year

Business Service

Advertising	\$24,000 advertisement in local newspapers for 18 months
Public relations/marketing	\$25,000 for maintaining website, blog, etc. for 8 months
Insurance-general liability/building	\$400 D & O general liability insurance monthly which will be increased each year as more students will be enrolled
Fees and membership	Yearly membership for MAPCS \$250, AMA \$350, IMS \$700
Payroll services (ADP)	Monthly \$500 for payroll service
Postage and shipping	.55 cents stamp and copy cost \$1 for 10,000 households (during March 2021- April 2022)
Printing (managed printing service)	Yearly \$1167 is the 1/3 printing cost of an existing public Montessori school with 300 students
Telephone	Monthly \$400
Purchase management services	
Grant writer	2hours/day/5days/4.3weeks @\$30/hour from Jan-Aug 2021 plus Sept 2022-Aug 2023 school year
Compliance officer	2hours/day/5days/4.3weeks @\$30/hour from Jan-Aug 2021 plus Sept 2022-Aug 2023 school year
Director for After School Program	2hours/day/5days/4.3week @\$17/hour from June-Aug 2022 plus Sept 2022-Aug 2023 school year

Operation and Maintenance

Custodial services (custodian)	5 hours/day/5 days/4.3weeks @\$22/hour from May-Aug. 2022 with & Sept 2022-Aug.2023 School year wage PLUS 30% of the wage as benefit
Supplies/materials-maintenance	Custodial materials \$3800 plus \$200 monthly cleaning materials during May-August 2022 (pre-opening period)

Physical Rent

Rent	<ul style="list-style-type: none"> •Monthly \$52,600 (total \$210,400) rent during May-August 2022 while training the teachers, getting ready for summer camp, opening day and setting up the indoor farm •Monthly \$52,600~\$57,000 (about \$26-\$28/per square feet) starting September 2022
Utilities	Monthly \$500 during May-August 2022 and \$500 monthly from Sept.2022 water bill only School facility will be built with net zero energy materials which eliminate gas/electricity

Students Services (Nurse Room)

List	Quantity	Cost	List	Quantity	Cost
First aid kit:	4	25	Epipen		400
Bedding	2	30	Scale		40
Thermometer	2	30	Ice Packs		20
Glucometer	2	20	Refrigerator		400
Wheelchair	2	300	Nurse Ready Room		5000
Total					\$6500

NOTE: Items Included in the Nurse Ready Room: couch, stool, side chair, dual cabinet, steel trash bin

Indoor Farm (Aquaponic/Hydroponic and Microgreen indoor farm)

Materials	40-50 materials Consultants: \$60/7 hours/day/ 4.3 weeks/ month for total of 4 months Assistant: \$30/hours/ 7hours/ per day/ 4.3 weeks / 4 months Intern: \$10/hours/ 4 hours/day/ 4.3 weeks/ 4 months Total: \$282,780
Food Service for Students and All Staff	\$4 per meal for each student and staff to commercial company which will manage the indoor farm, kitchen, and meal service Incentive for the commercial company will be the net proceed from the lunch revenue as well as the sale of any surplus vegetables to parents and neighbors

Miscellaneous

Audit	Yearly \$3600
Parents Education Program	\$10,450 Eric Jensen Seminar: All parents of enrolled students and all staff (\$50)
Fundraising 401K for Staff)	See "School Administration" on page 1
Legal	Yearly \$3600

Reading Opens Doors Charter School Application

The attached additional exhibits were provided to HCPSS after the original application submission.

1. IRS tax exempt reinstatement letter for Reading Opens Doors, Inc.
2. Revised Board Meeting Schedule
3. Revised Waiver Requests
4. Revised Operating Budget



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

READING OPENS DOORS INC
4041 FOREST PARK BLVD
ST LOUIS, MO 63018

Date:
09/26/2020
Employer ID number:
27-0074150
Person to contact:
Name: Paul F Cappel II
ID number: 1010762
Telephone: (877) 829-5500
Accounting period ending:
December 31
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
May 15, 2013
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053633001740

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

Based on the information you submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as listed at the top of this letter, is retroactive to your date of revocation.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Exhibit 7

2020 Board Meeting Schedule (September- December)	
Sept.13 Sat	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p style="text-align: center;">Board Meeting (Onsite or Google Meeting) 11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
Oct. 14 Sat	
Nov.14 Sat	
Dec. 12 Sat	• No board meeting was held.
2020 Activities (October– December)	
Oct. 8 - 18	<ul style="list-style-type: none"> • Search School Facility site, designer and funding for remodeling or building • Search building or remodeling fund for Reading Opens Door Montessori of Jessup • Received 130 Letters of Support from the families in Jessup and nearby neighborhoods
Oct. 28	• Submitted revised Letter of Intent and Prospectus
Oct. 29	• Submit revised Application
Nov. 3	• Interviewed with School Innovation Department of MSDE
Nov. 25	• Had an online meeting with Dr. Hunter and Ms. Kathleen to update about our progress
Dec. 10	• Had an online meeting with Mrs. Beck about the reasons we did not receive CSP grant
Dec. 15	• Received estimated cost for Portable Classroom for 3 years
2021 Board Meeting Schedule (January - December)	
Jan. 9 Sat	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p style="text-align: center;">Board Meeting (Onsite or Google Meeting) 11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
Feb.13 Sat	
March 13 Sat	
April 10 Sat	
May 8 Sat	
June 12 Sat	
July 10 Sat	
Aug. 14 Sat	
Sept. 11 Sat	
Oct. 9 Sat	
Nov.13 Sat	
Dec.11 Sat	

2021 Activities (January– December)	
Jan.-March	<ul style="list-style-type: none"> • Continue to find school facility in Jessup and nearby neighborhoods
March 4	<ul style="list-style-type: none"> • Resubmit revised Budget Forms and revised Waiver Requests
March - June	<ul style="list-style-type: none"> • Communicate with the supporting families and form founding family group
	<ul style="list-style-type: none"> • Finalize financial location and school facility plan
	<ul style="list-style-type: none"> • Secure funding for the school facility
	<ul style="list-style-type: none"> • Apply for Charter School Program grant to MSDE and to other foundations
	<ul style="list-style-type: none"> • Browse for school materials (visit any school surplus furniture warehouses)
	<ul style="list-style-type: none"> • If MSDE awards the full grant amount, hire 1 grant writer, 1 compliance officer
July 4	<ul style="list-style-type: none"> • Decision by HCPSS and contract with HCPSS
	<ul style="list-style-type: none"> • Order land development contract in case of portable classrooms on a lease land
	<ul style="list-style-type: none"> • Announce the school opening to Head Start Centers, Daycare Centers, families in Jessup neighborhoods and on Howard County Times/Columbia Flyer
July 4 - Dec. 2021	<ul style="list-style-type: none"> • Find grant for American Dream After School Program (2022-2023 school year)
	<ul style="list-style-type: none"> • Collaborate with HCPSS to recruit principal, teachers, and other staff candidates
	<ul style="list-style-type: none"> • Arrange Montessori internship for the select teacher's college seniors who will become the Montessori classrooms teachers for the school

2022 Board Meeting Schedule (January–December)

Jan. 8 Sat	<div style="border: 1px solid black; padding: 20px; text-align: center;"> <p>Board Meeting</p> <p>(Onsite or Google Meeting)</p> <p>11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
Feb. 5 Sat	
March 5 Sat	
April 2 Sat	
May 7 Sat	
June 4 Sat	
July 2 Sat	
Aug. 6 Sat	
Sept. 10 Sat	
Oct. 8 Sat	
Nov. 12 Sat	
Dec. 10 Sat	

2022 Things to Do (January – December)

Jan.	•Begin the Montessori internship for the select teacher’s college seniors
April	• Hire principal and administrative assistant part-time
	• If possible, set up indoor or container farm and start cultivating vegetables
May	• Q & A session for the potential parents at HCPSS or other meeting room
June	• Hire teachers, director for American Dream After School and other staff
June - Aug.	• Online Shared Inquiry Discussion Leadership Training by the Great Books Foundation
	• Delivery of furniture, materials and decorate classrooms
	• Incoming students’ home visit by teachers
	• Parents Education Program with teachers by Eric Jensen online & Summer Camp(??)
Sept. 5	• Opening Day with Superintendent, Dr. Hunter, County Executive, Boards and Parents
Sept.-Dec.	• Battle of Bookworms begins at the school
	• Start American Dream After School
	• Board, compliance officer and principal ensure for the 1 st payroll for the staff are made at the same date for all the other teachers and staff in HCPSSS
	• Walkathon at the Centennial Park
	• 1 st Survey of Parents/Guardian for their advice / complaint/ Wishlist
	• Kids Heart Challenge and Battle of Bookworms Competition at the school
	• 1 st American Dream Day Celebration with Parents and Community Leaders
Dec. 10 Sat	• Board Meeting for the year end accounting and parents/guardian survey result report.

2023 Board Meeting Schedule (January- December 2023)

Jan. 7 Sat	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Board Meeting (Onsite or Google Meeting) 11:00-12:00 East Coast (10:00-11:00 CDT)</p> </div>
Feb. 4 Sat	
March 4 Sat	
April 1 Sat	
May 6 Sat	
June 3 Sat	
July 1 Sat	
Aug 5 Sat	
Sept.2 Sat	
Oct. 7 Sat	
Nov.4 Sat	
Dec.16 Sat	<ul style="list-style-type: none"> • One year after the opening of the school, the board will meet quarterly. • End of the year accounting report and parents/ students survey result report.

2024 Board Meeting Schedule (January- December 2023)

March 16, Sat	1 st Board Member Meeting of 2023	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Board Meeting (at the school or Google Meeting) 11:00-12:00 East Coast</p> </div>
June 15, Sat	2 nd Board Member Meeting of 2023	
Sept. 14, Sat	3 rd Board Member Meeting of 2023	
Dec. 14, Sat	4 th Board Member Meeting of 2023	

Exhibit 26

Waiver Requests

1. Citation: The applicant requests a waiver so the proposed school can have 24-26 students in each class.

Justification: Montessori classrooms are traditionally larger to facilitate greater interaction with peers and materials. Each classroom will be staffed with a fulltime homeroom teacher and part-time assistant or intern teacher between two classrooms during the entire day.

Impact: The waiver will facilitate financial sustainability, especially in earlier years. Without the waiver, the school anticipates budget shortfalls due to limited enrollment until full capacity.

2. Citation: The applicant requests a waiver on “Assessments,” so the school can implement and maintain an assessment program which will be used to drive the school’s planning process toward achieving goals and core objectives for student achievement.

Desired Outcomes: The school will use the county assessments in a way that matches with the Montessori flow of instruction.

Justification: The progress/order of Montessori lessons may not be the same as the order of the scheduled assessments. The school will apply the county assessments at the appropriate times during the instructional year. We understand that we cannot change the time of the Measures of Academic Progress (MAP) or the Maryland Comprehensive Assessment Program (MCAP) assessment. Montessori-specific tools are available in addition to County and State assessments.

Impact: Teachers will apply the Montessori methods while aligning with the county curriculum, facilitating both the application of the methods and meeting of the rigorous academic goals.

3. Citation: The applicant requests a waiver on “Grading, Homework, and Communicating Student Achievement” and its corresponding Administrative Regulation which requires a specific developmental checklist, and/or notations to achievement and performance.

Desired Outcome: The applicant requests a waiver so that it may use a traditional Montessori report card.

Justification: At Reading Opens Doors Montessori of Jessup, the philosophy of Montessori pedagogy will be implemented across the curricular areas, focusing upon individual student understanding and achievement as evidenced by formative and summative assessments and live event learning projects. The school does not seek a waiver of grading and assessment requirements, but simply requests a waiver from any HCPSS specified format so that it can implement a reporting mechanism specific to Montessori.

Impact: A Montessori report card will be reflective of the work by each student. Teachers may have difficulty aligning that with a specified format in a meaningful way. This system of Grading and Achievement is consistent with Administrative Regulation and the school will conform to it.

4. Reading Opens Doors Montessori of Jessup will recommend the list of the selected incoming students to the government board of Howard County Public School System (HCPSS). The governing board and the superintendent of HCPSS can approve or disapprove the selected incoming students. The procedure follows the State Board of Education Charter School Policy. No waiver is requested.

5. The Admission policy is consistent with existing charter schools in Maryland, State Board of Education Decisions, and Federal Regulatory Guidance. No waiver is requested.

6.Citation: The applicant requests a waiver on “Dress Code” and its corresponding Administrative Regulation which requires students to abide by a county-wide dress code.

Desired Outcome: The applicant can implement a school uniform.

Justification: One tenet of Montessori is the prepared environment. A uniform becomes part of that prepared environment for the student.

Impact: Allowing uniform consistent with HCPSS dress code adds to the uniqueness of the charter school.

7.Citation: The applicant requests a waiver on “Bidding Limits” delineating the limits for bids and competitive quotations.

Desired Outcome: The school may implement a complimentary procurement policy.

Justification: As a private nonprofit organization, Reading Opens Doors, Inc. is subject to State and Federal laws regarding nonprofit organizations, including maintenance of tax-exempt status under Section 501(c)(3). The school must maintain a viable financial plan and requires control of its purchasing power. To fully implement the innovative operational plan, offer extra-curricular and supplemental services as described herein, we believe that it is necessary to procure goods and services that fit into that plan. The innovative parts of the charter school in Jessup require materials from specialized providers than the providers for traditional schools. Reading Open Doors Montessori of Jessup’s procurement policy includes stricter controls than required and is not contradictory.

Impact: Without this waiver, Reading Opens Doors Montessori of Jessup will not be able to maintain a viable financial and operational plan.

8.Citation: The applicant requests a waiver on “Assistant Principal” and its corresponding Administrative Regulation.

Desired Outcome: The school will not need an Assistant Principal in the earlier years.

Justification: At full capacity, Reading Opens Doors Montessori of Jessup will have 288-312 students, much smaller than any other elementary schools in Howard County. The cost of employing an Assistant Principal is disproportionate to the need for such a small population. The school will hire an assistant

principal/counselor in the third year, until then managing without adversely affecting student learning.

Impact: Requiring the charter school to hire an Assistant Principal will negatively impact the school such that it has less funding for innovative instruction and could incur debt.

9.Citation: The applicant requests a waiver on “Naming of Public-School Facilities” which states: Schools and members of the community should have the opportunity to present suggestions for names of new public-school facilities. The name of a public-school facility should be one which gives proper recognition to it and to the community which it serves.”

Desired Outcome: The applicant wishes to keep the name of the proposed school as “Reading Opens Doors Montessori of Jessup.”

Justification: The name has already been used in the context of this proposal and includes “Jessup”.

Impact: Changing the name would lessen the focus of the school to the students and parents.

10.Citation: The applicant requests a waiver on “Selection, Evaluation, and Adoption of Instructional Materials” which requests that the list of recommended textbooks and instructional materials to be submitted to HCPSS for approval.

Desired Outcome: Reading Opens Doors Montessori of Jessup will submit Montessori materials, selected reading lists, and Junior Great Books for each grade. We request that the school not be held to only those materials. If deemed necessary by HCPSS, Montessori materials can be approved before the school opening.

Justification: Montessori materials have been used successfully for over 100 years. The Junior Great Books have been used since 1962. The reading list consists of classical American children’s books and books selected by America’s Battle of Bookworms that have been loved by American children for many generations.

Impact: Deviation from the materials undermines the mission of the school.

11.Citation: The applicant requests a waiver on “School Related Fundraising”.

Desired Outcome: The school will hold fundraising activities to support other nonprofit organizations.

Justification: Reading Opens Doors Montessori of Jessup will engage its children to raise funds by participating in school wide athletic events and baked goods/produce sales. The raised funds will be donated for local and international nonprofit organizations that serve families and children in needs.

Impact: The fundraising event will engage students to care for others in need as well as teach about business and management skills just as the Boy Scouts and the Girls Scouts learn about the business and

management by selling popcorn and cookies.

12. Citation: The applicant requests a waiver the in-selection process of Montessori assistants, interns, and certified teachers. To recruit and maintain a steady supply of highly qualified assistants, interns and certified teachers, the school will collaborate with UMCP, Towson, Loyola, Goucher, American Montessori Association (AMA) as well as International Montessori Council (IMC). All candidates will go through a rigorous selection process, and the selected candidates will be required to get certified.

Desired Outcome: The entire school community -- students, teachers, and parents -will benefit from passionate and well-trained teachers.

Jurisdiction: National and International qualified intern teachers will enhance the school culture with high quality and add to diversity.

Impact: Assistants and intern teachers will work with the certified teachers and provide more individual tutoring sessions for any child in need.

13. Citation: The applicant requests a waiver in management on cafeteria (Book Café) and indoor/container farm on the campus.

Desired Outcome: The board will outsource the management of the cafeteria and the indoor/container farm to a small company. The company will hire a professional chef/meal service, and/or vocational culinary students to cook nutritious meals with the fresh vegetables/fruits from the farm on campus. The company will also serve the dinners for parents and their children at the cafeteria (Book Café) after American Dream After-School.

Impact: Children will learn about the new technology that enables food production in indoor/container farm. They will also be trained to eat healthier meals daily. Busy parents will be able to spend quality time reading and helping their children with homework.

14. Citation: The applicant requests a waiver for the school to start at 8:00 and end at 3:00pm each day.

Desired Outcome: The extended day will enable children to exercise in the morning.

Jurisdiction: Daily morning exercise will help children to be fit and healthy.

Impact: The children will learn to adopt and live by the creed, "Healthy Body and Healthy Mind".

15. Citation: The applicant requests a waiver so the school can have an indoor or container farm on campus, when and if the school facility will allow an indoor farm.

Desired Outcome: Chef/meal service will provide meals with fresh vegetables from the farm.

Jurisdiction: Students will learn about indoor farming and importance of freshly cooked nutritious meals.

Impact: Eating healthier meals will keep the children healthier, stronger, and high performing.

16. Citation: The applicant requests the transfer of the students' tuition allotment to be made before the payroll day on the first month of the school's opening.

Desired Outcome: All staff will be paid on time.

Jurisdiction: The school anticipates a tight budget in the earlier years as the number of students ramp up to full capacity while the expenses will be as much as having near full enrollment.

Impact: It will prevent financial shortfall in the first year of the school.

17. Citation: The applicant requests for the school to be opened in a 1) leased building, b) portable building or 3) new school facility.

Desired Outcome: The proposed school will be opened in fall, 2022.

18. Citation: The applicant requests a waiver for the school to apply for its own nonprofit status.

Desired Outcome: Having its own nonprofit organization status will provide simplicity in accounting management for Reading Opens Doors Montessori of Jessup.

19. Citation: The applicant requests a waiver to revise current Bylaw with the grand-father section.

Desired Outcome: Revising current Bylaw will provide simplify accounting management for the school.

Public Charter Schools Operating Budget

Pre-Operational

A charter school is likely to incur considerable costs before it receives its first distribution. Prepare an estimated budget to accompany your Letter of Intent & Prospectus Form and provide an update on or before February 15 of the first school year.

Revenue-Sources of Funding	Amount	Specific Source
Federal Funding		
Start-Up Grant		
Other (specify)		
State Funding		
Other (specify)		
Local Funding		
Fundraising		
Contributions		
Local Foundation and Grant Support	\$ 899,644	MSDE or from foundations
Other Financing Sources		
Lines of Credit		
Loans		
Other (Recoverable Loan)		
Total Revenue	\$ 899,644	
Assumptions		
Expenditures	Amount	(e.g., 40 hours of consulting at \$100/hour)
Legal Fees	\$ 600	\$300 in 2021 & \$ 300 01-08/2022
Accounting and Consultation Fees	\$ 1,000	CPA service 06/2021-08/2022
Liability Insurance	\$ 37,500	Insurance (liability 06-12/2021- 01-04/2022 & Li
Fundraising Fees	\$ 27,090	Grant writer (06-12/2021-& 01-08/ at \$30/hour)
Marketing (including postage, printing)	\$ 56,300	Website, blog, newspaper AD, mailing 06/21-03/2
Recruitment-Students	\$ 18,060	Compliance officer (06/-12/2021-01-08/2022 at \$
Recruitment-Staff		
Curriculum Development	\$ 35,320	Brain Quest, Highlight, Reading List & JGB
Staff/Board Development	\$ 126,194	Principal and staff preparation 04-08/2022
Staff Stipends	\$ 41,150	Hired teachers' internship at Montessori school (0
Equipment and Supplies	\$ 220,700	Class materials, furnitures, nurse room, PCs & cle
Information Technology	\$ 1,600	Internet connections in 05-08/2022
Rent	\$ 216,000	Facility rent 05-08/2022
Capital	\$ 82,000	Contingency (Emergency) fund 06-12/2021~12/2
Utilities	\$ 10,000	Gas, electricity & water in 05-08/2022
Telephone/Fax		included in the cost of Information Technology
Travel	\$ 12,000	06-12/2021 & 01-09/2022
Director for After School Program	\$ 2,580	\$20/per hour, 10/hour/week 06-08/2022

Public Charter Schools Operating Budget

Projected Revenues

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Major Assumptions				
Student Enrollment	104	156	208	26 children in each class, 2 clas
Facility Size (square footage)	12,000	12,000	12,000	Gym, art, music, nurse and Mo
Average Teacher Salary	\$ 71,859	\$ 71,859	\$ 71,859	
Student/Teacher Ratio	15 students with 1 teacher			Montessori teachers, art, music,

Revenues				
Revenue From State Sources				
Per Pupil Tuition	\$ 1,326,000	\$ 1,989,000	\$ 2,652,000	\$12750 (85% of each student al
State Entitlements				
State Grants	\$ 82,000			Remainder of charter school pr
Transportation				
Revenue From Federal Sources				
Federal Entitlements				
Federal Direct Grants				
Federal Revenue Pass through the Commonwealth				
Federal Revenue Pass through another agency (specify)				
School Lunch	\$ 99,903	\$ 146,487	\$ 193,070	Estimated (\$4 per student and p
Revenue From Local Sources				
Private Grant Revenue				
Fundraising				
Investment Income	\$ 600,000			Loan from foundation/investor
Program Fees				
Facilities Rental				
Other Revenue (specify)				
		\$ 165,757	\$ 55,026	Previous year bank balance cari
		\$ 132,600	\$ 198,900	Emergency (Contingency) fund fr
Total Revenues	\$ 2,107,903	\$ 2,433,844	\$ 3,098,996	

Public Charter Schools Operating Budget

Three-Year Revenue Detail

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Revenue Source				
Local	2,107,903	2,433,844	3,098,996	Includes 85% of per student all
State				Includes bank balance from pre
Federal				Revenue from lunch service
Other				
Total	2,107,903	2,433,844	3,098,996	

Are any major changes in the revenue source expected during this three year period? No.
 If Yes, explain in detail and include calculations. Attach additional sheets if needed:

What contingency plans have been made if revenues are not received or are lower than budgeted?

If the above situation would occur, then HCPSS will notify in advance the principal about the reasons. The principal will report to the board members and the compliance officer. Everyone, the principal, the board, the compliance officer will work along with HCPSS to find the solutions.

Public Charter Schools Operating Budget

Projected Expenditures-1

51299	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Expenditures				
School Administration				
Salaries and Wages - School Director	\$ 92,880	92,880.00	\$ 92,880	
Salaries and Wages - Supervisors				
Salaries and Wages - Clerical Staff	\$ 44,118	\$ 44,118	\$ 44,118	
Fringe Benefits - Health Insurance				
Fringe Benefits - Retirement Benefits	\$ 51,299	\$ 56,399	\$ 61,499	All required benefits & 401K
Unemployment/Workers Compensation				
Office Supplies				
Equipment and Furniture				
Information Technology				
Purchased Management Services				
Subtotal - School Administration	\$ 188,297	\$ 193,397	\$ 198,497	
Instructional Staff				
Salaries and Wages - Full Time Teachers	\$ 417,186	\$ 527,868	\$ 638,550	\$ 525,159
Salaries and Wages - Part-Time Teachers	\$ 51,084	\$ 51,084	\$ 51,084	\$ 213,647.70
Salaries and Wages - Substitutes	\$ 56,889	\$ 71,982	\$ 94,041	
Fringe Benefits - Health Insurance				
Fringe Benefits - Retirement Benefits	\$ 213,648	\$ 279,430	\$ 347,303	SS Tax: 30% of wage + 401K
Unemployment/Workers Compensation				
Subtotal - Instructional Staff	\$ 738,807	\$ 930,364	\$ 1,130,978	
Instructional				
Contracted Labor - Instructional				
Consultants				
Purchased Management Services				
Professional Development	\$ 3,817	\$ 4,900	\$ 5,983	Paid Montessori Internship and
Special Education				
Student Assessment/Testing	\$ 374	\$ 2,808	\$ 3,744	Montessori Compass at 50% di
Supplies/Materials - Instructional	\$ 2,392	\$ 3,120	\$ 4,160	Study Island
Classroom Furniture				See Classroom materials App V
Equipment - Instructional		\$ 50,000	\$ 50,000	Montessori materials for follow
Textbooks		\$ 6,980	\$ 6,980	JGB anthologies, Brain Quests,
Information Technology	\$ 4,800	\$ 4,800	\$ 4,800	Internet access
Computer Supplies and Repairs		\$ 15,600	\$ 15,600	Tablets for new students in nex
Library		\$ 9,600	\$ 9,600	New reading list for new semes
Subtotal - Instructional	\$ 11,383	\$ 97,808	\$ 100,867	

Public Charter Schools Operating Budget

Projected Expenditures-2

	Year One	Year Two	Year Three	Assumptions
	Fiscal Year	Fiscal Year	Fiscal Year	
Expenditures, continued				
Business Services				
Accounting	\$ 4,800	\$ 4,800	\$ 4,800	
Advertising	\$ 14,400	\$ 14,400	\$ 14,400	Advertisement on local news pe
Public Relations/Marketing	\$ 200	\$ 200	\$ 200	Website maintenance
Insurance - General Liability	\$ 30,000	\$ 30,000	\$ 30,000	Liability and Property damage
Insurance - Vehicle				
Insurance - Other (specify)				
Office Expenses				
Fees, Licensing, Dues, and Memberships	\$ 1,380	\$ 1,770	\$ 2,160	MAPCS, Montessori Compass,
Purchased Management Services	\$ 84,624	\$ 119,340	\$ 159,120	Grant writer, compliance office
Payroll Services	\$ 2,400	\$ 3,000	\$ 3,500	Outsourced to ADP or other cont
Postage and Shipping (ParentsSquare)	\$ 7,500	\$ 4,200	\$ 4,200	School and Parents Communitc
Printing (Smart Choice registration & lotter)	\$ 4,500	\$ 7,500	\$ 7,500	Print and stamp included
Telephone				Included in information technol
Travel	\$ 10,000	\$ 10,000	\$ 10,000	By the board and the staff
Subtotal - Business Services	\$ 159,804	\$ 195,210	\$ 235,880	
Operations and Maintenance				
Contract Labor - Non-Instructional				
Custodial Services	\$ 62,952	\$ 62,952	\$ 62,952	Includes fulltime wage and ben
Maintenance - Vehicle				
Maintenance - Facility				
Maintenance - Office Equipment				
Supplies/Materials - Maintenance	\$ 2,400	\$ 2,400	\$ 2,400	
Subtotal - Operations and Maintenance	\$ 65,352	\$ 65,352	\$ 65,352	
Physical Plant				
Rent	\$ 326,400	\$ 326,400	\$ 326,400	
Mortgage				
Renovation/Construction				
Capital Debt Service	\$ 192,000	\$ 192,000	\$ 192,000	
Utilities	\$ 24,000	\$ 24,000	\$ 24,000	
Subtotal - Physical Plant	\$ 542,400	\$ 542,400	\$ 542,400	
Student Services				
Health				
Transportation				
Food	\$ 99,903	\$ 146,487	\$ 193,070	
Recreation				
Subtotal - Student Services	\$ 99,903	\$ 146,487	\$ 193,070	

Public Charter Schools Operating Budget

Projected Expenditures-3

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Assumptions
Expenditures, continued				
Miscellaneous				
Audit				Included in the accounting
Advertising				Refer to Advertisement in Busi
Dues and Subscriptions				
Workshops and Conferences		\$ 5,300	\$ 5,300	New parents and teachers work
Fundraising				
Legal	\$ 3,600	\$ 3,600	\$ 3,600	
Contingency Fund	\$ 132,600	\$ 198,900	\$ 265,200	Emergency fund
Subtotal - Miscellaneous	\$ 136,200	\$ 207,800	\$ 274,100	
Total Expenditures	\$ 1,942,146	\$ 2,378,818	\$ 2,741,144	

Explain how the projected per-pupil expenditures are aligned with the school's mission statement.

To be able to engage our students in learning to read, to find reading is fun and be hooked on reading good books, our students will be engaged to read books in the morning, during lunch/ recess time and in the afternoon activities at school and at home with parents. For the goal, the school will have list of easy, fun and time tested classical/modern books as well as magazines and extra workbooks such as Highlight and Brain Quest.

Public Charter Schools Operating Budget

First Year Cash Flow Projection

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Cash Balance - Beginning of Month*	600,000	638,980	595,960	552,939	509,919	466,899	423,879	380,858	337,838	294,818	251,798	208,777
Inflows:												
Revenue - State Sources	82,000											
Revenue - Federal Sources												
Revenue - Local Sources	110,500	110,500	110,500	110,500	110,500	110,500	110,500	110,500	110,500	110,500	110,500	110,500
Revenue - Other	9,990	9,990	9,990	9,990	9,990	9,990			9,990	9,990	9,990	9,990
Total	802,490	759,470	716,450	673,430	630,409	587,389	534,379	491,358	458,328	415,308	372,288	329,268
Outflows:												
School Administration	15,691	15,691	15,691	15,691	15,691	15,691	15,691	15,691	15,691	15,691	15,691	15,691
Instructional Staff	61,567	61,567	61,567	61,567	61,567	61,567	61,567	61,567	61,567	61,567	61,567	61,567
Instructional	949	949	949	949	949	949	949	949	949	949	949	949
Business Services	13,317	13,317	13,317	13,317	13,317	13,317	13,317	13,317	13,317	13,317	13,317	13,317
Operations and Maintenance	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446
Physical Plant	45,200	45,200	45,200	45,200	45,200	45,200	45,200	45,200	45,200	45,200	45,200	45,200
Student Services	9,990	9,990	9,990	9,990	9,990	9,990			9,990	9,990	9,990	9,990
Miscellaneous	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350
Total	163,511	163,511	163,511	163,511	163,511	163,511	153,520	153,520	163,511	163,511	163,511	163,511
Cash Balance - End of Month	638,980	595,960	552,939	509,919	466,899	423,879	380,858	337,838	294,818	251,798	208,777	165,757

* Represents anticipated opening cash balance