

**Madison, Wisconsin Local Redevelopment Authority official notice of
interest for the Truman Olson U. S. Army Reserve Center in
Madison, Wisconsin**

ORGANIZATIONAL PROFILE –

1. Legal name of government entity or non-profit institution requesting use of buildings or property at the _____ (name of base).

Madison Central Montessori Preschool, Incorporated

2. Address and phone number of applicant.

4337 West Beltline Highway
Madison, Wisconsin 53711
608-274-9549

3. Name and title of contact person.

Mary Lee Gleason
Head of School

4. Name and title of person(s) authorized to complete purchase, and/or execute any lease or agreements. Attach a copy of the legal authority permitting these persons to complete such transactions.

(see attached By-laws)

The Board of Directors of Madison Central Montessori School, Incorporated
and the Head of School.

Laura Anderson, President of Board of Directors
Judy Olingy, Secretary of Board of Directors
Mary Lee Gleason, Head of School

5. Statement regarding whether applicant is state, political sub-division of state or private non-profit, tax exempt organization under Section 501(c)(3) of the 1986 Internal Revenue Code. If applicant is a private not-for-profit entity, attach a copy of the IRS recognition of its Section 501(c) (3) exemption status.

Madison Central Montessori Preschool, Incorporated is a private, non-profit, tax exempt organization under Section 501 (c)(3) of the 1986 Internal Revenue Code. (see attached)

6. A copy of the document showing statutory or legal authority under which the applicant is authorized by law to acquire and hold title to property or to lease property.

By-laws for the Board of Directors of Madison Central Montessori School, Inc.
(See attached.)

7a.

A description of the organization, year founded and brief history, major accomplishments and organizational goals.

Description:

Madison Central Montessori School (MCMS) is a private, non-profit school serving children from the ages of 2 1/2 years to 14 years of age. Classes start at the preschool level and go through the 8th grade. There are before and after school programs for all students in the program who wish to enroll. We also have a full time, 8-week summer program for primary (preschool) students, and a shorter summer program for elementary students.

History:

Madison Central Montessori School was started in 1970, by Carol Alver. It had two preschool classrooms. In 1984, Carol Alver sold the school to Dorothy Zograf, who was a preschool teacher there at the time. MCMS was located in the Hoyt School building (a building owned by the Madison Metropolitan School District) from 1976 to 1991. In 1991, the school moved to its current location at 4337 W. Beltline Hwy. In 1991, a partnership was formed to buy the current building in order to house the school. This new building also provided additional space for a planned elementary program. In 1992, the elementary program with 1st and 2nd grade students was added to the existing preschool program. The elementary program then added a grade level each year until it reached 6th grade. In January of 2002, after two years of research by a parent initiated study committee, we added our 'Adolescent Program' for students in the 7th and 8th grades. The school has grown to currently include 3 preschool classrooms (25 children each), 2 elementary level one (E1) 1st-3rd grade classrooms (14 students each), 1 elementary level two (E2) 4th-6th grade classroom (23 students), and 1 adolescent classroom with 7th and 8th graders. We have a total of 135 students.

(See also supplemental sheet 'History of Madison Central Montessori School.')

Accomplishments:

Madison Central Montessori School (MCMS) is accredited by Association Montessori International (AMI). Association Montessori International is a worldwide organization that was founded in 1929 by Maria Montessori to "champion the cause of all children" by furthering her educational method. AMI conducts nine and ten month full-time teacher training programs around the world. This training, along with 9 additional credits, completes an M. Ed. (master of education) degree at Loyola College in Maryland. All of our lead Montessori teachers hold AMI diplomas as well as Bachelor's degrees, and many also have Master's degrees.

Throughout the history of Madison Central Montessori School, our preschool programs have maintained City accreditation status and have been licensed by the State of Wisconsin.

Organizational Goals:

Our organizational goal is to realize Maria Montessori's vision of education as "an aid to life." At Madison Central Montessori School (MCMS) we work to do this by providing fully equipped classrooms (which include Montessori designed materials), highly trained staff and an accessible outdoor environment. The elementary and adolescent students also need access to the community at large, as they explore the real world physically, intellectually and socially.

The Montessori approach sees the child as an already intelligent being, guided by developmental needs and psychological characteristics that naturally lead him to work hard and enjoy learning when given the right tools and the freedom to choose. These resources, combined with the Montessori approach and curriculum, empower the child to exercise independence, critical thinking, respect and responsibility.

In order to fully realize our mission, we seek to enroll families while their children are of preschool age (or preferably toddlers if a program exists), and continue a relationship with them throughout their child's growing years.

As the child and family continue their relationship with our Montessori school, there is consistency from year to year (within each 3 year cycle), and from one level to another. Regular parent education is provided and a unified community of support develops. As a result, children who grow up at MCMS have become happy, successful people who contribute to their community in positive and creative ways. The Montessori approach allows individuality to blossom, while always being balanced by consideration for the needs of the group. This is an important perspective for citizens of our time.

We have always been and would like to remain an urban school. We feel it is important that our location be accessible to a diverse population of people. As mentioned previously, a setting close to an urban location is also essential to the mission of our elementary and adolescent programs. Along with this commitment, we feel a simultaneous need to widen our outdoor environment, increasing opportunities for our students of all ages to experience the natural world on a daily basis. Having access to green space for many types of outdoor work, including gardening, observation of changes throughout the seasons, the study of plants and animals and stewardship of the land (eg. rain gardens), is a key component of our curriculum.

Despite the small size of our school, we have managed to provide a scholarship program for many years. We are now establishing an endowment fund in order to increase our scholarship money. We have always attracted an ethnically diverse population of families, perhaps because the Montessori Method is known and practiced throughout the world (see attachment). In times of an increasingly widening gap between high and low

income families, we hope to keep our tuition reasonable and to continue accommodating a range of income levels through our scholarship program.

7b. A listing of all principals in the organization and any proposed on-site program managers who would participate in management activities of any proposed program. Provide appropriate credentials, as well as a description of previous related experience.

The current management team consists of an Administrative staff that includes the following positions:

Head of School	Mary Lee Gleason
Assistant to Head of School/Admissions Director	Meghan Smyth
Business Manager/Office Manager	Laura Spitzig
Development Director	Tia Fagan

The Head of School answers to the Board of Directors in the course of running the school. The Board of Directors are active in fundraising, community building, and long range planning. The majority of members are current parents, with some alumni parents and the retired Head of School. The Board of Directors currently consists of 10 members. The Board of Directors currently meets once per month, August through June. (see list of Board members)

Head of School –

Experience:

Mary Lee Gleason officially took on the position of Head of School in September 2006, when the long-time Head, Dorothy Zografis retired. Before 2006, Mary Lee worked as an Administrative Assistant to Dorothy for two years, full-time, and two years part-time (while serving in other capacities at the school). Mary Lee started the elementary program in 1992, as the first elementary teacher. She has worked at MCMS a total of 15 years, teaching both full and part time, and in various other capacities. Previous to working at MCMS, Mary Lee taught three years at the preschool level at an AMI accredited Montessori school in Taipei, Taiwan. Mary Lee worked in Higher Education, Student Personnel and as a school social worker in public schools before beginning her career in Montessori education.

Credentials:

Bachelor of Science (BS) - Social Work 1981
UW-Madison, Madison, Wisconsin

Master of Science, Social Work (MSSW) 1982
UW-Madison, Madison, Wisconsin

Association Montessori International (AMI) diploma, 1987
Montessori Institute Northwest, Portland, Oregon
(9 month full-time training, certified to teach ages 2 1/2 – 6+ years)

Association Montessori International (AMI) diploma, 1992
Montessori Institute of Milwaukee, Milwaukee, Wisconsin
(9 month full-time training, certified to teach ages 6-12 years)

Assistant to Head of School –

Experience:

Meghan Smyth has worked at MCMS a total of 12 years. Meghan has been an Assistant to the Head of School since 2006 (past 2 years). She worked as a Program Director the previous 2 years. In both positions, Meghan has also handled our Admissions process. Before taking on administrative duties, Meghan taught in the preschool program at MCMS for 8 years, from 1993-2001. Other relevant positions previously held by Meghan included Legal Secretary and retail manager.

Credentials:

Bachelor of Arts (BA) - Art, 1985

Macalester College, St. Paul, Minnesota

Association Montessori International (AMI) diploma, 1991

Montessori Training Center of Minnesota, St. Paul, Minnesota

(9 month full-time training, certified to teach ages 2 1/2 – 6+ years)

Business Manager/ Office Manager –

Experience:

Laura Spitzig has worked at MCMS a total of 14 years. Laura taught one year in our preschool aftercare program, before working in administration. Laura started as Office Manager and gradually trained to assume duties as Business Manager and has now been the Business Manager for ten (10) years. Before working at MCMS, Laura worked for two years as an Office Manager at South Shore Montessori in Houston, Texas. Other work experience included:

-Benefits Specialist for the Houston Chronicle (4 years)

-Human Resource Associate for Southwest Airlines (2 years)

Credentials:

Bachelor of Science (BS) – Early Childhood Education with concentration in Elementary Education 1985

University of Wisconsin – Stout and University of Wisconsin – Eau Claire

Development Director -

The Development Director position was created in September 2007. It is a part-time position.

Experience:

Tia Fagan was hired at MCMS as our part-time Development Director in the fall of 2007. She is also a parent member of our Board of Directors.

Tia Fagan ran her own business “Organizing U, LLC” from August, 2006-August 2007.

She worked as a Business Manager for “Core Awareness, LLC” from October, 2005 to August 2006. Tia’s education and career are in Civil and Environmental Engineering.

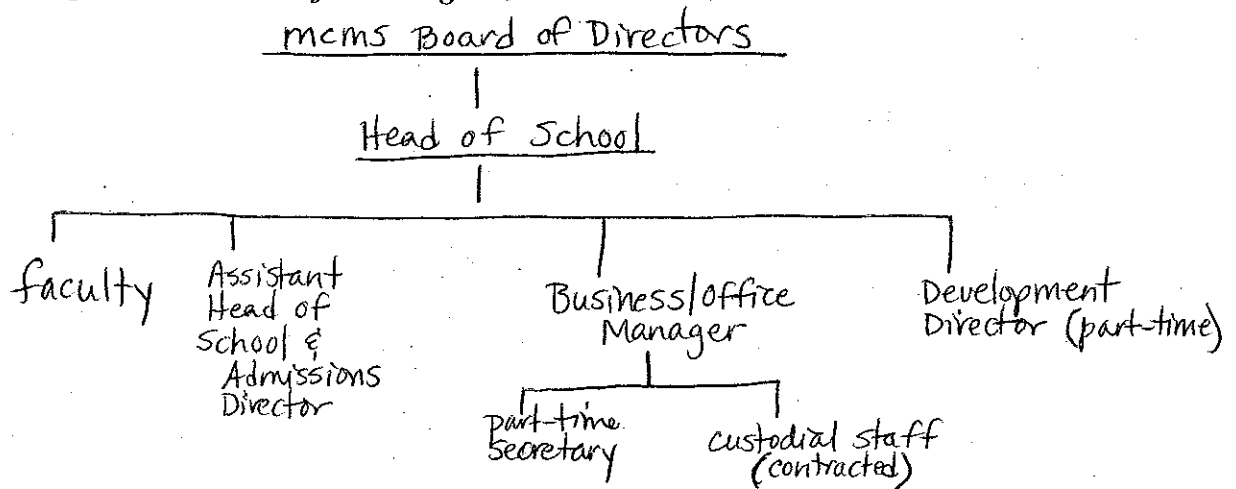
Tia worked as a civil and environmental engineer from May 1994 to August, 2001 for Radian International LLC; Applied Environmental Sciences and RSV Engineering, in Madison, Wisconsin. She is taking time away from her career while she raises twins.

(Development Director continued)

Credentials:

Bachelor of Science (BS) – Civil Engineering 1994
University of Wisconsin – Madison, Madison, Wisconsin
Registered Professional Engineer in Wisconsin

7c. An organizational chart for the organization.



7d. Guidelines of personnel procedures for recruiting, affirmative action and equal opportunity outreach, resident hiring, personnel selection, training, evaluation and discipline.

Our 'Staff Handbook' outlines our personnel policies and procedures. It was last revised August, 2007. Excerpts from the Handbook pertinent to this section are attached.

Summary of guidelines:

Personnel selection:

See 'By-Laws', Article VII. Non-discriminatory Policy for hiring practices.

-All Montessori lead teachers must have completed a minimum of a Bachelor's degree and the 9 month, full-time AMI training course designated for the level they are teaching. This training course, along with 9 credits of related graduate work earns the candidate a Master of Education degree through Loyola College in Maryland (and selected other colleges).

-Classroom assistant teachers will preferably hold a bachelor's degree, and must complete an assistant child care training program approved by the Wisconsin Department of Public Instruction.

-The lead teacher of the preschool after-school program, ('primary full-day'), must hold a Bachelor's degree in Early Childhood Education or related field.

-Teachers in the elementary after-school program will preferably hold a bachelor's degree and will need verifiable experience of work with school aged children in a group setting.

Training:

Staff is required to complete 25 hours of continuing education each year. A 'staff development stipend' is budgeted for each full and part-time staff member for this purpose. Each lead teacher is given 2 professional days each year. (See staff handbook for additional information.)

Evaluation:

Employees formally meet with the Head of School twice each year for evaluation purposes, in Nov./Dec. and in April/May. Employment Agreements (contracts) are renewed on an annual basis for all employees. The renewal process starts in March and is complete by the end of May. Employment for the academic year starts in August and ends in June. Summer contracts are separate from the academic year for teachers but may be incorporated into administrative positions.

Discipline:

See 'Staff Handbook' III Employment Policies and Procedures, 'H'.

7e.

Provide organization's connection to the community and the community interest that will be served.

Maria Montessori lived during a time of great social and political unrest. Desperate to understand and prevent in the future the tragedies of the two world wars she lived through, Montessori looked to children to provide for a peaceful future. If, she believed, children were respected and recognized by their community for their many innate human talents they would respect themselves and that community in return. Allowed the freedom to choose activities in a carefully prepared environment centered on respect, her students and those who learn in Montessori schools today learn to appreciate the inherent peace and order of nature and themselves.

Madison Central Montessori School is a Montessori model that can impact the Madison community in a powerful way. It serves as an educational example unique to the Madison area, as the only Montessori school here that serves students through 8th grade. Its time- and internationally proven methods are very different from those used at any other school either in the private or public sector in the Madison area.

Although private, we could serve as a working model for Madison area public schools if desired. Many countries, as well as a growing number of States in the U.S.A. have embraced the Montessori Method in their publicly funded schools. For example in Wisconsin, Milwaukee has four public Montessori schools as well as a public Montessori High School.

Quality Toddler Care (ages 18-30 months):

In the future, we would like to provide a program for toddlers at our school (lack of space does not allow this presently). There is a great need for quality care at this early and important age level. In addition, because teachers using the Montessori Method work closely with families, we would be able to provide a great aid to parents and families in the very beginning of their journey. The other Montessori preschool programs in Madison who offer this type of care have long waiting lists, so there is a proven high level of demand.

Preschool (ages 2 1/2-6 years old):

The Montessori Method lays a solid foundation of understanding, respect and support for children and families that continues throughout their growing years. In 1907, 100 years ago, Maria Montessori started her first "Children's House" ("Casa de Bambini") in a slum area of Rome, Italy. The owners of the housing projects there complained of dirty, ill-behaved and uneducated children who ran about unsupervised, vandalizing the property. After Montessori opened her classroom there those same children were seen as human beings with dignity, self-respect and self-direction. Their transformation caused people around the world to take notice and led to the creation of additional Montessori schools.

Elementary (ages 6-12 years old):

The elementary program is divided into two levels. Level one includes first through third grade and level two includes fourth through sixth grade. A strong sense of community is built because students stay with the same teacher for three years. A comprehensive curriculum is presented with time and choice given for open ended follow-up work. This follow-up work often takes the students out into the community to look for specific information or to get first hand knowledge that cannot be found in the classroom. Students are taught how to arrange for these outings and they usually go in small groups with a chaperone. A student's social and emotional development is as important as his cognitive development. The role of the teacher as "guide," the collaborative atmosphere of learning, the freedom to choose follow-up work according to one's interests, and uninterrupted time for work, all contribute to the maturation of students into self-directed, enthused learners who are service minded. These students grow up as citizens who make positive contributions to their communities.

Adolescent (ages 12-14 years old):

Especially distinctive is our middle school program known as the "Adolescent Program." It has been especially designed to meet the developmental and psychological characteristics of children at this stage. Students have consistent close relationships with a few teachers, while still being exposed to a variety of experts in different fields. The development of community in the classroom and within the school is fostered by integrated curriculum, real work, service projects, outings into the local community and extended stays with students from other Montessori schools in a rural setting (Nature's Classroom Institute in Mukwonago, WI). Relationships are continued with students of other ages within the school, through service opportunities and peer teaching. The Adolescent class runs a lunch day business once per week, serving lunch to the rest of the

school. This 'business' gives them extra money to use for their program and also provides real life experience. The program includes guidance for students as they prepare to leave the Montessori setting and attend high school in any of the public or private schools in the area.

We have recently begun Alumni nights in which our graduates return to talk to parents about their experiences transitioning from Montessori to a more traditional educational setting.

Additional comments:

The Montessori Method works for children of all cultural backgrounds and a wide range of abilities. When carried out by highly trained teachers it has proven very successful in over 110 countries around the world.

Montessori education is not experimental. It has been implemented in a consistent way with successful results for 100 years. Unfortunately, the use of the Montessori name is not protected, which has resulted in a wide variety of interpretations and in quality of practice. Madison Central Montessori School (MCMS) has been affiliated with the AMI organization during its long history, and has benefited from the training and certification it provides. This ensures highly trained teachers (we have many long-term staff), and a consistent practice that is closely monitored and aligned with the rigorous standards developed over many years around the world.

8. *A copy of current constitution/charter/by-laws or Articles of Incorporation as appropriate.*

See attached By-laws.

PROPOSED PROGRAM –

1. *A detailed narrative description of the proposed use of the property or building.*

The property would be used for a school building suited for children ages 18 months through 14 years of age. There would be a parking lot, outdoor playgrounds, green space and garden and natural space.

School Building –

Classrooms:

Toddler (18-30 months) -

We currently do not have this program, but would like to have 1 large or 2 smaller classroom spaces for a Montessori Toddler program.

Primary (2 1/2 – 6 years of age) -

We currently have 3 primary Montessori classrooms and would like the possibility of adding a fourth. Each classroom has 25 children when fully enrolled.

Elementary Level One 'E1' (1st -3rd grade) -

We currently have 2 classrooms with 14 children in each and anticipate growing to the capacity of 20-25 in each. (It is only our 2nd year of having a second class at this level.)

Elementary Level Two 'E2' (4th-6th grade) -

We currently have one large classroom with 23 children. We would like to accommodate up to 40 children, with the option of one large classroom and co-teachers or two smaller adjoining classrooms.

Adolescent Level (7th and 8th grade) -

We currently have one classroom of 8 students, who use 3 small adjoining spaces. We anticipate growing to the capacity of 20 students.

'Full Day' Program (preschool extended care for ages 2 1/2-6 years) -

Enrollment in this program ranges from 20-30 full-time or part-time students, with no more than 21 children present at any one time.

Elementary/Adolescent After-School Program (1st-8th grade) -

We are currently using a multi-purpose room for this program. We would probably still use shared space but would need storage for this program's materials. Our current enrollment for this program is 13 children, not all come every day of the week.

Enrollment in this program ranges from 10-20 children.

Each Montessori classroom ideally needs direct access to the outdoor environment. Typically the classroom has a small defined outdoor space, adjoining the classroom that may be used for various learning activities. This is not playground space. Ideally, each classroom has its own bathroom, cupboards for storage and a sink(s) for washing, art, etc. Currently, each of our classrooms has bathrooms, sinks and access to a kitchen nearby. However, they do not have direct access to outdoor space. Montessori classrooms are larger than traditional classrooms for several reasons. Students in every age group are allowed freedom to move around the room and interact with each other. The elementary and adolescent students have most lessons in small groups, with different subjects being worked on at the same time. 'Special subjects' are taught right in their classrooms, such as art, music and foreign language. At any one time, there are many different activities going on and there may be more than one person teaching.

Other student spaces:

-Each classroom needs a 'cubby' space to put outdoor clothing, lunches and such.

-A multi-purpose room is needed which may be used for a variety of purposes, including movement, band lessons, plays and all school events. If the school does not have a gym, then the multi-purpose room should accommodate large motor movement activities such as yoga, games, aerobics, and dance.

Administrative space:

We would need an entryway that is accessible to parents for communication (mailboxes, bulletin boards, display of student work) at pick up and drop off times. We currently have one large office, one small office and one conference room. We would need one large office, two small offices and two conference rooms. We would also need a meeting room, (which we currently do not have). We would need a staff break room with kitchen facilities nearby. We currently have 3 complete kitchens in total, mostly used by students and teachers for lessons in science and art.

Outdoor space:

We would like our outdoor space on this property to include:

- separate toddler and preschool playgrounds
- elementary playground
- garden area (accessible for all ages)
- natural area (planted with native plants or specific types of plant communities)
- green space for sports games, running, etc.

More outdoor space would also enable us to expand our summer program.

2. A detailed assessment of the need for the proposed program. In the case of homeless assistance programs, include an explanation of what homeless needs in the communities in the vicinity of _____ (base) you will be fulfilling.

The need for Madison Central Montessori is apparent by its continuous existence since 1972 and by the growth of new programs and numbers in enrollment over time.

The need for quality toddler care and the desire for Montessori based toddler care is apparent in the long waiting lists at area Montessori preschools that provide this care. We do not have the space to add this type of care in our present location, but hope to in the future as space allows.

(see also, 'Proposed Program' #1)

3. Provide the following:

a) The need to expand facilities.

School building space:

Overall -

In 2006, we expanded to make room for our second E1 classroom and to enlarge our adolescent classroom. In order to expand, we leased and renovated a second building, adjacent to our main building. This building, known as our 'Annex' at 4325 and 4327 West Beltline Highway now houses classrooms for the 4th – 8th grades. Two separate buildings pose certain inconveniences and obstacles for peer sharing and teaching and community building. We would like to have one large building or buildings that were connected for safe and easy passage.

We need a larger entryway, for parents to pick up and drop off their children.
We need a larger multi-purpose room or a small gymnasium.
We need more office and conference space.

Toddler –

We would like to add a toddler program, which we cannot do at our current location.

Outdoor space:

We have a strong desire for more outdoor space. Children at all ages in our school would benefit from it.

Our playground must accommodate children ages 2 1/2 – 14 years of age. It was originally designed for preschool and young elementary aged children. Options for altering the playground are very limited in our current space. We do not have ‘green space’ that is leased by the school. We do not have separate playground areas for different ages. This restricts our options for recess and outdoor scheduling, since programs need their own separate time outside.

The Montessori curriculum can only be fully realized with outdoor space that allows students to study the natural world. Our older students frequent neighborhood parks and natural areas around town with their teachers, but our preschool children do not have this experience, since it is not close at hand.

The older children need a large space to run and play games. Currently we take them to a nearby park, which poses certain challenges, such as safe supervision and extra time that is required coming and going.

Our parking lot is very crowded when parents come to drop off and pick up their children. This lack of space poses certain safety hazards.

Location:

Our current location which is on the frontage road of the West Beltline Highway, has certain disadvantages.

-The Verona Road/W. Beltline interchange is close to our school. At one time we were under eminent domain because plans for redesigning the intersection would have affected our building. Presently, these plans have changed and we are no longer under eminent domain. However, future plans could again affect us in this way.

-It is unclear at this time whether or not the new American Transmission Company line would be constructed near our school.

3b. Identify any anticipated expansion of services that may result from improvement of facilities for the proposed program, as applicable.

Addition of new programs:

-We would add a toddler program (see above).

-We would like the option of adding a 4th primary classroom and possibly a second E2 classroom.

Enhancement of current programs:

Improvement of indoor facilities and outdoor space would enhance our current programs for children of all ages both during the academic year and in the summer.

One of our immediate and long-term goals is teaching environmental awareness and responsibility through gardening. Our adolescent program recently developed a new garden space behind our Annex building. They have submitted two grants, one which already resulted in a rain barrel, and water and air quality testing materials, the other is requesting equipment for building a rain garden. This fall, we have received and planted donated plants from Jung's garden center for our butterfly garden. (see photos)

Our summer program would be better able to serve elementary and adolescent aged children with more outdoor play space (we've had mini-courses that include cooking, sports games, physics, creative writing, etc.) Our preschool summer program is full-time, for 8 weeks. The children spend time outdoors, and would benefit with access to green and natural space. With more outdoor space, we anticipate serving larger numbers of children (of all ages) in our summer programs.

3c. Identify whether the need for the proposed program is a result of the requirement to meet or comply with established state standards.

Not necessarily. This would be the case if we added a toddler program.

3d. Include statement that applicant does not currently possess real estate suitable for the proposed program.

Madison Central Montessori School currently leases both of its buildings. It does not own property.

4. n/a

5. A description of the time required to commence the proposed program.

Madison Central Montessori is currently in operation. The time needed to commence the program would depend upon the time needed to renovate and/or build a new school on the site.

BUILDINGS OR PROPERTY NECESSARY TO CARRY OUT PROGRAM –

1. A narrative description of requested facilities, land, buildings, improvements, easements and related equipment. (Describe by building number and include an illustrative map.)

We would be requesting use of all of the land on the property of the Truman Olson Army Reserve Center. We would remove at least some of the pavement that is currently being used to store Army vehicles. We might want to remove some of the driveway that runs from the front of the property to the back. We would like to keep the current parking lot, at the front of the property.

There is currently a main building and an attached gymnasium at the site. It is unknown at this time whether we could remodel the existing building and possibly add on to it if needed, or whether we would need to demolish it and build a completely new building. We are interested in keeping the current gymnasium, if it met codes for elementary schools. We are very interested in building a “green” building that would be energy efficient. Also, we are interested in the latest architecture for Montessori schools. (see attachments).

Our current school is housed in two buildings with the following space:

Main building	square feet = 13,000 square feet
Annex	square feet = 5,625 square feet

Also, see *Proposed Program, #1, detailed narrative description of property.*

Easements will be determined at such time as needed when detailed planning is appropriate.

2. Is the applicant requesting a deed transfer? Would the applicant agree to the Redevelopment Authority owning the property and building and leasing such properties to the applicant at no cost?

We are uncertain. Most likely we would need and want a deed transfer in order to have a building and grounds that would serve our mission.

3. Indicate what land use and zoning requirements or entitlements are necessary for the applicant to implement its Proposed Program in and around the buildings and property requested.

With a C2 zoning at our current location on the West Beltline Highway and the C2 zoning at the Truman Olson U.S. Army Reserve property at 1402 Park Street, a zoning change is not anticipated. The parking lot would need to be upgraded according to City of Madison requirements, including necessary landscaping.

4. Indicate whether existing buildings will be used and describe any new construction or rehabilitation that is anticipated on the requested property necessary for program implementation.

(Same as this section, #1.)

There is currently a main building and an attached gymnasium at the site. It is unknown at this time whether we could remodel the existing building and possibly add on to it if needed, or whether we would need to demolish it and build an all new building. We are interested in keeping the current gymnasium, if it met codes for elementary schools. We are very interested in building a "green" building that would be energy efficient. Also, we are interested in the latest architecture for Montessori schools. (see attachments).

ORGANIZATIONAL CAPACITY –

1. A general description of past performance and experience operating similar programs to those proposed.

(see attachment 'History of Madison Central Montessori School')

Madison Central Montessori has been in continuous operation for 35 years, since 1972. It operated with two primary (preschool) classrooms until 1992 when it added an elementary program. The elementary program was added because of an initiative started by parents within the school. Our elementary program added a grade each year, up to 6th grade. Again, a parent initiated study to add an adolescent program resulted in our current adolescent program which is now in its sixth year and includes 7th and 8th grade. In the meantime, we added a third primary classroom in 1999 to "feed" into our elementary program. Two years ago, we added an additional elementary classroom.

Each time we have added on to our programs, we have hired a fully qualified AMI teacher. In three instances, we sponsored teachers for training (paid for their training). As mentioned under 'Accomplishments,' we have been accredited with the City of Madison and licensed by the State of Wisconsin throughout our history. We have also been an AMI certified Montessori school for most of our history.

Our Board of Directors was expanded in recent years to include a range of 10-12 members. We currently have 10 members. Board members are either current parents, alumni parents or other community members closely related to the school. Each member is active on at least one committee.

2. *A list of all projects/properties owned or managed (as applicable to the request) by the applicant including:*

-Development name, address, and telephone number and name of on-site manager.

Madison Central Montessori Preschool
4337 West Beltline Hwy.
Madison, WI 53711

(also adjoining property – 4325 and 4327 West Beltline Hwy., Madison, WI 53711)
The above-mentioned properties are leased by MCMS, not owned by our school)
(608) 274-9549

Mary Lee Gleason
Head of School
(on-site manager)

-Number and type of units.

One school, housed in two buildings, adjacent to one another, joined by a parking lot, one playground and two gardens.

- Photos demonstrating exterior and interior physical condition of buildings.

See photos included.

-Supportive services provided at each site.

n/a

-Years managed/owned.

MCMS has existed for 35 years. We have been at our current site for 16 years (since 1991). We have always leased our building at this site, and starting in 2006, began leasing the building adjacent to our main building (each building has a different landlord). MCMS leased space in the Hoyt School building (Madison Public Schools) for 14 years prior to our current location (1976-1991). (See 'History of Madison Central Montessori School').

MCMS was owned and managed by Dorothy Zografu for 20 years until her retirement in 2004. While the school and its contents are still owned by Dorothy Zografu, it is now managed by current Head of School Mary Lee Gleason.

3. Plans for the expansion of the organization to meet an increased demand for services from the proposed programs. Identify any organizational adjustments needed for proposed programs including number of employees needed and job descriptions.

Toddler Program:

If we added a Montessori Toddler program (children ages 18-30 months), this addition would require one full-time AMI trained Montessori teacher and one or two assistants, depending upon enrollment. The trained teacher would be responsible for setting up and maintaining the environment (with help from assistants), regular communication with parents, parent education and direct supervision of the assistant(s). The teacher would also be responsible for guiding the activities of the children and meeting their needs.

Additional Classrooms:

We would like the possibility for adding a fourth primary (preschool) classroom and a second elementary level two (E2) classroom if needed. These additions would require an AMI Montessori trained teacher and an assistant in each classroom.

Administrative Positions:

The administrative adjustments would likely include the following:

- A full-time secretary
- An admissions director (might be part-time)
- The assistant to head of school would not be the admissions director, as is the case now. This would allow the assistant to the head of school to work as an educational director, focusing on staff support and parent education.
- The business and office manager would probably be full-time.

4. Provide a list of management functions that will be staffed at the property or in buildings requested and whether those management functions will be provided by the applicant or contracted out to a third party. If contracted out, please provide information regarding the selection process for those management services and how often a site manager will visit the property.

All management functions will be staffed at the property. They will be provided directly by the school.

5. For other than public agencies, the following information must be provided:

- a) *A full detailed and audited financial statement for the last two years (including, copies of tax returns for the last two fiscal years) of the organization's assets/reserves, liability, balances, make-up of current assets accounts receivable, balance of revenues and expenses and net worth. This report must include a balance sheet and income statement. If the applicant is a partnership or joint venture, individual financial statements must be submitted for each general partner or joint venturer thereof. A full disclosure of whether any of the organization's officers, principals or partners have declared bankruptcy in the last five (5) years.*

None of the organization's officers have declared bankruptcy in the last five (5) years.
(See reports)

b) *A disclosure as to whether any of the organization's officers, principals or partners have been convicted of a felony in the last five (5) years and the nature of the conviction.*

None of the officers, principals or partners have been convicted of a felony in the last five (5) years.

c) *A minimum of five (5) business references including names, addresses, telephone numbers and the nature and magnitude of the business association in each instance. These references must be persons or firms with whom you have transacted business during the past five (5) years.*

See attached list 'Business References.'

d) *A minimum of five (5) financial references including names, addresses and telephone numbers in each instance. It is required that two (2) of the five (5) references be banks or savings and loan institutions; also indicate the type of relationship.*

See attached list 'Financial References.'

Note: Roessler and Sons Contractors were involved in the additions of our main building.

FINANCIAL PLAN –

Prepare a financial plan for the specific building, property and/or program requested which shall include:

a) *A development proforma that identifies estimated costs associated with ensuring buildings and property that can be used for the proposed program. These costs shall include the cost of any needed construction to comply with local building codes, ADA requirements and to bring properties into conformance with design standards envisioned in the Reuse Plan. The costs of any proposed improvement, and costs associated with securing needed utility services. Soft costs such as architectural/engineering services, survey work, title services, legal services and government permit fees shall also be identified. In addition, any financing costs for said improvements shall be identified. A schedule for completion and financing of all improvements shall be provided.*

Some of the soft costs of remodeling or building a new building may be lower than customary if MCMS draws upon the services of parents within the school community. We currently have an engineer, an architect and various attorneys. We also have steamfitters and electricians.

Schedule for completion and financing:

MCMS would likely need the allotted time to renovate or rebuild a school before moving on to the site.

MCMS has recent experience with designing additions and renovations. MCMS has undergone two major additions since 2000. In 2000, we added a second floor to our main building which included 3 new classroom spaces. A sprinkler system was also installed throughout the building. In 2006, MCMS renovated part of a one-story building (a strip mall design), completely reconfiguring the inside of the building. This past summer of 2007, we renovated additional space within this same building (adding to a classroom). That building referred to as the "Annex" now includes one very large classroom space, two smaller classroom spaces and a smaller extra room.

We also added a smaller extension in 1995 onto a classroom on the first floor of the main building. Before moving into our current main building, major renovation was done, reconfiguring much of the space. This experience in adding space and renovation gives us valuable insight into building a new school in the future, or to assess the value of renovating an existing building.

b) A five (5) year projected operating cash-flow analysis for the program which shall include: annual gross income (with sources of all income and revenue producing operations for the program identified), a complete breakdown of expenses (including, as applicable, vacancy costs, utility costs, maintenance costs, management fees, security costs, capital and operating reserves, salaries and benefits, insurance, real estate taxes, other expenses (postage, collections, training, supplies, etc.) net operating income before debt service and depreciation, debt service, net operating income after debt service and depreciation.

See attached, '5 Year Budget Projection'

The '5 Year Budget Projection' is a working document. MCMS has a new emphasis on strategic and long-range planning. This process will be ongoing throughout the 2007-08 school year, resulting in a formalized 'strategic plan.'

This document is a simplified projection of income and expenses, taking into consideration our known needs and using conservative figures for enrollment.

Income:

We have kept our enrollment numbers the same, while in reality we have potential to add students in all of our elementary and adolescent programs at our current site. We have raised our Annual Giving figure by \$5,000 each year, based on our experience over the past two years that we've had Annual Giving. (Our goal last year was \$23,000 and we reached \$24,000; this year it is 30,000, which we have already reached.) Tuition traditionally has been raised 2% to 3% each year. This was the first year we had a 5% raise and for some programs, an 8% tuition raise. It is unlikely that we will continue this

pattern for five years, because we want to keep our tuition affordable for families who want to follow the Montessori approach. Keeping a moderate tuition rate is one of the reasons we started the Annual Giving Appeal. This year we raised tuition at a higher rate to offset some of our expenses from growth. We anticipate another year of this to give us back a cushion.

Expenses:

Administrative expenses include supplies, postage, telephone, etc.. The rent for our main building was increased this year. We do not anticipate another increase within the next five years, based on our history with the landlord. The rent on the 'Annex' building is fixed through 2010, at which time we have the option to renew our lease until 2013. The school is considering buying another van, which is why our transportation expense is increased for 2008-09.

c) Provide a detailed statement of the source of anticipated funding to establish the program operations, including a statement that funds are currently available for expenditure to carry out the proposed program.

Our school is currently in operation. See current budget for the 2007-2008 school year. Please note, that our Annual Giving Appeal has already reached its goal for this year of obtaining \$30,000. Our participation rate has been 79% so far. The appeal ends in May, 2008. (This is only the second year that MCMS has had an Annual Giving Appeal).

If the proposed program contemplates major development costs and funds are not currently available, identify plans and sources of funds to carry out the proposed program and development.

- Our Annual Giving Appeal is building a base for giving. We hope it will prepare people for a Capital Campaign if one is needed in the future. We can contact other Montessori schools throughout the country for advice and assistance on the Capital Campaign process.
- The endowment fund that is being established shows commitment to financial planning in a new way.
- MCMS has the option of purchasing our current buildings in the future. If we did this, we would then sell them in the future and hope to realize a profit for use in a new building project.
- If a new building is planned, grants will be sought for energy efficient building.

d) Indicate whether the applicant is receiving federal, state or local grants or subsidies for programs they provide. If so, what percentage of total organization revenues relies on these grants?

The total percentage of revenue received through grants or subsidies at this time is negligible. Only within the last two or three years have we submitted proposals for competitive grants. The Board and Administration are increasingly aware of and are working toward taking advantage of grant opportunities.

Subsidies:

- MCMS receives a federal (USDA) subsidy for milk.
- MCMS receives an annual book stipend as part of the Wisconsin Title V program (about \$500-\$800).

Grants:

- MCMS receives an annual non-competitive grant from the City of Madison, because of our accreditation status (approximately \$1,000 per year).
- MCMS was awarded a \$400 grant from Dane County Environmental Council in the spring of 2007. Some of this money was used to purchase air and water quality testing kits, and a rain barrel. The remaining amount will be used to purchase plants or equipment to establish a rain garden.
- This fall, MCMS applied for a grant from Home Depot to be used for developing our rain garden.
- The Board is establishing an endowment fund this year. We will be seeking out grant monies for scholarships to build this fund.