

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Two Rivers Public Montessori

Telephone

Fax

Address

Unit/Suite

Zip Code

City

State



2022 NC CHARTER APPLICATION
NC Public Charters





2022 NC CHARTER APPLICATION
NC Public Charters



Primary Contact Name *

Wren Cook

Opening Year *

2023

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

Co-Chair

Primary Contact Email *

Wren.Cook@gmail.com

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone *

8283331451

Management Organization Email

Primary Contact Address *

140 Westwood Place

Unit/Suite *

Zip Code *

28806

City *

Asheville

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

Two Rivers Public Montessori

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Wren Cook will be the primary contact for Two Rivers Public Montessori. Her phone number is 828-333-1451

Q3. Geographic County in which charter school will reside

Buncombe County

Q4. LEA/District Name

Asheville City Schools

Q5. Zip code for the proposed school site, if known

28801

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aJ45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

Q7. Give the name of the third-party consultant or CSO:

Leaders Building Leaders



Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

The fee for application support was \$9,900.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

The team at Leaders Building Leaders provided knowledge of the application, support in writing the operations, governance, and capacity sections while collaborating with Montessori experts to support the writing of the education plan. Leaders Building Leaders managed the application submission process and Appendix development.

Q10. Projected School Opening Month

August, 2023

Q11. Will this school operate on a year-round schedule?

- Yes (Year-Round)
- No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Summary T...

Applicant Evidence :

Enrollment Summary T...

Uploaded on **4/22/2022**
by **Lauren Watters**

Q13. Complete the Enrollment Demographics table (see resources), providing projected



enrollment for each of the following demographic groups.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Demograph...

Applicant Evidence :

Enrollment Demograph...

Uploaded on **4/28/2022**

by **Lauren Watters**

Q14. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Buncombe County currently does not offer a public Montessori option (the Asheville City School Board voted to close the only Montessori option, Asheville Primary School, in 2021) for the students within the county. Based on the 108 K-4 students that have been displaced from Asheville Primary School, we are confident, based on the strong Montessori roots, a fully trained and Montessori experienced staff, Asheville area parents desiring school choice, and our robust marketing and community engagement activities and plan, that we can not only recapture many of those displaced families, but recruit more families who desire a Montessori education that will enhance the educational opportunities in the region and impact children for decades to come. By adding one 1 grade level at a time we will organically grow to meet our maximum projected enrollment while maintaining the unique academic structure of the Montessori model.

Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q16. Explanation (optional)



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2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q17. Organization Type

- Non-Profit Corporation
- Municipality

Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

Q21. Name of Registered Agent and Address:

Wren Cook

140 Westwood Place

Asheville, NC 28806



Q22. Federal Tax ID

N/A



3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q23. Do you want your application to be considered for acceleration?

- Yes
- No

Q24. Requirements

In considering whether to accelerate the planning year, the applicant must meet the following requirements: Requirement 1) Demonstrate a clear and compelling need for the accelerated planning year.



It is essential to the community of Buncombe County that Two Rivers Public Montessori (TRPM) be approved for the accelerated planning year. The ACS district recently voted to close Asheville's only public Montessori school, Asheville Primary School, at the end of the 2021-2022 school year. After learning through the Montessori model for multiple years, over 100 students, in grades K-4, will be displaced for the 2022-2023 school year. They will be eligible to transfer to a traditional district elementary school or apply to other non-traditional private and charter school options. There are no other public or charter Montessori options in Asheville, and just one small private Montessori option. TRPM has surveyed these families and the majority have reported their preference to continue with a public Montessori education if at all possible. TRPM aims to bring a public school Montessori option back to Asheville City and Buncombe County, providing families and students with the education model they desire in a public school setting.

Of the total 133 students (including pre-K students) being displaced from Asheville Primary, there are 108 Kindergarten - 4th graders and 25 pre-K students.

Here are the demographics of these displaced students:

Pre-K: 14/25 - 56% BIPOC (4 black - 16% of pre-K)

K: 5/25 - 20% BIPOC (3 black - 12% of K)

1st: 5/24 - 20.8% BIPOC (3 black - 12.5% of 1st)

2nd: 6/22 - 27% BIPOC (5 black - 22.7% of 2nd)

3rd: 3/20 - 15% BIPOC (2 black - 10% of 3rd)

4th: 4/17 - 23.5% BIPOC (1 black - 5.8% of 4th)

In addition to the displacement of students, Asheville Primary School staff will also be without jobs at the end of the 2021-2022 school year. The staff of Asheville Primary School are highly-trained and certified Montessori educators that we hope to recruit to TRPM. Several of these staff members have expressed a desire to apply for employment at TRPM should we get approval. It would be detrimental to the Buncombe County community for these educators to relocate in order to seek employment at another Montessori school outside of this area.

Taking two school years before the opening of TRPM will result in a loss of momentum for both families and staff.

Q25. Requirement 2) Demonstrate an exceptional need for the charter school in the proposed location.



As mentioned above, with the closing of Asheville Primary School, there will no longer be a public Montessori education available for the students within our community.

Asheville City Schools (ACS) district and school board has continued their discussion of more budget cuts, staff reduction, and school consolidations or closures. Despite ACS district having one of the highest funded per pupil allotments in North Carolina, they have a large achievement gap. This is evident when reviewing the North Carolina ACS District school report cards which shows 95% of the black student population and 79% of the Hispanic student population not proficient in math compared to 51% of white students who were proficient according to the 2021 NC Report Card Summary Table.

Schools in the Asheville City School District also have a high turnover rate for teachers and principals as noted in a March 2022 article titled, **'Unusual number of resignations:' Asheville schools seek new ways to recruit, keep staff. An Asheville City district administrator shared that Asheville City Schools had seen 72 resignations since July 2021. For comparison, 128 staff members resigned during the 2019-2020 school year, and 129 left during the 2020-2021 school year.**

Our facility is in downtown Asheville. The closest school is a little over 1 mile away. All of the public elementary schools in the ACS district are located north or west of our site. Directly south of our school site is one of the largest public housing complexes in the city. When approved, our school will be the only one within walking distance for this complex. The building is in an ideal location for the Montessori model because of its close proximity to the amenities and resources available in downtown Asheville. It allows for students to experience an important aspect of Montessori education which is creating connections between school, home, and the greater community.

We wish to offer a positive, supportive working environment with competitive wages and other benefits that will retain teachers for many years. This is one area the Asheville City School District has been struggling with based on their recent Teacher Working Condition Surveys and District Improvement Plan.

As more families and teachers leave the district schools in search of more stability, the population of Asheville continues to grow, with more families moving to the area every day. We need more options for high quality public schools that will utilize state funding to better serve the students, staff, and families.

Q26. Requirement 3) Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

- Yes
- No

Q27. Requirement 4) Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?



- Yes
- No

Q28. Requirement 5) Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule

The facility is a church (Central United Methodist Church) with an attached wing that is designed as a school space with classrooms. There was a preschool program in this space previously, but it is now vacant. The lower level of the building houses classrooms with jack-and-jill bathrooms attached for the youngest students, along with ground-level egress. The building has three levels, with four classrooms per level and additional rooms for storage, teachers' lounge, etc. There are elevators as well as stairs between the levels.

There are minor upgrades that need to be completed to meet the requirements to house our school. These include upgrades to meet fire safety regulations such as horn and strobe devices in all classrooms, replacing heat detectors with smoke detectors, and ensuring that all exits have exit signs and fire alarm pulls. These amendments will be made by the church during the summer of 2022 for an early 2023 Certificate of Occupancy for Educational Purposes.

Applicant Evidence :


2022-04-28 - CUMC Clas...

Uploaded on **4/29/2022**
by **Lauren Watters**

Q29. Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix A1_Accelerati...

Uploaded on **4/28/2022**
by **Lauren Watters**

Q30. Other Factors



Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- This list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion.
- An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Other Factor 1) Please write a brief statement about your unique mission and educational program.

TRPM's uniqueness comes from the fact that, once approved, it will be the only Montessori Public School currently in operation in Western North Carolina. It will provide access to a high-quality education with the Montessori method for all students, giving parents the option of a tuition free (public) school that follows the philosophy of Montessori Education. In a Montessori classroom, students are allowed to move and explore, following their interests, and they attain self-motivation while learning in context, guided by a teacher specially-trained in child development and capable of determining what each child needs through careful observation in a carefully prepared environment.

Our Montessori educational program will foster sensory-based and self-directed learning that is connected with the NCSCOS (North Carolina Standard Course of Study), to prepare students with skills and abilities that they will need to succeed in careers during the Information Age (XXI Century Skills). There are currently six public Montessori charter schools in North Carolina, though none are west of Charlotte. However, each of the six public Montessori charter schools have a combined achievement rating comparable or better than the school district in which they reside. We fully expect to be the Montessori model in North Carolina in the next five years!

Q31. Other Factor 2) List the local, state, and national nonprofit partnerships committed to assisting the school.



Francine Delany New School for Children has agreed to work with us during the planning year as the required mentor school.

We will be working with the group Public Montessori in Action, led by Elizabeth Slade, for development during our planning year and first year of operation.

Additional community partnerships include (see letters in Appendix section):

The Asheville Art Museum is excited about the opportunity for a partnership with us. As our school will be within walking-distance to the museum, some of the potentials include having their teachers come to our campus to lead art classes, or having our older students walk to the museum for art class. The Museum has a curriculum to share with our teachers to encourage creativity.

Moore Montessori has been helping us during the application process. They have provided valuable information about setting up a school, space-planning, and designing the classrooms in the traditional Montessori fashion.

We have also had meetings with and received guidance from the National Center for Montessori in the Public Sector, and the President of the Montessori Association of North Carolina, Bobbe Spink, has advised us throughout the process of developing a public Montessori school.

Applicant Evidence :


Francine Delany MOU....

Uploaded on **4/27/2022**
by **Lauren Watters**

Q32. Other Factor 3) Please describe the potential for Economic and Educational development of the region.



We will pay staff a living wage so they can live and work in the city they have come to love. The Asheville area is rich in the arts and experiential opportunities, two areas which align well with the Montessori model. Our school will attract specially trained Montessori educators to the area.

Locating the school in Downtown Asheville will bring more families to the area, which will benefit local businesses and allow for easier commutes for students and parents. It will also encourage facilitation of school community activities in downtown Asheville with easy access to the highway.

We will be offering a unique educational model (Montessori) that is not available to the public currently.

Our school will seek to close the opportunity gap and promote equitable outcomes in the area.

Q33. Other Factor 4) Describe the presence or absence of any mentoring by a successful organization that has experience in creating public schools.

We will be working with the group Public Montessori in Action, led by Elizabeth Slade, for development during our planning year and first year of operation. This support will include assistance with planning, strategizing, and hiring personnel; professional development training including a Building Resilient Schools workshop; training in the Nautilus discipline program; classroom environment development; and school site visits for observation and consultation with our Curriculum Director and Montessori Coach.

Francine Delany New School for Children has agreed to be a mentor school during our planning year. They will work with our Board and give us guidance and add additional oversight of decision making in the areas of finances and operations as well as on the unique shared leadership model that they have mastered in their over 20 years of strong operation.

Leaders Building Leaders will provide support to our leadership team, governance practices, and will assist with vetting strategic decisions around growth, vendors and overall charter school compliance.

Q34. Other Factor 5) Describe any obstacles to educational reform efforts that leave chartering as an available option.

Montessori presents an opportunity for educational reform that the ACS district was not willing to support. The community has tried for the past two years to work with the district to keep Asheville Primary School open and the district voted to close it. We have pursued all other options with the local public school districts, and chartering is the only option for a public Montessori school in Asheville at this time.

Q35. Other Factor 6) Describe your commitment to work with a successful charter school board as a guiding mentor.



Francine Delany New School for Children has agreed to work with us as a mentor school throughout our planning year. They were one of the first charter schools in Asheville (opened in 1996) and are successful according to all available metrics. They share our values of maintaining a racially and culturally diverse and inclusive school. They also operate under a shared-leadership model which our school will do as well.

Q36. Other Factor 7) How long has the board of directors existed?

Francine Delany New School for Children was founded in 1996 and received the full ten year charter renewal during each request. They have continued to serve a diverse population of students and run a fiscally viable operation despite being a smaller school in terms of overall enrollment.

They were voted the number one charter school in Asheville by the community, and have maintained a B Score on their NC Report Card over the last five years.

The Two Rivers Public Montessori board was created in February of 2022. The founding Board members were recruited based on their interest and involvement in creating a public Montessori charter school, working actively to fill a community need especially in the wake of the only public Montessori school closing in the local district.

Q37. Other Factor 8) Describe whether the proposed board has previously operated or currently operates a successful public charter school.

The Board of FDNCS currently operates a successful public charter school in Asheville City.

The Board of Two Rivers Public Montessori does not currently operate a public charter school.



4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. Is this application being submitted as a replication of a current charter school model?

- Yes
- No



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q101. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Our mission is to provide equitable access to a high-quality, relevant Montessori education to meet the unique needs of all students and strengthen our community.

Q102. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

We partner with families and the community to cultivate a supportive and inspiring environment where all can thrive. Using the Montessori method, we educate the whole child, integrating their physical, social-emotional, cultural, and academic needs and interests. Our multi-age classrooms encourage care, connection, and collaboration with peers. Uninterrupted periods of self-directed work foster each child's love of learning, allow them to develop their concentration, and create a natural environment for building executive functioning skills. Students work with hands-on materials in carefully prepared environments to promote learning in a way that is tangible and intuitive. At Two Rivers Public Montessori, we believe all students deserve access to a quality education that affirms each individual and enhances the collective by giving them an opportunity to practice living in and contributing to a more just society.

Q103. Educational Need and Targeted Student Population of the Proposed Charter School

Provide a description of the Targeted Population in terms of demographics. In your description,



include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Two Rivers Public Montessori will serve all students eligible for enrollment in Buncombe county and the Asheville area, specifically the Asheville City Schools district. Following the Montessori method, our school will be able to support students in their academic needs, self-knowledge, relationships with others and the environment, learning strategies, independence, and creativity, in a peaceful and judgment-free environment.

Asheville City Population: For the 2022 school year, there are 10 public schools serving 4,529 students in the Asheville City Schools School District. Minority enrollment is 37% of the student body (majority Black), which is less than the North Carolina public school average of 52% (majority Black). Eight percent of the students in Asheville City are Hispanic.

We will also provide support for EL students that make up 1.9% of the student population in Asheville City Schools.

Buncombe County's population will allow us to provide education to a diverse group of students. The demographics of this targeted population are as follows:

Enrollment by diversity in Buncombe county: 65.9% White

18.2% Hispanic/Latino

7.3% Two or more races

6.7% Black or African American

1.2% Asian or Asian Pacific Islander

0.4% Native Hawaiian or Other Pacific Islander

0.3% American Indian or Alaska Native

In the first year of operation the school plans to enroll 106 students in grades K-6. We anticipate attracting many of the students who were previously enrolled in the Asheville City Montessori school that is scheduled to close at the end of the 2021-22 school year. However, TRPM will be open to enroll any eligible student regardless of their Montessori experience.

We will follow the North Carolina law in terms of eligibility for enrollment. The school will host an annual lottery to grant enrollment to TRPM.

As a charter school, Two Rivers Public Montessori will provide bus transportation and free breakfast/lunch for students in need. Both services are budgeted for without any additional funding from the State. Buncombe County has 12.2% of the population for whom poverty status is determined live below the poverty line, a lower number than the national average.

The Montessori method, in conjunction with having an MTSS and Individualized Education Program for



students with disabilities, will allow the school to satisfy the needs of all students. The Montessori model, through a personalized approach, will ensure any student performing at or above grade level, will have the opportunity to accelerate their learning and growth. including those eligible for special education services.

Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Elements of Education Model: Two Rivers Montessori will provide a public (charter) option for families to continue their education with the use of the Montessori model to meet the needs of all students that enroll. This method allows for equity related to race and income. A new research from the University of Virginia has found that a Montessori preschool education helps typically under-performing low-income students keep pace with their higher-income peers. (<https://news.virginia.edu/content/study-montessori-education-erases-income-achievement-gap>)

Angela Murray (director of the Center for Montessori Research) points to the beginning of the Montessori method in 1907 when Maria Montessori developed the first Casa dei Bambini (Children's House) serving children of low-income families in the San Lorenzo district of Rome and explores this model with a rich history of serving minorities and financially disadvantaged children in her paper "Hidden Black Voices in the History of Montessori Education" (<https://news.ku.edu/2021/05/13/examining-racial-justice-and-equity-montessori-research>).

Two Rivers Public Montessori will open its doors to all students, providing equal opportunities and helping reduce the gap within students with different incomes and races in the Asheville area, as well as students with exceptionalities, including students identified as having learning disabilities, and students identified as academically or intellectually gifted, because Montessori education recognizes that each child learns differently and at their own pace. Montessori respects each child's unique learning path and that is the plan for TRPM.

Schools in the Asheville City School district differ in their achievement scores, but tend to achieve academic growth according to the NC Report from 2019. Isaac Dickson Elementary (met academic growth) is scored as B and Claxton Elementary (met academic growth) and Asheville Middle (did not meet academic growth) as C. Montford North Star Academy Middle is scored as B and exceeded growth.

Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12,



only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

In year one the total projected enrollment will be 106 students in grades K-6. It will expand to full enrollment of 189 students in grades K-8 by year 10.

Asheville City Schools enrolled 4,529 students in ten schools. If all of our students came from Asheville City this would be 4% of their total population (if they did not grow).

For Buncombe County the revised Average Daily Membership (ADM)* was 11,381 (K-6th) and Two Rivers Montessori will count for 0.72%. *from the Student Accounting Data/NC DPI.

Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



Two Rivers Public Montessori will use the Montessori method, becoming the only public Montessori school not just in the local district, but in all of in Western North Carolina after the closure of Asheville Primary School. This method brings an individual approach for each student supported by a specially designed classroom structure, teacher guidance, student independent learning and assessments.

To ensure effectiveness, the Montessori classroom is meticulously prepared and developed to maximize learning and growth in students. This environment allows freedom of movement and choice. Students have the ability to interact socially, or take time to themselves, developing self- and social-awareness. Thanks to the prepared environment, this freedom has structure and organization. Teachers and students establish routines that allow independent work. The beauty of the materials together with natural lighting, oxygen producing plants, soft colors, wooden materials, and a peaceful environment help develop a sense of harmony and order for the students, creating a feeling of being “at home” that benefits organic learning.

Two Rivers Public Montessori will follow the Montessori method with emphasis on:

- Core academic subjects which are taught using the Montessori method and materials, with trained teachers providing lessons and work cycle time for students to work on their assignments independently according to their interests and level of development. Cosmic Education is a very important piece of the Montessori method. It starts from the whole and works towards the parts, introducing students to academic subjects in an integrated way, giving them a foundational sense of perspective and helping them see connections and mentally organize new information in relation to the big picture. The Science of Reading supports and reaffirms Montessori literacy strategies and is implemented to ensure that all students become fluent readers.
- Practical life skills (caring for the classroom environment, plants and animals; sewing, gardening; environmental stewardship) help students to sequence activities, build fine and gross motor skills, coordination, concentration, sense of order, independence, and executive functioning skills.
- Sensorial curriculum helps students notice, experience, sequence and categorize information from their senses, which builds early foundations for mathematics and language.
- Interpersonal skills including conflict resolution (restorative and transformative practices), advocacy, self-expression, and modeling of grace and courtesy, helps develop more socially conscious and compassionate students.
- Executive function skills: the independence students experience in a Montessori classroom inherently helps them develop memory, inhibitory control, planning, organization, time management, adaptable thinking, and self-monitoring (self-regulation).

Following the Montessori method will allow Two Rivers Public Montessori to provide a high quality and individualized learning experience for all students.

Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



The opportunity for this school began when the Asheville City Schools Board of Directors voted to close Asheville Primary School, the district's successful and highly-sought-after public Montessori elementary school. The school was closed due to district based financial reasons. Over the past two years of fighting to preserve the school, a strong community of parents, educators, and community members had formed. Immediately following the vote to close the school, these parents, educators, and community members came together to discuss the possibility of a new public Montessori charter school in the city of Asheville.

On December 20, 2021, a virtual meeting was held, with 23 people in attendance. Options for families moving forward were discussed, including the possibility of creating a new public charter school. A survey was sent out this same day via email. Of the 63 respondents, representing 89 unique children, 79% indicated that they would be interested in enrolling in a potential new Montessori charter school. 95% indicated that having their child/children attend a Montessori school was important to them.

It was at that time that the work began in earnest to create a new Montessori charter school. Meetings were held on December 28 (13 people), January 7 (11 people), and February 27 (21 people), discussing the plans for a new public charter school.

We began to compile a mailing list of interested families, which is currently at well over 100 subscribers.

We held additional virtual community meetings on March 31, April 9, April 19, and April 23. The purpose of these meetings was to inform the public about details of TRPM and seek input from the community to help guide the planning of this school.

We shared an interest survey via email and social media on April 6, 2022., The survey had 128 respondents. 94.5% of respondents say they believe TRPM will add value to the community, with 5.5% saying "maybe". A combined 89.1% of survey respondents say they would be either "somewhat likely" or "very likely" to apply for enrollment in TRPM via the lottery.

There is currently a high demand for Montessori education in Asheville. At the time of this application we identified nine (9) private Montessori preschool programs in and around Asheville, and only 2 Montessori elementary programs, which are both private/tuition-based. There is currently no Montessori option for Middle School.

Private Montessori preschools include: Mighty Oaks Montessori (Fairview), Montessori Learning Community of Asheville, Discovery Montessori, Julia Street Montessori, Blue Ridge Montessori School, Asheville Montessori School, Hawthorn Montessori, Montessori Footprints Learning Center, Black Mountain Montessori. Each of these preschools serves children ages 3-6, and these children have limited options for continuing with Montessori education thereafter.

The private options for continuing Montessori education in elementary are limited to:

- Fox Flower Montessori in North Asheville/Weaverville, which serves students through 6th grade.



- Black Mountain Montessori in Black Mountain, which serves students through 3rd grade only.

Relationships have been established with parents and teachers interested in continuing public Montessori education in elementary school. With limited options and waiting lists for enrollment, we can affirm that there's a need for public elementary Montessori education in Asheville and TRPM will be the only option for the many parents who can't afford private tuition.

Q108. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix A_Evidence o...

Uploaded on **4/28/2022**
by **Lauren Watters**

8.2. Purposes of the Proposed Charter School

Q109. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.



- Encourage the use of different and innovative teaching methods.

Q110. Provide a brief narrative to coincide with each applicable legislative purpose(s).



Two Rivers Public Montessori will provide opportunities for teachers to be responsible for the learning program by having a Shared Leadership Model where important decisions related to organization, operation, and academics will involve a greater number of people, including teachers.

Two Rivers Public Montessori will provide a high-quality Montessori education for the Asheville area, with equitable access to Montessori, one of the biggest problems for this method.

Two Rivers Public Montessori will improve learning for all students, including its Black, Latinx, ELL, EC, and gifted population, among others. This will be done using the Montessori method, which provides individualized support, trained teachers, and ways to decrease the achievement gap among other benefits.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Two Rivers Public Montessori will be using a Shared Leadership model. According to the Glossary of Education Reform (<https://www.edglossary.org/shared-leadership/> (<https://www.edglossary.org/shared-leadership/>)), shared leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. By sharing leadership more broadly, administrators are not only encouraging the professional aspirations and growth of other members of the school organization, but they are also nurturing the development of leadership experience and skills within the school, and thereby cultivating the next generation of school leaders. Shared leadership enables schools to draw on a larger pool of talent, wisdom, expertise, and experience beyond a single principal or relatively small group of administrators. By letting individuals focus their attention, energy, and skills on what they do best, the whole organization, and the students in particular, will benefit.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

With the closure of Asheville Primary School, Two Rivers Public Montessori will be the only public Montessori school in Western North Carolina.

Two Rivers Public Montessori will provide parents the opportunity to continue or choose a different learning experience than what traditional schools offer. The Asheville area has several private Montessori preschools with Blue Ridge Montessori, Discovery Montessori, Asheville Montessori School, Hawthorn Montessori as some examples. What makes Montessori a different option from traditional schools is the individualized learning in a social environment with mixed-aged classrooms, specially designed hands-on materials with self-correction, a prepared environment that foments peace and harmony, collaboration, and Montessori trained teachers.

According to the National Center for Montessori in the Public Sector, in 2022, there are about 20,000 Montessori schools around the world, including 3,000 in the U.S., of which more than 560 are public schools - district, magnet, and charters. This means that about 19% of Montessori schools are public and the other 81% are private schools, limiting the access to Montessori to families that can afford private school tuition. Two



Rivers Public Montessori will provide families in the Asheville area the choice for a public Montessori education that will help develop their students' potential as creative, independent, problem solving leaders in the future.

Improving student learning.

Two Rivers Public Montessori, by following the Montessori method, will be able to improve student learning. Students are followed and observed by Montessori trained teachers who will be able to guide their learning following their developmental ages and interests. Students develop independence, a sense of social justice, and a lifelong love of learning. The Montessori method leads to significantly higher levels of motivation, interest, and importance in schoolwork and school-related tasks.

A 2017 research from the University of Virginia has found that Montessori can erase the income achievement gap giving equal learning opportunities to all students no matter the income level. (<https://news.virginia.edu/content/study-montessori-education-erases-income-achievement-gap> (<https://news.virginia.edu/content/study-montessori-education-erases-income-achievement-gap>))

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

Two Rivers Public Montessori, by using the Montessori method, will be able to provide opportunities for all students.

A study from the National Center for Montessori in the Public Sector compared mean reading and math state standardized test scores for African American third grade students in Montessori, traditional, and other school choice settings of a single urban district in North Carolina between 2007 and 2014. Students in Montessori schools scored significantly higher in reading and math than their counterparts in similar traditional schools. <https://www.public-montessori.org/wp-content/uploads/2016/12/Reading-and-Math-Achievement-for-African-American-Lower-Elementary-Students-in-Public-Montessori-Programs.pdf> (<https://www.public-montessori.org/wp-content/uploads/2016/12/Reading-and-Math-Achievement-for-African-American-Lower-Elementary-Students-in-Public-Montessori-Programs.pdf>)

Also noted by the NCMPS, Montessori supports a Push-in Model for ELL or special education services inside the regular classroom rather than “pulling out” identified students for services in a separate setting. The benefits of a push-in model relate to social integration (small groups, learning from each other), respect for workflow (use of the Montessori independent work time for interventions), reduction of transitions (minimizing stressors, providing consistent expectations from lead teacher and interventionists, and a consistent setting) and increased independence as students learn from interventionists how to navigate the environment independently, increasing their success and sense of self-efficacy. <https://www.public-montessori.org/wp-content/uploads/2016/12/ELL-and-Special-Education-in-Montessori.pdf> (<https://www.public-montessori.org/wp-content/uploads/2016/12/ELL-and-Special-Education-in-Montessori.pdf>)

Because Montessori classrooms are uniquely designed to meet the individual needs of students at their appropriate level for each child, it provides great opportunities for gifted students. Teachers can differentiate



learning plans supporting the areas of giftedness. The same way, differentiation can be addressed as the first tier of support for all students through the Montessori method.

Encourage the use of different and innovative teaching methods.

Montessori schools use teaching methods that are highly innovative and markedly different from traditional public schools, including the use of hands-on, self-correcting materials; short, targeted lessons from the teacher followed by extended time for students to work independently or in small groups; three grades together in the same class; and the encouragement of students to collaborate and teach each other. Students have a high level of responsibility for their learning and are supported in developing the skills they need through studying topics that are of interest to them. Including this option in the educational landscape greatly increases the diversity of educational styles that are available to students and families.

Lastly, there are no public Montessori schools in the area. This would be the only public school specifically utilizing the Montessori model and methods to educate all of their students.

8.3. Goals for the Proposed Charter School

Q111. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Goal 1. At Two Rivers Public Montessori, 65% of students who enter behind grade-level in reading will advance more than one grade level in reading each year, until they are on grade-level, according to their MAP scores.

Rationale: Research has proven that low achievement in reading during the early elementary years (k-3) has potentially staggering lifelong consequences for children who cannot comprehend as they grow into adults who cannot comprehend. High quality instruction aligned with the Science of Reading is paramount to student success. The compendium of research on the Science of Reading affirms the Montessori Language curriculum and methods.

Measure of Success: We will use the Measure of Academic Progress (MAP) Assessment, or a similar assessment, at the beginning, middle, and end of year to measure growth in students' reading proficiency. Results will be presented quarterly to the staff and Board.

Goal 2. At Two Rivers Public Montessori, 85% of students will demonstrate growth in executive function (EF) skills, including cognitive flexibility, working memory, and inhibitory control.

Rationale: Science has proven that brains are built, not born. Early childhood is a period of rapid brain development, and a critical time to strengthen executive function (EF), the learned ability to reflect prior to taking action or making a decision. Strong EF is a key predictor of long term success and productivity, allowing students to work effectively with others, persevere through distractions, and process multiple demands. Children who struggle with EF are often labeled as disruptive, hyperactive, and have poor academic performance. Studies have shown how the Montessori classroom is a highly-effective environment for children to strengthen EF. (Harvard Center for Developing Child, 2016; Reflection Sciences Overview, 2016; Lillard, 2006)

Measure of Success: We will use the Minnesota Executive Function Scale (MEFS), a five-minute assessment, to pre-screen each child's EF skills at the beginning of the year. We will also use MEFS to track students' growth midway through the year, and for an end of year assessment. Results will be presented to the staff and Board.

Goal 3. Two Rivers Public Montessori will maintain an average daily attendance rate of 97.5%.

Rationale: Daily school attendance is a leading indicator of academic success and family engagement. Chronic absence matters as it predicts lower achievement in future years and can be a signal of major family stressors (Fiester 2010).

Measure of Success: Two Rivers Public Montessori staff will identify and work with families who have high absentee rates to ensure students have reliable transportation to school, a primary care medical home, and other necessary supports. Attendance rates will be included in monthly Board updates and annual report.

Goal 4. Two Rivers Public Montessori will have at least four school-wide Family Engagement Opportunities each year to foster relationships of trust and open communication between TRPM and its families.



Rationale: Family involvement is a key component of an effective Montessori education, as it impacts student achievement and development. Events may include Friends and Family Breakfast, Literacy Night, as well as workshops on topics such as Montessori at Home and Positive Parenting Techniques.

Measure of Success: Two Rivers Public Montessori will track attendance at Family Engagement events and request survey feedback from families about the relevance of events. Results of Family Engagement work will be presented to the Family-Teacher Collective and to the Board at its Annual Meeting.

Goal 5. Two Rivers Public Montessori will apply sound financial discipline in all aspects of school budgeting, including operating on a budget that includes an annual contingency fund of at least 5% of overall per pupil funding.

Rationale: Proper financial management is critical to the success of a charter school.

Measure of Success: Two Rivers Public Montessori Board of Directors will approve an annual budget that includes a contingency fund of at least 5% of that year's expected per pupil funding.

Goal 6. Two Rivers Public Montessori will purchase and maintain a bus to transport students to and from school. We will provide meal options for all students, with free breakfast and lunch being provided for up to 70% of TRPM students.

Rationale: By providing transportation and meals TRPM will provide the same equitable access to education as traditional public schools.

Measure of Success: TRPM Board will approve a budget that includes funding for transportation and meals.

Goal 7. On year one, a minimum of 80% of teaching staff will be Montessori certified. All teaching staff will receive annual training to deepen understanding, receive certification if needed, and ensure confidence and fidelity of practice.

Rationale: Because it is a unique educational method, teachers must be specially trained in Montessori education. Effective Montessori teachers have a deep understanding of Montessori philosophy and are well versed in the uses of the hundreds of specially designed materials. Through training, teachers learn how to observe students to determine their strengths and areas of need, and how to introduce the right material to them at the right time to support their learning.

Measure of Success: TRPM will implement a robust Professional Development plan for staff. The Curriculum Director and Montessori Coach/Nautilus Lead, with input from teachers, will help craft a professional development plan that identifies each teacher's strengths and 2-3 goals for growth per year. The CD and MC and teachers will review the professional development plan and student progress at least three times a year. In addition, TRPM lead and assistant teachers will receive a \$1500 stipend each year for professional development. There is a year long professional development calendar located later in the application.



Goal 8: Based on the first five year ADM projection, the school will meet annual enrollment goals.

Rationale: Enrollment will drive the school's revenue and provide the opportunities to implement the full plan outlined in this charter application.

Measure of Success: The Board and school leadership team will ensure there are weekly marketing efforts leading up to the first 20 days of school as noted in the school's marketing plan found later in the application. An enrollment scoreboard will be updated and monitored weekly so adjustments can be made. Once the school is open the marketing plan will shift to communicating and promoting the successful opening and highlight the achievements of our students. We aim to partner with a private pre-school and build a waitlist of at least 25% of full capacity in all grades. There are allocated funds to drive the school's marketing plan built into the budget.

Q112. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



Two Rivers Public Montessori shared leadership team and teachers will provide the Board with a monthly snapshot, and trimestrial deep review with quantitative and qualitative indicators of progress towards each of the school's goals. These indicators will include more formal assessments (MAP and MEFS) and short-term metrics like attendance and test scores, as well as long-term ones like student development, student mastery rates, promotions and rates of school suspension. The Board will be able to use this information to determine the school's level of goal achievement in relation to building foundational literacy and math skills, executive functioning, attendance rate, family involvement and budgeting.

The Board will have monthly meetings with the school's Advisory Council (formed by the Curriculum and Operations Directors, Montessori Coach, a Founding Teacher, and two teacher representatives) to guarantee that the school is working towards fulfilling its mission. These meetings will allow the Advisory Council to update the Board with a budget review, monthly cash on hand, revenue, and expenditure updates. Other matters for discussion will be challenges and accomplishments of the implementation of a high-fidelity Montessori program, support for EL, EC and gifted students as needed, and opportunities for family engagement.

Some guiding questions will be, but not limited to: (1) Are TRPM students demonstrating ongoing Academic Progress? (2) Are TRPM students developing improved Executive Function? (3) Are we managing our resources responsibly and effectively to help the school achieve its mission?

Board members will have the opportunity to tour the school with the Directors at minimum once a year, and see a TRPM classroom in action to help guide the implementation and fidelity of the Montessori method.

Mission success will also be gauged by demand within the community for enrollment and the school's overall organizational health. The TRPM shared leadership team will keep the board apprised on a continuous basis of the number of enrolled seats currently filled and the number of prospective students on the waiting list. Students, parents and community members will be encouraged to share observations with the TRPM leadership team, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The shared leadership team will analyze and report the results of this survey at the first regularly scheduled board meeting after the close of the survey. Other suggestions and concerns will be communicated as the need arises. The board will analyze collected organizational health data annually to determine the organizational health through Teacher Working Conditions Survey, Teacher Turnover, and critical friend partnership feedback.



9. Educational Plan

9.1. Instructional Program

Q113. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



Dr. Maria Montessori developed the method of education that takes her name through observing and working with some of the most disadvantaged children in Rome at the turn of the last century: those confined to a mental hospital and three to six year olds who lived in government housing. By creating orderly classroom environments with child-sized furniture, manipulable learning materials that appealed to their senses, and teachers who treated the children with respect, she found that these children who were cast-off by society were driven to learn and able to create peaceful communities amongst themselves. Over the next 50 years, Dr. Montessori continued her work using a scientific approach that relied on observation and testing methods and materials with thousands of children around the globe. Through this process she found what she called the "secret of childhood"; that all children love to learn, possess a drive for order and independence, and are capable of incredible growth when in supportive environments.

This scientific approach to education led Dr. Maria Montessori to develop specific methods that support academic excellence and social-emotional skillfulness.

Through purposeful, hands-on Montessori academic works, children construct new knowledge and make connections through a process of inquiry. Not only are children able to choose their work from the options presented by the teacher and work at their own pace, but they are also able to move about the classroom freely and work independently, with a partner, or with a small group. In a multiage classroom, children are not limited by grade-level standards, and also learn from observing older children's work.

•
The TRPM teaching team will implement the following instructional methods:

- Individual, small group, and whole class lessons that spark curiosity, and assure mastery.
- Teaching students how to use hands-on learning materials that engage multiple senses and provide corrective feedback without the adult.
- Opportunities for children to learn through collaborating with peers in a multi-age classroom.
- Differentiated lessons for every student (Tier 1 MTSS), students work through the required material at their own pace as guided by the teacher. This also allows for academically gifted students and students with learning differences to study the same material in a manner that is most appropriate for them.
- The use of individual, small group, and whole-class observations to assess when students need to review specific content and are ready for the next lesson.
- Project-based learning which integrates language and math skills with science and social studies curriculum.
- NCSCS are addressed with Montessori materials and the Montessori curriculum is supplemented as needed.
- Self-directed learning opportunities that support the development of executive function goals.
- Students and teachers develop individualized work plans to guide students' independent work. With teacher support, students develop skills in planning, organization, and time-management, to ensure they build skills and knowledge in all subjects.
 - Scope of work plans changes as children get older and develop planning skills: daily (K), weekly (LE, UE, MS), longer term (UE, MS)



- MTSS- scope of work plans, amount of work differentiated

Teachers will plan lessons and track student progress using an online record-keeping tool, such as Transparent Classroom. This tool aligns Montessori materials with NC Standard Course of Study and prepares conference reports to share with parents. Teachers, the Montessori Coach and the Director of Curriculum will conduct regular observations, using the Montessori Assessment Playbook from the National Center for Montessori in the Public Sector to assess student learning. Public Montessori in Action tools for environment and teacher assessment will also be used to observe and assess the functioning of the classroom.

Assessment Strategies

In addition to Montessori observations, Two Rivers Public Montessori will have:

- State-required EOG tests
- NWEA MAP language and math assessments conducted at the beginning, middle, and end of the year
- Minnesota Executive Function Scale (MEFS) will be used as an individual executive functioning assessment. Developed by Reflection Sciences, this is a digital version of the Dimensional Card Change Sort conducted at the beginning, middle, and end of the year
- Developmental Environment Rating Scale (DERS) assess executive functioning, linguistic and cultural fluency, and social-emotional development by using research-backed tools to observe students, teachers, and the classroom environment. This assessment will be conducted by a trained observer twice a year in November and April. <https://www.ders-app.org/aboutrevised> (<https://www.ders-app.org/aboutrevised>)

Meeting the Needs of the Targeted Population

The hallmark of freedom within limits of Montessori education means that it is highly adaptable to meet student needs and interests. Each student has a personalized learning plan that they create with their teacher to ensure that they are practicing needed skills and exploring topics which fascinate them. This balance supports a high level of engagement in the classroom.

Q114. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q118. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



TRPM will serve students from K-8th grade. Students will be organized in multiple-age classes: Primary (Kindergarten), Lower Elementary (grades 1-3), Upper Elementary (grades 4-6), and Middle School (grades 7 and 8). Students will remain in the same classroom for three years through the elementary grades. The average class size will be 21 to 24 students. TRPM will be working with Public Montessori in Action to prepare classrooms that meet the needs of diverse students.

Classrooms will contain hands-on materials that engage the senses and are available on low, open shelving, with different areas of the classroom dedicated to each subject area. The learning environment supports movement and interaction, with flexible seating options. Students can work independently, with a partner, or with a peer group, utilizing tables or rugs on the floor. Furniture is appropriately sized for the students. Classrooms are designed to meet the developmental needs of students as they grow. For example, classrooms for older students contain more table space for collaboration and more abstract learning tools, such as computers, whereas classrooms for younger students provide more individual work spaces and concrete materials.

Each class has an area available for conflict resolution and quiet centering, called the Peace Table. Montessori Grace and Courtesy Lessons include how to use the Peace Table as a tool for calming and conflict resolution, as well as how to set-up and put away work and move about the classroom in ways that do not disturb others' learning.

Classrooms have few distractions or visual "noise" and often include plants and pets. Teachers give lessons on a rug or low table to a small group of students and an assistant teacher moves through the class providing students support and redirection, called the "one up, one down model". As described in the attached article from the National Center for Montessori in the Public Sector, "Montessori pedagogy and the scholarly research demonstrates the necessity of an assistant in a Montessori classroom to ensure faithful implementation of the Montessori pedagogy, which, in turn, fosters students' executive functions and social and emotional development."

Students participate in lessons for short periods of time (10 to 15 minutes) and then have an uninterrupted block of time, called work period, during which they choose the order in which they'll complete their follow-up work and practice with the differentiated materials.

Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



Our mission is to provide equitable access to a high-quality, relevant Montessori education to meet the unique needs of all students and strengthen our community. Montessori education encompasses a philosophy of child development, methods of instruction, learning materials, and a specific curriculum that encompasses math, language, life and earth sciences, history, cultural studies, practical life skills and sensorial development. Montessori has been shown to be particularly effective for all students in fostering the development of executive functions like self-discipline, critical reasoning, and problem-solving (Diamond & Lee, 2011; Ervin et al., 2010; Lillard, 2005, 2012; Lillard & Else-Quest, 2006; Rathunde & Csikszentmihalyi, 2005).

The Montessori kindergarten curriculum is founded on sensorial and practical life curriculum areas. The sensorial materials and curriculum help students orient themselves to the world through sensory experiences - color, sound, touch, size, etc. They learn to recognize and differentiate between the physical attributes of objects. This lays the foundation for math, geometry, language, science, and social studies. The practical life curriculum includes how to care for the environment, self, and others in and out of the classroom. Students build practical skills, gross and fine motor control, sequencing, order, concentration, coordination, and independence, and these experiences lay the foundation for learning in the academic areas. Students also work with concrete materials for language, math, science and social studies. Because of the concrete learning materials, there is potential in the kindergarten classroom for students to develop fluent reading skills, advanced arithmetic competency (multiplying four digit numbers for example), an understanding of global geography, and foundational biological and physical science concepts. The Montessori curriculum does not require that all students learn the same concepts at the same time, but rather provides an environment for differentiation where students are able to learn, work, and grow at a pace aligned with their own development. Teachers present standards-based lessons to all students and then support students in becoming independent with their follow-up work.

The foundation of the Montessori elementary curriculum for grades one through six is a series of five “Great Lessons” that cover: the formation of the universe, the evolution of life, the evolution of humans, the development of written language, and the development of mathematics. These lessons are told like stories with illustrations, hands-on demonstrations or materials, and timelines. They are given every year so that students build familiarity with the history of these milestones, and are able to investigate particular areas of interest touched on in these wide-scope lessons. Out of the Great Lessons, teachers then introduce all the academic subjects: earth, physical and life sciences, history, grammar, writing, reading, arithmetic, geometry, algebra. The Montessori curriculum is an intentional spiral. Topics are introduced to the youngest students with hands-on materials and they move towards abstraction as they grow. For example in the grammar curriculum: first grade students use sentence strips and lay out small wooden shapes above them to identify the parts of speech. By third grade, they are able to do this work entirely on paper and are introduced to manipulable materials for diagramming sentences. In fourth through sixth grade they move towards drawing sentence diagrams on paper and analyzing increasingly complex sentences. Science is taught with experiments and demonstrations that the students can do themselves, and art materials are consistently available in the classroom. Students use timelines and card materials to study history, and are guided in developing research



skills, writing reports, and making presentations to share their learning with their peers.

Montessori reading instruction aligns with the Science of Reading. The Montessori method follows the principles stated by the Science of Reading, incorporating phonics (relationships between sounds and written language), phoneme awareness (the awareness of sounds that make up spoken words), and advancing in complexity to letter formation, spelling, word parts and comprehension. At TRPM, we understand literacy as a social justice issue and it is our responsibility to provide explicit instruction to increase achievement. High quality reading instruction aligned with the Science of Reading is paramount to student success. The compendium of research on the Science of Reading supports and affirms Montessori teaching methods and specific materials that develop phonemic awareness, phonics, vocabulary, fluency, and comprehension. Reading Made Simple - presentation (https://docs.google.com/presentation/d/1GTi0cDIwsNQ4VVRPYIpn4fcMcg_Ug_iFnFMPk7NHHs/edit#slide=id.g8a56821ee4_0_0)

Over the two years of middle school, cycles of study involve interdisciplinary thematic units that incorporate state standards and support mastery learning. These studies emphasize cooperation and integrate all areas of academic learning, service-learning, and self-expression. Units are introduced in large group interactive lessons that demonstrate the themes of the cycle of study. During the unit, teachers and students study and work together, go out of the classroom to investigate the ideas in the unit, and culminate with student presentations to the group, assessment of students' knowledge, and celebrations of the work of the trimester. Students also engage in Socratic seminars at least once a week, facilitate class meetings, help plan field studies, and receive targeted instruction in content and on study skills for academic success. Montessori adolescents enter high school ready to balance the independence, workload, test preparation, transitioning, and any extracurricular activities.

The Montessori curriculum also includes several areas that are beyond the scope of conventional academics:

- Practical skills: caring for the classroom environment, plants, and animals; some food preparation, sewing, gardening; environmental stewardship. Activities in this area build fine and gross motor skills, executive functioning skills, concentration, coordination, order and independence.
- Sensorial: helps students notice, experience, and categorize information from their senses, which builds early foundations for mathematics and language. Gives young children concrete experiences of abstract concepts. Build fine and gross motor skills. (particularly for kindergarteners)
- Interpersonal skills: conflict resolution (restorative and transformative practices), advocacy, and self-expression
- Grace and Courtesy: how to move about the classroom and care for furniture and learning materials so that all students have a functional learning environment. How to interact with peers and teachers in a way that feels respectful to all.
- Executive function skills: memory, inhibitory control, planning, organization, time management, adaptable thinking, self-monitoring, and self-regulation.
- Planning and executing "going-out" activities and service learning. Students at the upper elementary and middle school levels learn how to learn from the community outside of the school by connecting with



organizations in a field of their interest and organizing ways to interact with them with adult support.

Montessori teachers also pay close attention to children's cultural contexts, and a growing body of qualitative research focuses on Montessori as a culturally responsive teaching approach. Culturally responsive teaching acknowledges that teachers should incorporate students' home cultures into their lessons (Ladson-Billings, 1995). Zaretta Hammond, author of "Culturally Responsive Teaching and the Brain" (2014) and a Montessori parent, defines Culturally Responsive Teaching as "helping culturally and linguistically diverse students who have been marginalized in schools build their skills and capacity to do rigorous work". By providing a high-quality Montessori public education, TRPM will help reduce the learning gap and support all students no matter their race or economic situation.

Q120. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



The primary instructional strategies of a Montessori teacher are: presenting targeted, deliberate lessons in specific sequence to help students build academic skills; using observation and interactions with students to assess student and classroom needs; conferencing with students to develop learning goals (work plans); and crafting larger, dynamic lessons and follow-up works that integrate the subjects and engage students in large concepts like the beginning of the universe and the development of language. Teachers provide students with choices so that they can engage with the required material in ways that meet their learning styles and needs. They are also responsible for maintaining an orderly and inviting classroom environment and keeping records of lessons and student work. Teachers help students develop interpersonal and conflict resolution skills and build trusting, collaborative relationships with families.

Middle school teachers add to all these skills and responsibilities the duty of developing thematic units that incorporate math, language, science, history, art, and engagement with the local community. All teachers at TRPM will also receive additional training with Public Montessori in Action, including methods for building and remaining a resilient public Montessori school, and training in the Nautilus discipline approach.

These instructional strategies blending targeted and large-scope lessons, observing, conferencing with students, providing choices, maintaining the environment, and building relationships with students and families, allow educators to get to know their students and deeply understand their strengths and weaknesses. They are able to identify specific components that students are struggling with and direct instruction to those areas in small group or individual lessons. Pin-pointing instruction keeps the learning relevant and addresses specific difficulties so that students remain engaged in their learning. Montessori educators also maintain student engagement by celebrating students' effort, teaching multiple learning styles, and blending students' areas of interest or expertise with areas in which they need more practice. Montessori educators work to maintain every child's identity as a successful learner, so that no child shuts down or starts to feel that they simply cannot learn. When students feel that their learning is relevant, are engaged in what they are learning, and see themselves as successful, they are capable of increased academic achievement. Students are also able to achieve academically when they feel safe and supported. This is a key feature of the Montessori classroom where every child is seen as important to the group and children are taught peaceful conflict resolution skills for when interpersonal difficulties arise. By encouraging and supporting the development of the whole person (intellectual, physical, emotional), Two Rivers Public Montessori will help children develop to their fullest potential. Learning through the Montessori method from Kindergarten to eighth grade will help the students develop personal and interpersonal skills, academic abilities and community engagement that will support academic achievement.

Q121. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



Using the Montessori materials and methods described above in accordance with the NCSCS will ensure that students have the base knowledge necessary for transitioning to the next grade. Students are able to practice with materials until they have mastered a concept and revisit topics in a spiraling curriculum, moving from concrete to abstract understanding as they get older. Staying for three years in the same classroom allows students and teachers to get to know each other and work on skills until mastery is achieved.

Students complete portfolios of their work and self-assess their learning each year. The levels of independence and responsibility for their learning that students will experience at TRPM prepares them to be life-long learners. Students also develop skills such as time-management, self-regulation, planning, and interpersonal skills that will help them be successful in high school and beyond.

Q122. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Two Rivers Public Montessori will operate on a nine-month academic calendar similar to that of the surrounding district. This will allow our school to be as accessible to families of the surrounding district and support families who have children in more than one school.

As outlined in Appendix D, we anticipate having 175 school days and over 1,137.5 instructional hours per year.

Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



The school day will be from 8:30 am to 3:00 pm, 6.5 hours each day. For Kindergarten through third grade students, the day will begin with a brief check-in with their teacher or instructional assistant on their work plan, or what learning activities they will be doing that morning. They will then move into the morning work period - a three hour period during which each child will receive at least one small group or individual lesson, complete several works, or learning activities, and have the opportunity to eat a snack. During this three hour block, students will be able to spend 1.5 hours each with math and ELA lessons and activities, with science and social studies topics integrated throughout. At 11:45 the class will put their works away and gather for a class meeting, which is an opportunity to do a land acknowledgement and centering activity, share announcements and acknowledgements, and/or for the students to do classroom jobs such as meteorologist, historian, astronomer, etc. They will then move to lunch and recess.

After recess, Kindergarten through third grade students will have a one hour enhancement block. Three of these enhancement blocks each week will be art, music, and PE, taught by specialist teachers. The other two blocks will be available for project-based learning in the classroom, focusing on science and social studies. After the enhancement block, students will have half an hour of focused reading instruction and practice. They will end the day by caring for and tidying up the classroom and having a short closing gathering, incorporating any of the elements that are not part of the morning meeting.

Upper elementary, grades 4-6, students will have a similar schedule, with some changes based on their developmental level. These students will begin the day with a classroom meeting, including a land acknowledgement, centering activity, and review of activities for the day. They will then move into the three-hour work period during which they will receive at least one small group or individual lesson, complete several works, or learning activities, and have the opportunity for a snack. During this time they will have 1.5 hours each of math and ELA instruction and practice time. At 11:45 they will put their work away, tidy the classroom, go outside for recess and then have lunch.

After lunch, fourth through sixth grade students will have an hour enhancement block with the same subjects as lower elementary. On days when the class has project-based learning time as the enhancement block, this may extend an extra half hour until time for classroom jobs and closing gatherings. When the class has art, music, or PE for the enhancement block, they will return to class for an extra half hour of reading instruction and practice time. The upper elementary students will end the day with caring for and tidying the classroom and gathering for a closing meeting that may include acknowledgements and student jobs such as meteorologist, historian, astronomer, etc.

The middle school day will begin with a morning meeting that may include a land acknowledgement, centering activity, announcements, and/or discussion of upcoming work. This will be followed by the first two hour learning block of the day, during which half the class engages in lessons and practice in integrated language and social studies and half the class engages in lessons and practice in integrated science and math. After this the students will participate in an hour of enhancement classes. Three days a week the enhancements will be PE, music, and art, taught by specialist teachers. The other two days a week the students will participate in



project based learning in the classroom. They will then have an hour for lunch and open time to socialize and be outside.

After lunch, the seventh and eighth graders will have their second two-hour learning block of the day. In the afternoon, the students flip learning blocks. For example, the students who had language arts and social studies in the morning will have mathematics and science in the afternoon. They will close the day with time for classroom jobs and/or a class meeting.

The daily schedule that includes a three hour work period is a hallmark of Montessori education. This extended time allows children to truly focus on their activities and enter a “flow” state. In optimal experience theory, psychologists describe “flow” as the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity (Kahn; Rathunde & Csikszentmihalyi). Children working in flow exhibit spontaneous discipline, concentration and deep engagement. This extended time gives children the autonomy to choose the order of their learning activities, from the guidance of the work plan they developed with their teacher, as well as multiple opportunities to develop executive function skills. Rather than being ushered through subject-based learning blocks according to the teacher’s schedule, students are able to determine what they most want to work on for themselves or with their peers, increasing motivation and engagement in their learning. Students practice from a very young age how to manage their time and prioritize their activities so that they complete everything they have planned for the week, building important skills for college and career success. The extended work time also allows for students to learn from the corrective feedback of the materials. Students are able to check and correct their work, leading to deeper learning. As students complete activities, they have a sense of accomplishment, can see what they have learned, and build their confidence and respect for themselves.

Incorporating time each day to gather as a class community is also critical to our goals of building an environment where all children feel connected and valued. In class meetings, students and teachers acknowledge each other for the work they see them doing and the ways in which they have been helpful to the community. A land acknowledgement and centering activity in the meeting provide students time to connect to the history of the place and to their inner selves. Students have opportunities to perform classroom jobs such as sharing the upcoming weather forecast (meteorologist), recording important events from the past day (historian), sharing upcoming astronomical events (astronomer), and several others. Class meetings can also be used to address problems that arise in the community, giving the children a forum to engage in group problem solving and build their skills as peacemakers. Class meetings are opportunities for the children to speak and listen to each other as a group, building their respect for others.

The final critical component of the daily schedule is time to care for the classroom environment. Students do jobs that benefit the community such as sharpening pencils, dusting materials, tidying books, caring for classroom plants and animals, etc. This gives them ownership in their classroom and a sense of responsibility and pride in the ways in which they contribute. Students are able to see the impact of their work as the classroom becomes more organized and understand how their efforts support their peers, for example when



all the children have a sharp pencil to use and can find the book they are looking for. Intentionally caring for the classroom builds students' connection to the community and their respect for the environment.

Q124. Describe a typical day for a teacher and a student in the school's first year of operation.

Students will arrive by 8:30 and check-in with their teacher and will participate in a class morning meeting. Students will then progress through a work period: at least one lesson, and several learning activities ("works"). A snack time opportunity will be provided during the morning block of time. To close out the morning work period, students participate in a class meeting, lunch and recess. Next students will transition to enhancement time and their second block of learning. Second block of learning activities vary depending on age group. All students will participate in closing circle and complete their classroom jobs, followed by dismissal. A detailed view of this schedule is outlined in Appendix E.

Teachers will arrive by 8:00 so they have time to prepare for the day as students arrive by 8:30. Teachers will conduct check-ins and/or class meeting and facilitate work period which includes: 5-10 small group or individual lessons, observe students' work, walk through the class to help and/or redirect students. Teachers and assistants alternate monitoring lunch and recess as to give each a half-hour break. Teachers receive 3 one hour prep blocks a week while students are at enhancements. On days that students do not have enhancements, this time is used for project-based learning. Teachers then facilitate a second block of learning followed by supporting students in caring for the classroom, closing meeting, and dismissal. Staff will leave each day by 3:30 with the exception of Wednesdays. Wednesdays will be reserved for staff meetings which will last till 4:15.

For the Primary program (ages 3-5 / prek - K), there will be 2 classes to accommodate 42 students. 21 of these students are part of the charter (school aged), and 21 will be students of a private partner preschool.

For the Lower Elementary program (ages 6-8 / 1st-3rd), there will be 3 classes to accommodate 63 students.

For the Upper Elementary program (ages 9-11 / 4th-6th) there will be 1 class to accommodate 22 students in year 1, growing to 3 classes to accommodate 63 students by year 5.

The middle school program (ages 12-13 / 7th-8th) will open in year 2 with 1 class to accommodate up to 8 students, growing to 2 classes to accommodate 42 students by year 5.

Q125. Will this proposed school include a high school?

- Yes
- No



Q131. **Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).** One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/29/2022**

by **Brittany Wager**

Q132. **Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :



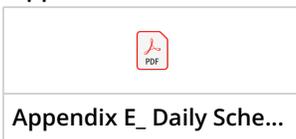
Uploaded on **4/29/2022**

by **Brittany Wager**

Q133. **Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Evidence :



Uploaded on **4/29/2022**

by **Brittany Wager**



9.2. Special Populations and “At-Risk” Students



Q134. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Montessori inherently allows differentiation as this is the base of the method. Teachers follow the student using observation that informs action, helping the teacher meet the students where they are and guide them in the right direction to achieve proficiency throughout their experiential learning.

MTSS begins with relationship building and observation in the classroom. Teachers get to know students as individuals, their strengths, and areas of need. They work with students to create daily/weekly/monthly (depending on age level) work plans that balance what students need to work on and what they are interested in so they are able to maximize engagement and motivation. Teachers also work with students for up to three years in the same classroom. Work in the classroom constitutes Tier I (differentiation) in the MTSS framework that TRPM will use to help identify students performing below grade level and monitor their progress. The MTSS goal is to intervene early so students can catch up with their peers. In order to identify struggling students and be able to provide support, our school will start with Tier I: in class instruction provided for all students using the Montessori method which provides differentiation.

Students who continue struggling academically move to Tier II: parents are informed and the student begins receiving more targeted support through small group lessons and interventions. At Tier II, additional activities such as targeted math or reading games, flashcards, puzzles, etc. may be added to the classroom for the student to use for extra practice during the daily work period. These students can be identified using a Montessori observation tool (such as Transparent Classroom), MAP assessment, the Minnesota Executive Function Scale (MEFS) and State Assessments.

A student stays in Tier II for 6 to 8 weeks and if still not making progress, moves to Tier III: intensive individualized support with more time spent in one on one interventions. At Tier III we will also initiate the Child Study protocol developed by Public Montessori in Action. This process begins with a meeting between the classroom teacher, family of the child, Montessori Coach and Curriculum Director. In this meeting the child's teacher describes the academic struggles the child is facing in objective language and asks the family members for insight. The adults develop ideas for how to help the child and create a plan that can be implemented in the classroom and at home. If the child continues to struggle after 4-6 weeks, the classroom teacher and Montessori Coach or Curriculum Director conduct a child study meeting with the other lead teachers at the same grade level. This meeting follows a protocol for investigating the difficulties the student is having, reviewing what has been tried and the outcomes, and developing ideas and a plan for further support. Students that continue to struggle after Tier III are referred for EC identification through specialized assessments for specific learning disabilities. These students will have other support personnel to work with them one-on-one or in small groups in or outside the classroom.

Q135. Describe the extent to which one or more of the founding board members has experience



working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Dawn Meskil has over 23 years of experience primarily focused on addressing equitable policies, practices, and opportunities for young children and their families. She is currently the Preschool Exceptional Children Co-Coordinator for the NC Department of Public Instruction. Her past experience includes Exceptional Children Consulting for NCDPI, Asheville City Schools Preschool Director and Primary Montessori School Principal, Assistant Director of Children's Developmental Services of WNC, and Early Intervention Regional Consultant for the NC Department of Health and Human Services.

Alexandra Skau has taught in Montessori elementary schools for ten years; two years in private schools and eight in public charter schools. She has worked with scores of students with disabilities, 504 plans, ELs, and students identified as gifted. She has been the classroom educator in 504 and IEP meetings, and has worked closely with the school psychologist, special education coordinator, special education teachers, EL interventionist, and reading and math interventionists to develop and implement support plans for students. Alexandra has been responsible for adapting classroom procedures, environments, and materials to support students with ADHD, dyslexia, autism, oppositional defiant disorder, intellectual disability, and English Learners.

Brittany Wager, COTA-L, is a pediatric Occupational Therapy Assistant. She works with young children with varying diagnoses and specializes in Autism Spectrum Disorder and ADHD. She provides therapeutic services in the natural environment, which for many children is the school. In addition, she teaches Pediatric Intervention Theory and Technique at Asheville Buncombe Technical Community College in the OTA program. She is knowledgeable about laws regarding section 504 and IDEA.

Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

- 1. Methods for identifying EL students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**



Two Rivers Public Montessori will use the Home Language Survey (HLS) to identify EL students with questions related to the language(s) the student first learned, understands, and hears, and in what contexts. It will also incorporate questions about the student's language exposure and background.

Our test administrator will then assess all Kindergarten and 1st grade students identified as potential EL's using a placement/screener test to assess the proficiency of students in all four language domains (speaking, listening, reading, and writing). The ACCESS test provides a screener which helps monitor and evaluate the achievements of EL students. It indicates when a student can exit EL services. Montessori teachers are trained to follow the student and provide support as needed. This will be especially important with EL students as they need more time learning vocabulary and fully developing a quality understanding of the academic language needed to perform in school. TRPM teachers will receive training when needed to support an EL student.

Our school will work on relationships and being culturally responsive in order to support all students. Our teachers will be familiar with the scoring scales and guidelines for WIDA Screener Speaking and Writing and our Test Administrator will complete the required training every two years.

Identified EL students will have assigned time to meet in small groups with the teacher, focusing on foundational skills such as phonics, phonological awareness and vocabulary. The NWEA MAP assessment will also give information about the areas where they need more support and the practice tests will be used to help the students achieve proficiency. MAPS also has available a MAP Growth Spanish Math test and MAP Growth Spanish Reading Screener for Spanish Speaking students (8% of the student population in Asheville City Schools and 18.2% in Buncombe County).

Teachers will engage in a specialized meeting called Lesson Study during their level meetings once a month. During these meetings, teachers will focus on a particular skill, such as multi-digit multiplication, review the Montessori materials that are used to teach this skill, and the related NC standards. They will share their ideas and common practices so that all teachers can strengthen their practice. They will also discuss how to help students connect to the skill if they are struggling, what supports to include for English learners and exceptional children, and how to extend the learning for gifted students.

Q137. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



Montessori is the ideal learning environment for gifted and talented children. Research supports that an environment that meets the academic and emotional needs of all students is the most effective. The Montessori method focuses on intrinsic motivation which guides students towards autonomy in their work.

Gifted students have the opportunity of working on advanced materials and learn at great depth the concepts and NC Standards for their age. In the Montessori classroom students are in contact with different age partners and can advance on their discovery at their own pace. Montessori teachers are prepared to provide gifted students with advanced materials that will help them reach a higher understanding of the contents and allow for curriculum compacting or acceleration.

Gifted students at our Montessori school will be exposed to challenging materials, individualized academic experiences, and an engaging, wide-scope curriculum that feeds their hunger for learning. We also provide emotional and social-emotional support through our Grace and Courtesy Lessons that are essentially teaching the students what it means to be polite and how to appropriately communicate his or her feelings.

9.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q138. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



TRPM will ask parents to provide information about IEPs and 504 plans in enrollment information papers. The school will also request and review records from any previous schools to see if an IEP or 504 plan already exists.

If it does exist, it will be reviewed by the Special Education team consisting of a school administrator, counselor, classroom teacher, and EC-certified teacher.

In addition, as students enter TRPM, they will immediately be assessed through the eyes and experience of Montessori trained teachers. If any student is identified as performing below capacity, or demonstrating achievement or skill gaps, the MTSS team will be initially notified to ensure systems for prevention and intervention are in place.

By being a developmental philosophy, Montessori is well suited for students with learning disabilities. As with gifted students, Montessori helps identify exceptional children that are developing at a different pace or have learning difficulties that impedes them from achieving proficiency.

Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



TRPM will follow the MTSS approach to ensure growth of all students. Starting with Tier I (for all students, core program and differentiation), then Tier II (providing supplemental and extended instruction or interventions for students in need), followed by Tier III (intense and individualized intervention). This approach will help avoid misidentification. Resources will be provided to teachers, parents and staff for identifying children with special needs, including brochures, posters and letters found on the NC DPI Project Child Find's website. If a student is believed to have special educational needs that are not being met by Tier III of MTSS, they will be referred to the Exceptional Children team. This team will decide the need for full evaluations and any specialized designed instruction. The IEP team (led by the EC teacher), will include the parents, regular education teacher and an individual that can interpret the instructional implications of the evaluation. This team determines that evaluations are appropriate for the next step, and the parent(s) sign (giving consent for initial evaluations). TRPM will contract with a local school psychologist to provide any diagnostic testing required during the school day. The EC teacher will oversee the evaluation process, scheduling the time and location of the evaluations, receiving each report and scheduling the eligibility determination meeting to ensure compliance within the 90-day timeframe and making sure that all forms provided by the NC DPI are completed. Parents may also choose to refer their child for testing at any time by providing a written request to the school. All decisions (accepted or refused) will be reflected in detail within the Prior Written Notice for each meeting.

If the student qualifies for an IEP, one will be drafted by the IEP team. The child will receive any necessary accommodations as well as in-classroom support as needed from the licensed EC teacher, contracted OT practitioner, and / or contracted SLP. The EC team, including the parent / guardian, will meet quarterly to discuss the child's progress, monitor records and use a problem-solving approach to address academic, behavioral and/or developmental concerns regarding the student. If a child does not qualify they will continue to receive tier III intensive individualized interventions.

All confidential records will be kept in a locked file cabinet in a room accessible only to pertinent school personnel and written documentation will be required to remove any records from the records room. Only staff members of the students will have access to these files.

Montessori education includes daily individualized work plans for each student, regardless of special educational needs.

Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**



To ensure record compliance, TRPM will develop and implement a record compliance monitoring system. A compliance checklist will be completed by the IEP team for all records of students with disabilities. After each record has been reviewed, if any noncompliance is found, a corrective action for noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was remedied. All EC records will be reviewed/audited at least once annually.

This audit will ensure each folder includes:

- Signed informed consent for initial provision of services for special education and related services;
- The most current prior written notice with a description of actions proposed and refused;
- Documentation that initial consent to evaluate and parent response was documented;
- Most recent parent invitation to the IEP meeting; and
- Most recent IEP/Re-evaluation document.

There will be additional IEP audits conducted annually by contracted specialists to measure the appropriateness of present level of performance, IEP goals, student participation in statewide assessments, and IEP service time.

The TRPM 504 Coordinator will monitor all 504 Accommodation plans for compliance as required by Section 504 of the Rehabilitation Act of 1973.

Each year TRPM will review and reflect on strengths and improvements that need to be made in the record keeping processes. Two Rivers Public Montessori will train all staff in regards to confidentiality and effective record keeping, and will strive to be 100% compliant with all records. TRPM will work with students' prior schools to ensure records are received in a complete and timely manner.

In compliance with confidentiality requirements, all records will be locked in a separate setting. Any file that is confidential will be marked as such, and is not to leave the school building. Policies and procedures will be created on maintaining copies of records and filing records based on current laws.

Q141. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



Individualized learning plans are developed for every student as a part of the Montessori pedagogy. Students in a Montessori classroom are each allowed to progress through lessons and work at their own pace. Two second grade students could be working on different literacy or math lessons depending on their own specific needs. It is the ultimate least restrictive environment for students with learning differences. The full time EC teacher will push in to the classroom where appropriate to work directly with students and provide more explicit instruction if needed. The EC teacher will collaborate with the classroom teacher to best prepare and present Montessori works to students who require more educational support in the classroom. Students with disabilities will have the benefit of peer models in the classroom who are operating at a variety of levels due to the mixed age Montessori classrooms.

According to the National Center for Montessori in the Public Sector's white paper on English Language Learners and Special Education Students in Montessori Schools: The Case for Push-In Services, these mixed age classrooms provide a unique opportunity for students with learning differences to enhance their understanding of the content through demonstrating and modeling their knowledge to younger students in the classroom.

Social integration: Push-in services within the Montessori classrooms benefit the social development of all students in the classroom.

- Exceptional students can be supported to work in small groups with typically developing students and native English speakers.
- All students learn from each other and learn to see differences and individual needs as a normal part of classroom life.

Limitations of the Push-In Model: Under some circumstances, attention to the needs of the child dictates that working with the child in a resource room or other quiet space away from the classroom is preferable to push-in support. Some Montessori communities label this as "step-out" support, as it is flexible and can be initiated by the child as well as by the interventionist.

Circumstances in which step-out support might be preferable include:

- Speech and language services in which pronunciation and articulation are key to student learning
- A highly distracted child who benefits from having a first lesson in a separate environment before working on the material in the classroom
- A child with emotional disturbances who needs a quiet place to regain his or her composure before returning to work in the classroom

Even when a school primarily uses the recommended push-in approach, the availability of a resource room can help meet these specific needs.

If EC support in the classroom is not meeting the student's needs, the EC team (including the parent) will meet to review what additional options may be available at the school. If the necessary services are not available, TRPM will work with an outside service provider to obtain the necessary services. We have allocated \$10,000



with additional funds in reserve in our budget for outside EC services to ensure that all students are able to access a FAPE.

Applicant Evidence :


ELL-and-Special-Educat...

Uploaded on **4/28/2022**
by **Lauren Watters**

Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



Every student at TRPM will receive an individualized education that meets their specific needs. In accordance with IDEA, students with disabilities will receive a FAPE in the least-restrictive environment through the use of push-in services. Accommodations will be provided on an as-needed basis including but not limited to: assistive technology tools, assessment accommodations, etc. Related services not offered by TRPM will be provided by an outside service provider during regular school hours.

“Push-in” refers to the practice of delivering ELL or special education services inside the regular classroom rather than “pulling out” identified students for services in a separate setting. Montessori programs are ideally suited for supporting this service model.

- Montessori classrooms offer: Mixed age groups and fully differentiated instruction—A full array and level of materials is available within each multi-grade classroom. Instruction is differentiated for all students, making the differentiation for those with ELL and SPED needs an easily incorporated and natural part of the classroom.
- Individual and small group lessons—The entire Montessori classroom is set up around one-on-one and small group work. When an interventionist comes in and offers such lessons, it fits well within the norm of the classroom and in no way disrupts or stands out from the usual flow of the classroom.
- Uninterrupted three-hour work period—Montessori classrooms are structured around a three-hour work period during which students move freely between work areas and materials. This structure allows the interventionist to work with students at a mutually agreeable time, minimizing interruptions, supporting student choice and thereby enhancing learning.
- Materials that move from the concrete to abstract—Montessori materials begin with concrete representations and then move to abstract for all students. These same materials are easily accessible to ELL and special education students and can be used by push-in teachers to reinforce regular lessons.

Specially Designed Instruction will be provided to target interventions or instruction that help all students access and benefit from their education. This will include scientific, research-based instruction and intervention matched to student needs.

Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

The EC team (EC teacher, Curriculum Director, classroom teacher, and parent) will collaborate in regular meetings held at an interval dictated by the IEP. They will monitor and discuss the student’s growth and progress towards their IEP goals. The child’s classroom teacher will be supported by the team in order to make adjustments and/or accommodations based on the student’s IEP. The EC teacher will ensure that the student’s Montessori work plan is appropriately leveled for their needs. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws.

Q144. Describe how implementation of the Individualized Education Plan (IEP) will be monitored



and reported to the student, parents, and relevant staff.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Students will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

Classroom observation, work samples, and objective measures will be used to track student progress towards IEP goals. Tools such as:

- Phonological Awareness Screener Test (PAST) -
- CORE Phonics Assessment
- easyCBM (Reading Fluency, Vocabulary, Proficient Reading, Math Operations, Measurement, Numbers Operations, Algebra)

Will be used to measure student progress.

Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

In the event that the student requires related services not available at TRPM, the school will work with a contracted therapy company to ensure that all students with an IEP receive their services during school hours. The EC teacher will work directly with all related service providers collaboratively to create a student support schedule, identify the appropriate location to provide pull-out support, establish lines of communication with parents, data collection and entry, the scheduling of IEP meetings, and oversight of the evaluation/re-evaluation process to ensure overall compliance.

School administration will ensure all EC teachers are highly qualified and their teaching licensure meets state requirements. TRPM has included \$10,000 in our budget with additional funds in reserve as well as special state reserve and risk pool funding opportunities to cover these services if found eligible.

9.4. Student Performance Standards

Q146. Describe the student performance standards for the school as a whole.



Core Subjects:

Of the students who enter TRPM at grade level in reading, math, and science per the NWEA MAP fall test, 80% will advance one full grade level in these subjects each year per NWEA MAP spring test. We expect to see the same growth for our 3rd-8th grade students in their related North Carolina State tests.

Of the students who do not enter TRPM at grade level in reading, math, and science per the NWEA MAP fall test, 65% will advance in excess of one grade level, every year, until they are at grade level in these subjects per NWEA MAP spring test. We expect to see the same growth for our 3rd-8th grade students in their related North Carolina State tests.

Executive Function Skills:

80% of students will show growth on the Minnesota Executive Function Scale (MEFS), which measures cognitive flexibility, working memory, and inhibitory control. Growth will be evidenced through a process that includes MEFS pre test, ongoing tracking, and MEFS end of year test.

Q147. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

In addition to state required EOGs, TRPM will use third party tests and teacher assessments to ensure students are progressing toward achieving standards, and prepared to transition from grade to grade. These tests will include NWEA MAP and the Minnesota Executive Function Scale, among others. TRPM will conduct these assessments at the beginning, middle, and end of the year to track annual student growth in academic and social emotional areas.

TRPM will use data-driven decision making to identify areas of academic weakness, and make regular adjustments to the instructional methods for each child, according to our MTSS protocol. On the staff development day closest to the end of the trimester assessment window, staff will review collected data to assess the overall effectiveness of the Montessori curriculum in meeting the needs of our diverse target population, and make adjustments accordingly.

Teachers will examine the NWEA MAP Achievement Status and Growth Reports to analyze their students' growth and to target instruction as well as review the Learning Continuum and other various class reports. NWEA District Summary Reports will be presented to the board to give an overview of the progress the school as a whole is making as well as the Projected Proficiency Summary Report to project how TRPM students will perform on the North Carolina End of Year State Assessments.

Q148. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be



communicated to parents and students.

TRPM will make data-driven decisions in regard to determining a child's readiness to be promoted. This will be based on upon mastery of the Montessori curriculum, as aligned with NC Standard Course of Study. Parents will be informed that in multi-aged Montessori classrooms, the main promotion for students occurs from Primary to Lower Elementary, from there to Upper Elementary, and from there to Middle School.

Student promotion is at the recommendation of the Lead Teacher in consultation with the Curriculum Director, based on student's social and academic development, as evidenced by student work, teacher observation, and continuing assessments. Students with special needs will be promoted according to protocol established in their IEPs. Retention decisions will be made by recommendation of the Lead Teacher and approval of the Advisory Council.

Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

We expect our first cohort of children to exit our school in 8th grade in the year 2025/26, by which time students will have completed three years of personalized, hands-on Montessori learning. Students exiting 8th grade will be expected to demonstrate at least 80% mastery of the Montessori Middle School Curriculum, as it is mapped to the NC Standard Course of Study. Exit standards for our "At-Risk" populations are similar, with additional considerations taken into account for students IEPs, 504 Plans, EL status, specific disabilities, and any other relevant factors. TRPM students will be prepared to meet the academic and social-emotional demands of high school, and beyond.

9.5. School Culture and Discipline

Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



We believe that when students are not in competition with each other, they are able to develop social relationships based on trust and appreciation. We will encourage students to see the best in each other and help each other grow in areas of need.

At Two Rivers Public Montessori, we believe that all children are innately curious, natural learners who are deserving of respect and capable of discovering their unique purposes in life. We will focus on safety, diversity, equity, inclusion, belonging, kindness, justice, curiosity, joy in learning, self-esteem and independence. TRPM will be a welcoming school environment where all students are seen, heard, valued, and treated with respect. Through the consistency of expectations in the classroom and at the school-level, children feel a sense of safety, belonging, and connection, allowing them to focus on meaningful and rigorous work. We will build a culture in which differences are celebrated and a growth mindset is fostered in children and adults. Students learn best when they feel safe and connected to their community. Through self-selected and self-directed academic tasks, children develop executive function skills, such as decision-making, flexible thinking, and emotional regulation. We will strive to shape classrooms in which collaboration is fostered, making mistakes is treated as a natural part of learning, and each child is valued for what they contribute to the group. The organic movement within the classroom provides ample opportunity to practice a wide variety of social skills, which are reinforced through teacher-directed Grace and Courtesy lessons.

A crucial part of our culture will be the Montessori Grace and Courtesy lessons that emphasize respect for oneself, others, and the environment. By nurturing an inclusive and welcoming environment, students are able to focus on their intellectual growth without worrying about making mistakes or how they are perceived. This allows them to try new activities, practice developing skills, and share their learning with others in an environment that celebrates curiosity and engagement.

Below is a list of values that we see as important and will work to define and train all employees and students on:

- Belonging, Identity and Inclusion - Mirrors and Windows
- Community and Unity
- Nature Connection
- Purpose
- Exploration, Discovery, Adventure
- Equity and Social Justice
- Service
- Joy
- Shared Power/Voice - Healthy Relationships - Collaborative Leadership
- Autonomy and Self-Direction and Trust
- Place-based Learning - immerses children in local cultures, landscapes, opportunities, and experiences.
- Inquiry
- Creativity
- Respect and Responsibility for self, others, and environment



- Lifelong Learning
- Kindness and Justice

Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

One unique feature of Montessori schools is that students remain in the same classroom for three consecutive years. This allows them to build trust and understanding with their teachers and peers, and form a consistent classroom culture. Students who are new to the classroom, either younger students who enter at the beginning of the year or students who enter mid-year, are intentionally paired with older mentor students who help them acclimate to the new environment. These mentor relationships build the foundation for collaboration between students and allow students of different ages to get to know and appreciate each other.

Monthly school-wide gatherings will be a tool for building a culture of respect, kindness, justice, mutual appreciation, and celebration of learning across the school. Students will be able to share their projects and cultural celebrations with the wider community. This will also be a setting for whole-school Grace and Courtesy lessons which will help establish consistent expectations across the school.

Teachers will be supported by the Curriculum Director and Montessori Coach who will conduct regular observation sessions in their classroom and then meet with them to discuss what is working well and in what areas they need more support. This fosters the same growth mindset in the adults that we hope to see in the children. Each teacher will have the opportunity to share their expertise with the rest of the staff, and collaborate with their colleagues to address challenges.

Parents will be invited to attend school-wide gatherings, volunteer in classrooms, receive a regular school newsletter, and participate in parent education sessions to help them feel connected to and understand what is happening in the school.

Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for



when a student is suspended or expelled.



At Two Rivers Public Montessori, effective discipline will be promoted first and foremost by establishing a community based on respect and engagement in meaningful work. We will be implementing the Nautilus Approach developed by Public Montessori in Action. "The Nautilus Approach is a framework for proactive and responsive support for the whole school through fidelity to the Montessori method, respectful relationships with children, and support for children who need it most. It offers step-by-step guidance to reconnection to work through set phases during which the child is always welcome to return to their work. [...] Like the Montessori method, it is a constructivist approach, focuses on the whole-human (rather than other discipline policies or systems which use a behaviorist approach), and aims to reconnect the child to their environment." - Public Montessori in Action

Building relationships with students and families that are based on trust and respect forms the foundation of our discipline practices. It is critical that each child and family feels that they belong in the school and are a valued member of the community. Each classroom establishes community agreements at the beginning of the school year. These are a set of behavior standards that the students, teacher, and instructional assistant agree to uphold throughout the year. They are posted in the classroom so that they can be referred to whenever a child needs to be redirected.

As Montessorians we firmly believe that all children have the desire and ability to learn and it is the teacher's responsibility to connect each child to learning opportunities. Students are able to take ownership of their learning, set academic and social-emotional goals for themselves, and are presented with leadership opportunities when they demonstrate responsibility and care for others. Learning happens with the materials in a Montessori classroom, rather than with worksheets or textbooks that can be taken elsewhere, so the primary goal of the educator is to address behavior in a way that reconnects students to the material in the place of learning, the classroom.

When actions or words present obstacles to learning or show a lack of respect in the environment, the teacher and classroom assistant will first seek to resolve conflicts within the classroom community. These actions include purposefully disrupting others from their learning; destruction of materials or other property, including writing on the walls or furniture; and demeaning language or actions that are intended to harm another person's sense of self. Strategies for addressing this behavior in the classroom include the use of a Peace Table, community meetings, and one-on-one or small group conflict resolution. The Peace Table in a Montessori classroom is a place with explicit calming and centering activities where children can take time to de-escalate and prepare themselves to reconnect with the learning environment. Methods for conflict resolution are explicitly taught to all students and practiced in role-plays throughout the year. When individual students have a conflict, they are encouraged to have a conversation at the peace table in which they each have a turn to speak and listen to the other and come to a resolution. Disruptive, destructive, and demeaning behaviors that require adult intervention in the classroom will be documented using a Nautilus referral form. This form includes space for the adult to describe the behavior in objective terms and for the child to reflect on their actions and what could be done differently.



A student may be removed from the classroom for behaviors that are dangerous, such as potential or actual physical harm to self or others; or distress at a level that is disturbing others in the learning environment and cannot be addressed with time at the peace table, such as yelling, banging, hitting objects, etc. Students in these situations will first be escorted by an adult to a calming place outside of the classroom. When they have de-escalated, they will be guided through a reflection process to determine why they got into that state and how they could have responded differently. A Nautilus referral form will be completed by a classroom-based adult, the adult who worked with the child outside of the classroom, and the child.

If a student has three Nautilus referrals, they go to the next tier of support: Child Study. This process begins with a meeting between the classroom teacher, the family of the child, Montessori Coach and Curriculum Director. In this meeting the problematic behaviors are discussed in objective language and the child's family member(s) are asked for their insights. The adults brainstorm solutions and develop a plan for addressing the behavior in school and at home. If the behavior continues after 4-6 weeks, the classroom teacher and Montessori Coach or Curriculum Director will take the next step in the process: conducting a Child Study meeting with the other classroom teachers at the same level. This meeting follows a protocol for investigating the behavior, sharing what has been tried and other ideas for solutions, and developing a plan. If the behavior continues to not improve after the plan has been in place for 4-6 weeks, the child is referred to assessment for special education or other specialists.

Actions that result in meetings with parents, before three referrals have been completed and can lead to suspension are: bringing weapons or illegal substances to school or school events, violence that causes physical harm, physical fighting, and demeaning behavior that is not resolved through in-classroom strategies.

When school leadership decides that a student needs to be suspended, the student will serve an in-school suspension that includes intensive mental health support, community service, and restorative justice opportunities. If dangerous or demeaning behaviors continue after serving several suspensions, the case will be discussed with the MTSS team and Board. If the student is 14 years of age or older whose presence in school threatens the safety of other students or school staff, then a hearing will be conducted to determine the possibility of expulsion.

9.6. Certify

Q153. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q154. **Explanation (optional):**



2022 NC CHARTER APPLICATION
NC Public Charters





10. Governance and Capacity

10.1. School Governing Body

Q155. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

N/A

10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q156. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of the ...

Applicant Evidence :


Initial Members of the ...

Uploaded on **4/26/2022**

by **Lauren Watters**

Q157. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



The TRPM Board of Directors will serve as the school's governing body. Our overall roles are to set the overall student outcomes, establish policy that is fair to all constituents and creates operational boundaries, evaluate our shared leadership team, approve substantial third party agreements and staff contracts, set the organization's vision and goals, evaluate the effectiveness of the school's plan, develop a sustainable governance model that recruits effective leaders, oversee the school's finances, and grow as a team.

The Board will decide by vote on strategic matters that affect the academic, fiscal, and organizational health, as well as sustainability of the school, including but not limited to approving the annual budget, curriculum, and operating procedures, as well as hiring, firing, retaining, and setting compensation for the Directors of Operations and Montessori Curriculum. The Board will carry out its duties as outlined in the school's Bylaws and governance policies. Officers of the Board, as outlined by bylaws will include Co-Chairpersons, Secretary, and Treasurer. The Directors of Operations and Curriculum, as well as the Advisory Council, will be the liaison between the school and the board.

Initial committees established may include: Marketing and Enrollment, Community Outreach and Engagement, Facilities, Policy and Board Development, Finance and Fundraising, Personnel, which are outlined in Bylaws.

One of the Board's primary functions is to hire and support strong leadership for the school. TRPM will operate within a shared leadership model with an Operations Director, Curriculum Director and Montessori Coach facilitating the overall operations of the school. They are authorized to oversee all employees and recommend their hiring and dismissal to the Board of Directors. The Directors are responsible for compliance with the charter of the State of North Carolina, as well as ensuring TRPM is in compliance with all NCDPI testing regulations. They will keep the Board informed of overall progress of the school as well as its financial and material needs, among other responsibilities.

To ensure exceptional school leadership, the Board will (1) recruit and hire the right leaders who can lead and manage the school to achieve its goals; (2) cultivate an effective partnership between the Operations and Curriculum Directors and the Board chair, so that challenges can be addressed proactively; and (3) champion the school leaders in the community to assist with development. The Board will evaluate and hold the Directors accountable through the following process: collaborating with the Directors to establish their annual goals; evaluating the leaders each year using a formal, transparent process, which will be based on achieving concrete results as well as feedback from 360 degree reviews; and investing in their ongoing professional development in pursuit of their stated goals for the school community.

Q158. Describe the size, current and desired composition, powers, and duties of the governing board.



The TRPM Board currently consists of seven founding members, and may expand to as many as 11, if the need arises. The board is comprised of various members and stakeholders of the community with rich and diverse backgrounds.

The power of the board comes through vote. No one board member has any more power than another. The board oversees TRPM based upon the adopted policies and is committed to short and long term goals.

Board member duties revolve around three words: care, loyalty and obedience. As stewards of the organization, board members exercise reasonable care when making decisions, understand the finances, participate in its governance, attend all board and committee meetings, and participate in decision-making and policy setting, while actively participating in risk assessment and strategic planning.

The duty of loyalty means that board members will never use information obtained as a member for personal gain, and will always act in the best interest of the organization by being aware of the conflict of interest policy; avoiding transactions which may result in personal financial gain.

Finally, the duty of obedience ensures that board members will not act in a way that is inconsistent with the central goals of the organization. This means the Board of Directors will ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies.

Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



TRPM's current governing board includes diverse background expertise in education, school operations and administration, non-profit leadership, school board director experience, strategic planning, data synthesis, marketing, fundraising, financial management, and community engagement/organizing. The Board's diversity of experience, perspectives, and expertise will ensure the leadership necessary to carry out TRPM's mission, goals and key objectives. Furthermore, the Board's commitment to ensuring that all students in Buncombe County have opportunities for high-quality education, combined with its passion for increasing public access to high-quality Montessori education will motivate the Board to carry out its duties with strategic focus and dedication.

The Board will continuously examine the expertise of its members in comparison with the school's needs and recruit new members as necessary to fulfill its role as the governing body of the charter school.

Dawn Meskil, Vice-Chair: Early childhood leader and champion with 24 years of experience, primarily focused on addressing equitable policies, practices, and opportunities for young children and their families. Practice experience includes leadership and management with a foundation in early learning, family partnership, program coordination, strategic planning, technical assistance, and program evaluation. Essential knowledge includes child- and family-centered services, data-informed decision making, evidence-based practices, public policy, program design and implementation, fiscal management, community collaboration, and human resource development.

Dawn Barnard, Treasurer: Over 28 years of accounting experience in various industries with a focus in the last 10 years serving non-profits in financial reporting and audit and tax compliance. Additionally, focused on implementing systems to ensure integrity, quality, and accountability in non-profit organizations.

Brittany Wager, Secretary: Experience with numerous pediatric conditions with a specialty in Autism Spectrum Disorder and pediatric feeding disorders. Experience in a variety of educational settings including Preschool and Elementary classrooms. Experience conducting training for diverse populations of educators. Higher education instructor and experience educating the community about school nutrition through local and national farm to school programs.

Ian Gibbs-Hall, Co-Chair: Experienced in program and stakeholder management and working with different groups towards common operational and financial goals. Served in an advisory and/or program management role to devise key performance indicators for companies and create associated policies and procedures so they may hit these strategic goals. As a consultant, he worked with multiple clients to create the systems and frameworks to improve operations and each financial goals. As a DE&I program manager, he has developed the company inclusion strategy and worked with executive leadership to make sure all voices are heard while expanding the cultural awareness of the company.

Sasha Skau: As a former Montessori elementary teacher in public charter schools, she has first hand experience of the work that is necessary to operate a Montessori charter school. She has training and expertise in the Montessori method as well as experience working with students, teachers, administrators,



support staff, and board members.

Shifra Ahlers: Shifra Ahlers comes to the board with over a decade of school administrative experience. She was instrumental in the creation, management, and board leadership of a private elementary school in Asheville; as a founding board member, she assisted the school with recruitment, retention, financial stewardship, record keeping, marketing, fundraising, legal responsibilities, and building a school culture and community. In addition, she has experience in the development and governance of other schools and various nonprofits. Shifra has built successful business ventures in a variety of sectors, including Ahlers Financial Associates, a full-service insurance and business development firm, and the renowned Momentum Gallery in Asheville. Her role at Momentum Gallery includes sales and customer service, budget and finance, marketing, identifying long-term strategic and sustainable partnerships, and planning and hosting events regionally and nationwide.

Wren Cook, Co-Chair: Previous experience operating and serving on the board of a small preschool. Experiences as a program coordinator prepared her for overseeing and fulfilling the duties of multiple operations of an organization. She offers the perspective and experience of a local public school teacher and an alternative educator. She has lived in Asheville for 15 years and has many connections within the community. She is a clear and effective communicator who listens well and asks questions.

Q160. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



To ensure the school will be an educational and operational success, the Board will govern to fulfill TRPM's mission and the promises of its charter. With a relentless focus on student achievement, the Board will establish and evaluate student outcomes and review indicators of student success regularly to measure progress toward the school goals. Quantitative measures of success aligned with the school's stated academic, financial and operational goals will include our agreed upon definition of academic excellence, along with dashboard indicators such as daily student attendance, quarterly academic progress reports from the school Directors, staff and parental climate surveys, and budget updates including a financial feedback loop monitoring revenue and expenses, timing of cash flow, and balances in accounts, and annual EOG results.

The Board will hire and support strong Directors of Operations and Curriculum, who can lead the school towards achieving its goals. The Board will supervise, evaluate, and hold accountable the Directors through the following means: collaborating with the Directors to establish their annual goals; evaluating the leaders each year using a formal, transparent process that is based upon the school's progress in meeting their goals, their ability to fulfill their job descriptions, the satisfaction of the staff and stakeholders, their fiscal management, and adherence to local, state, and federal policy; and investing in their ongoing professional development in pursuit of their stated goals for the school community. The board will also approve the hiring and termination of all staff.

The Board will also work to build a diverse coalition of community champions for TRPM by recruiting and engaging a wide variety of local partners and supporters within the community through the Board's extensive personal and professional local networks, as already demonstrated through the letters of community support included in Appendix A. In addition, the Board will ensure active and effective representation of key stakeholders, including parents, by encouraging community members and parents to take leadership roles in helping the school achieve its mission through active engagement, committee representation, and Family-Teacher Collective participation.

The Board will also work to ensure its own effectiveness by recruiting and maintaining a slate of outstanding community board members who bring diverse perspectives and skill sets; engaging in ongoing board development and new member orientation and training; and assessing individual and collective board performance through an annual self-reflective survey and guided conversation.

Q161. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



The founding Board members have been recruited based on their interest and involvement in creating a public Montessori charter school, working actively to fill a community need especially in the wake of the only public Montessori school closing in the local district. Once an initial group was elected by the charter founders, a matrix of skills and experiences was created to determine the strengths and weaknesses of the group. The first board members assessed the needs of the founding Board (finance, marketing, fundraising) and recruited community members to fulfill specific criteria. New Board members will be nominated and voted on by the Board by criteria defined by the Board. If a vacancy occurs in the Board, the remaining Board may fill the vacancy by a majority vote of the remaining Board. The new member of the Board will then serve the remainder of the unexpired term of the member of the Board who is being replaced. Replacement members who are recruited and selected will need to meet minimum monthly commitments, bring diverse backgrounds and skills, and believe in and be committed to the mission of TRPM.

Q162. Describe the group's ties to and/or knowledge of the target community.

The TRPM Board of Directors is a group of professionals who work primarily in the non-profit sector, serving the needs of their local or regional communities. Many of the board directors have a background in education and work with marginalized and diverse groups of children and adults (diversity of abilities, culture, race, socio-economics, etc.) Most of the directors live and work in the Asheville area and have knowledge and understanding of the culture of the community and the challenges it faces, specifically regarding public education and the achievement gap.

Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

In accordance with the governance policies, TRPM Board meetings will be held monthly, and the times and dates will be established during the annual board meeting. Standing committees will meet between meetings for a more in depth analysis of the progress being made by the organization. See Outcomes based Calendar example in the appendices.

Q164. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



As outlined in the board policies, one of the Board's duties is to provide all Board members with the information and training needed to perform effectively. Therefore, the Board will develop a board member manual, as well as a variety of orientation/training strategies, such as New Board member orientation; ongoing board education training; mini-seminars on special interest topics; and access to pertinent publications and conferences, particularly Montessori-relevant conferences. New Board member orientation will include briefings on the origins of the school, its mission, goals, and the Montessori method, as well as information about the community in which we serve, and an overview of the school's progress towards achieving its academic, fiscal and operational goals. Resources presented will include toolkits on Board Governing Basics developed by Leaders Building Leaders and the National Charter School Resource Center, among others.

Additionally, the Board will seek out relevant, annual professional development, which will include participating in required training webinars presented by NCDPI Office of Charter Schools, so that all Board members will be informed about relevant policy developments and resources made available through NCDPI and other sources; and identifying additional partners, organizations, and expert leaders who can guide the Board as it continually assesses and learns how to be a more effective and exemplary Board.

To have a better understanding of the school's operations and initiatives, we will ask the shared leadership team to schedule 10-15 minute learning sessions from key members of the staff to educate the board on the pillars of the school's operations (ie. education plans, student discipline practices, hiring procedures, teacher development, student assessment, exceptional children to name a few).

In terms of timeline, the TRPM Board will receive training on governance, financial oversight, operations, and legal responsibility a month prior to the beginning of each school year, supplemented with professional development deemed most relevant to the success of TRPM on a quarterly basis.

Annual Board Training Topics:

1. Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection.
2. Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern "How Well" the plans of the operations team ("How Will") are meeting the needs of the students, staff and stakeholders.
3. Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws).

We have retained legal counsel familiar with North Carolina public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Q165. Describe the board's ethical standards and procedures for identifying and addressing



conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

As outlined in the Bylaws, all Board members, the Officers, and all other management personnel and committee members of the Corporation shall acknowledge and agree by signature to abide by the Code of Conduct and Conflict of Interest Policy. Each individual covered by this policy shall submit an annual Certificate of Compliance to the Chairperson of the Board. Any member of the Board, officer, or member of a committee with governing Board delegated powers, who has direct or indirect financial interest, as defined in Bylaws, is an interested person (see Appendix J). A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, they shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a possible conflict of interest exists. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable.

Q166. Explain the decision-making processes the board will use to develop school policies.

The Board will first implement important policies as required by North Carolina law, the Articles of Incorporation, and the charter contract. The Board will then create policies as they align with TRPM's mission, goals, and achievement data. According to the Bylaws, all matters before the Board shall be approved by a majority vote. Electronic vote by the Directors will be accepted and counted. All decisions will be vetted with the governing Board and approved in accordance with the TRPM Bylaws. To ensure that the Board is in compliance with legal and successful practices, the Board will recruit additional expertise from the community including lawyers and CPAs. This structure will ensure that the Board remains in compliance and effective as a governing body.

Q167. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.



Advisory Council

With a shared leadership model at the school level, TRPM will have an Advisory Council that includes static members (the Operations and Curriculum Directors and the Montessori Coach, and a founding teacher) and two dynamic positions that will be filled on a two-year rotating cycle. These rotating positions will include classroom lead teachers who will each have the opportunity to serve at some point in their tenure. The Advisory Council will meet weekly to discuss and make decisions regarding issues that require immediate attention. Shared leadership offers the educators opportunities to participate in school-wide decisions and provides the teachers' perspectives for the school leadership to consider. Sharing leadership reduces teacher isolation and increases commitment to the school's mission and vision. Experiencing informal influence and feedback through professional discussions and leadership roles encourages a focus on shared practices and goals, while fostering organizational innovation. Supportive interaction among teachers in school-wide professional communities enable them to assume various roles with one another as mentor, mentee, coach, specialist, advisor, facilitator, and so on. However, a professional community amounts to more than just support; it also includes shared values, a common focus on student learning, collaboration in the development of curriculum and instruction, and the purposeful sharing of practices—all of which may be thought of as shared or distributed leadership.

TRPM will develop a Family-Teacher Collective (FTC) to facilitate family engagement through volunteering, fundraising, and establishing community partnerships. The FTC will aid in such things as planning and execution of fundraising events, sponsorship of school clubs and organizations, assisting in the organizing of special events, assisting in the sponsorship and running of after-school activities and Family Education Nights, and assisting with school-wide events that are accessible to all families to build relationships between families and the school. The FTC will report to the Directors and teacher liaison. All interested parents or legal guardians of current TRPM students, as well as currently employed TRPM staff are invited to be a part of the FTC. The FTC will act as an independent entity with its own elected leadership body, but may be assigned tasks or duties by the school leadership.



Q168. Discuss the school's grievance process for parents and staff members.

TRPM's general grievance policy for parents and staff is to meet with an immediate supervisor of the conflict to make a good-faith effort to resolve the matter. Parents should first meet with the child's teacher or Curriculum Director. If a grievance still remains after the meeting, parents can request, in writing, to meet with the TRPM Board. Within 30 days of the grievance, the Board will communicate a time and place for all parties involved to meet. The final resolution will be determined by the Board. In the case of a staff member grievance, they will consult with their immediate supervisor in writing to express their concerns; then they will meet in-person to make a good-faith effort to resolve the issue. However, if a resolution is not finalized, the staff member has the right to meet with the TRPM Board through a written request. The Board will respond to the request within 30 days by scheduling a hearing of a place and time to the staff member. A final decision will be made by the Board as a result of the hearing and grievance process.

Q169. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix G_Organizati...

Uploaded on **4/27/2022**
by **Lauren Watters**

Q170. Attach Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources


Charter School Board ...



Applicant Evidence :


Appendix H_Board Me...

Uploaded on **4/26/2022**
by **Lauren Watters**

Q171. **Attach Appendix I**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources


Charter School Board ...

Applicant Evidence :


Appendix I_Board Mem...

Uploaded on **4/26/2022**
by **Lauren Watters**

Q172. **Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3



Applicant Evidence :


Appendix J_By-Laws (Fi...

Uploaded on **4/25/2022**
by **Lauren Watters**

Q173. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix K_Articles of I...

Uploaded on **4/25/2022**
by **Lauren Watters**

10.3. Staffing Plans, Hiring, and Management

Q174. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Staffing Chart Templat...



Applicant Evidence :



Staffing Chart Templat...

Uploaded on **4/22/2022**

by **Lauren Watters**

Q175. **Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



With the pipeline of quality educators decreasing annually, hiring and retaining effective educators will be the number one priority of the organization each year. The recruitment process will never end.

Based on the decision to close Asheville Primary School, the first strategy will be to recruit the Montessori trained teachers who worked at that school. Many of these teachers are part of TRPM charter writing team, as educational advisors and are Montessori certified and NC educator licensed.

The next recruiting tool will be TRPM's reputation in the community and performance as we move towards being the highest performing public school in Asheville City and a top performer in Buncombe County. We fully anticipate being an organization that cares for its employees and aims to provide a working environment that recruits for itself.

We will establish partnerships with local, regional, and national universities. While the school is in operation, we anticipate hosting field experience and internships. This will create an annual opportunity to invite the best and brightest educators into our culture.

As the school grows, We will recruit and hire Montessori-trained Lead Teachers (Montessori Accreditation Council for Teacher Education or MACTE-certified). These Lead Teacher candidates will be sourced through a variety of channels: Center for Montessori Teacher Education of North Carolina; Montessori Association of North Carolina; Montessori job posting sites, such as AMI Teach; social media; and the AMI and AMS professional associations. We also plan to attend Montessori conferences, such as the National Center for Montessori in the Public Sector to recruit candidates.

We will utilize multiple mediums (InDeed, NC Teacher Match, school web page, LinkedIn and others) to maintain an ongoing list of resumes. Twice a year, we will invite the best candidates to campus to see and feel our culture, continuing to build relationships with potential employees.

In addition, we intend that the makeup of the teaching staff over time reflects the diversity of our student body and community. Initially, we will provide employment opportunities to teachers from the local community whose jobs were impacted by the closing of a public Montessori school in the local district at the end of the 2021-22 school year. Many of those teachers are Montessori-certified and state certified or in the process of completing their Montessori training or state licensure. They have worked together as a team and are committed to public Montessori education. The Montessori Coach/Nautilus Lead will provide continual support to any teachers who have not completed their Montessori training. Though we do not currently have the budget to pay for Montessori training, we intend to raise funds to offset that cost in the future. TRPM lead and assistant teachers will receive a \$1500 stipend each year for professional development.

We will also be working with the group Public Montessori in Action, led by Elizabeth Slade, for development during our planning year and first year of operation. This support will include assistance with planning, strategizing, and hiring personnel; professional development training including a Building Resilient Schools workshop; training in the Nautilus discipline program; classroom environment development; and school site



visits for observation and consultation with our Curriculum Director and Montessori Coach. There will also be staff retreats and reflections led by this organization to include the staff in the appraisal and evaluation of the school, as well as problem solving any areas that need change. TRPM will work with Public Montessori in Action to build a resilient public Montessori school that retains a highly-qualified and satisfied staff.

Retention: TRPM will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's shared leadership team in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional support and internal mentoring system.

Teachers will also be offered a competitive benefits package, and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. The plan will provide for an employer matching range of 3% and up to 6% employee annual contribution. This may increase based on a board decision prior to opening. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as disability benefits. The school is currently planning to forgo the state retirement plan based on the climbing costs. The board will consider the State Health plan but can make that decision final upon the charter approval. Of course mandatory unemployment and workers compensation insurance will be incurred by the school.

Our Assistant Teachers will serve as a built-in recruiting source for new teachers because they will have a bachelor's degree or equivalent education and experience. Many will be certified or working towards certification and will be candidates for open teaching positions.

Q176. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

TRPM will operate with a shared leadership model, in which the administrative responsibilities are distributed among the Operations Director, Curriculum Director, and the Teacher Directorate. Please refer to the TRPM Shared Leadership Roles and Responsibilities evidence for an overview of how this model will be executed.



Applicant Evidence :



Uploaded on **4/28/2022**
by **Lauren Watters**

Q177. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

Q178. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The Directors of Operations and Curriculum are members of the Advisory Council, along with the Montessori Coach and Founding Teachers. The Advisory Council is the liaison between the Board (governing body) and the school (managing body). They have the authority to recommend the hiring and the dismissal of instructional and non-instructional employees to the Board of Directors.

Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



Recommendations for new hires will be made to the Board of Directors by the Directors of Operations and Curriculum. A simple majority of Board member votes will be needed to approve the hiring of new employees. The TRPM Board of Directors will also be responsible for setting the salary of all new hires.

Our required applications may contain:

- A sealed college/university transcript indicating a cumulative GPA of 3.0 or higher;
- A clean National Criminal Background Investigation Check;
- Three letters of reference documenting leadership, community service, and/or exemplary service within a community (educational or other);
- Submission of sample teaching video;
- Demonstration of superior writing skills through submission of writing samples; and
- A teaching portfolio with sample units.

Our hiring process is not limited to but will include:

- Initial screening interview;
- Teaching observation (to observe the candidate's ability to engage, educate, and communicate);
- Formal interview (to debunk any theories); and
- Participation in a school event (to determine how the candidate interacts with others).

TRPM Board of Directors will require criminal history checks for all employees. Once identified to fill a position, all potential employees will have a background check. Candidates must present a satisfactory national background check in order to proceed to the final stages of the hiring process. The TRPM Board of Directors will hold official responsibility for the hiring and dismissal of employees. In addition, the Board will handle all employee grievance appeals.

We understand that the board may need to dismiss staff members based on their actions. All teachers will work towards personal and professional growth. Our shared leadership team will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal, however, no one is more important than the overall culture of the school. The board may verify these recommendations from the shared leadership team.

A simple majority of Board member votes will be needed to terminate the contract of an employee recommended for dismissal. Dismissed employees have the right to appeal their termination to the Board of Directors. Employees with grievances may also appeal any grievance decisions if they are not satisfied with the outcome of their initial grievance decisions.

Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.



As part of our teacher recruitment and retention plan, TRPM is committed to paying teachers a higher rate than the local LEA. We feel this is essential due to the high cost of living in Asheville and will leverage us in recruiting and retaining talented educators. All hourly employees of TRPM (IAs, nutrition, custodial, bus driver) will earn a living wage of at least \$18 per hour. Teachers will earn Asheville City Schools salary based on their years of service and education level + an additional 3%. Directors will earn Asheville City Schools salary + an additional 5%. All full time staff will be entitled to benefits including the state health plan, a private retirement plan with up to 6% match, vision, dental, disability, and life insurance.

Q181. Provide the procedures for handling employee grievances and/or termination.

In the case of a staff member grievance, the staff member will consult with their immediate supervisor in writing to express his or her concerns; then the staff member will meet in person to make a good-faith effort to resolve the issue. However, if a resolution is not finalized, the staff member has the right to meet with the shared leadership team. If a satisfactory resolution is not reached between the employee and the shared leadership team, then the employee will submit a formal grievance in writing to the chair of board of directors or their designee.

The Board will respond to the request within 30 days by scheduling a meeting with the staff member. A final decision will be made by the Board as a result of the hearing and grievance process within 10 business days of the official hearing.

Q182. Identify any positions that will have dual responsibilities and the funding source for each position.

In our initial three years many of our employees will have dual positions, and we anticipate our funding for our positions to be State, Local and Federal Funding.

One Teacher Assistant will drive the school bus for morning and afternoon routes, as well as for field trips. They will have a Commercial Drivers License (CDL) and bus driver training, and be paid at their hourly rate for the additional hours of driving morning and afternoon bus routes. More than one assistant will be qualified bus drivers, in the event that a substitute is needed.

Additional positions that may have dual responsibility in the founding years may be:

- EC Teacher (could be EC Coordinator);
- Montessori Coach (Nautilus Lead);
- PE Teacher (Athletic Director);
- Guidance Counselor (Testing Coordinator/504 Coordinator);
- Content Teacher (MTSS Coordinator or Interventionist).

Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs



population and means for providing qualified staffing for EL and gifted students.

Montessori teachers are trained to work within the classroom community with exceptional children and gifted students. TRPM will have a full-time Exceptional Child Educator and will contract with a local therapy company to provide any other EC services.

Initially, we will seek to build partnerships with community organizations, such as Family Preservation Services, and UNCA for social services support for our families.

Lead Teachers will work with the test administrator to ensure their understanding of EL students' needs based on ACCESS testing results and monitoring. Montessori teachers are trained to follow the student and provide support and will receive training as necessary to support an EL student. The Montessori Coach and Curriculum Director will offer additional support to teachers of EL students.

Students in TRPM classrooms will participate in student-led work, which encourages them to learn at their individual levels in all subject areas, and gifted students will be supported through the Montessori model as well. The Montessori model allows gifted students to engage with above grade level work, materials, and mixed ages of students. Because they guide students of a range of grade levels, Montessori teachers have a deep understanding of the course of study and can support students in curriculum compacting and other appropriate acceleration methods. The Montessori Coach and Curriculum Director will work with teachers to meet the academic and social/emotional needs of gifted students in their classrooms. The EC specialist will also offer support to exceptional students and their teachers.

Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Curriculum Director

The Curriculum Director will be mission-driven, invested in the Montessori approach to education as truly transformational for the child and the world, and prepared to work urgently toward closing the opportunity gap facing our target population. Candidates should be comfortable interacting with diverse families and setting the tone to create a welcoming and inclusive environment for each student and family. The Curriculum Director will have AMI or AMS certification at the Elementary Level I, 10 years teaching experience. They will combine the public school equity lens with Montessori experience and understanding. They will fill the following roles:

As the MTSS Coordinator:

- Assist teachers and instructional staff in addressing student learning using the MTSS framework; provide guidance on strategies, tools, and techniques to effectively teach all students & strengthen academic instruction.
- Use data to identify students for Tier 2 and Tier 3 intervention support.
- Coordinate and facilitate the implementation of student support meetings & academic interventions for students in need of support towards meeting academic standards.
- Coordinate the selection and implementation of curriculum materials aligned with Montessori and grounded in the Science of Reading research.

As the Reading Interventionist:

- Provide individual and small group research-based interventions.
- Monitor progress on how students are responding to intervention plans and make adjustments as needed.
- Communicate with families regarding student progress and provide strategies families can use at home.

Additional responsibilities:

- Serve as the ESL Teacher and WIDA test administrator
- Oversee Teacher CEUs and license renewal process
- Advisory Council Co-chair
- Standing Committee member
- PLC Team member
- Coordinate Assessments: MAP, NC EOG, WIDA
- Coordinate Teacher Evaluations - conducts at least one round of NCEES observations, coordinate peer observations, plan and facilitate orientation, trainings, and reflection meetings for IAs.
- Facilitate the work of aligning the NCSCS with Montessori Curriculum and Materials along with the Montessori Coach.
- Collaborate with the Montessori Coach and Public Montessori in Action (PMA) to plan all aspects of regular staff meetings and staff development days (agendas, meeting spaces, calendars/schedules, etc).
- Community and Family Outreach and Education: Collaborate with Operations Director and Lead Teachers to provide community and family education events. Maintain positive communication with stakeholders,



including updating the website and social media platforms.

- Assist the Operations Director in the completion of the school's annual reports and the charter renewal process.
- Maintain relationship with mentor school and partnering organizations to increase efficacy of TRPM.

Director of Finance and Operations

This individual will be responsible for finance, building operations, data management, and office management.

Responsibilities:

- Advisory Council co-chair
- Assisting in the completion of the school's annual reports and in the charter renewal process.
- Oversee operations in a manner consistent with all applicable local, state and federal statutes and in compliance with the organization's by-laws, policies, and procedures.
- Maintain a safe and clean school environment - coordinate campus safety, maintenance of grounds, maintenance of facilities (custodial duties, emergency clean up, inventory of supplies, coordinate with contracted services as needed), manage and complete maintenance requests.
- Recruiting, hiring, and training administrative & operations personnel—in coordination with the Curriculum Director—including annual performance evaluation of administrative & operations personnel.
- Develop recommendations regarding human resources policies and report such recommendations to the Teacher Directorate and Advisory Council.
- Developing and maintaining the school's operational plan.
- Coordinate code compliance - supervising and supporting all compliance-related reporting, working with health department and fire marshall to keep school in compliance, fire drills (paperwork and equipment compliance, emergency procedures, safety checklist).
- Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries.
- Overseeing and implementing with the support of the curriculum coach, office managers, administrative assistants, the school's procurement process.
- Carrying out bookkeeping functions with support from the contracted financial consultant/accountant.
- Ensure the timely implementation of all items on the school's monthly administrative calendar.
- Ensure the timely implementation of all items on the school's monthly administrative calendar.
- Use Power School to maintain all student data (e.g. enrollment, student records, attendance, academic reports).
- DPI contact

The Montessori Coach and Nautilus Lead

The Montessori Coach / Nautilus Lead will use a Montessori equity lens paired with public school experience and understanding. The Montessori Coach holds a strong understanding of and passion for the Montessori pedagogy, works to support the implementation of the whole-school Montessori method, and supports



educators and students through:

- Observation: Does daily observations of the whole school in motion and monthly observations of each classroom.
- Individual coaching: Holds one-on-one reflection meetings with Lead Montessori educators.
- Team coaching: Facilitates regular meetings with protocols for professional learning communities around children, Montessori materials, Teachers' own practices, as well as other topics to support growth.
- Professional development: Coordinates and plans year-long interrelated professional development in collaboration with PMA.
- System of Justness: Supports the ongoing implementation and school-wide consistency of responding to all learners.
- Leadership: Holds both the authority and agency to support the day-to-day experiences of children, families, and school-based adults.
- Utilizes tools and resources from Public Montessori in Action International.

The Montessori Coach also serves as the Nautilus Lead, or co-Lead, in the years the school has a part-time Counselor, promotes the whole-school implementation of the Nautilus Approach (SEL Tier 1), and provides direct support to students and teachers.

Additional responsibilities:

- Advisory Council member
- Standing Committee member
- PLC Team member
- Coordinate Assessments: MEFS, DERS
- Coordinate Teacher Evaluations - conducts at least one round of NCEES observations, coordinate peer observations, plan and facilitate orientation, trainings, and reflection meetings for IAs.
- Facilitate the work of aligning the NCSCS with Montessori Curriculum and Materials along with the Curriculum Director.
- Collaborate with the Curriculum Director and Public Montessori in Action (PMA) to plan all aspects of regular staff meetings and staff development days (agendas, meeting spaces, calendars/schedules, etc).
- Community and Family Outreach and Education: Collaborate with Operations and Curriculum Directors and Lead Teachers to provide community and family education events. Maintain positive communication with stakeholders, including updating the website and social media platforms.
- Assist the Operations Director in the completion of the school's annual reports and the charter renewal process.
- Maintain relationship with mentor school and partnering organizations to increase efficacy of TRPM.

Exceptional Child Educator

The Exceptional Child Educator will hold a Masters of Education in Special Education or related field and have 5 years of experience working with elementary aged children. ECE will serve as a case manager for exceptional



children, handling all forms, scheduling, and coordinating of evaluation and service-delivery for exceptional children. ECE will be responsible for all record compliance and will serve on the Student Support Team.

Responsibilities:

- Eligible to serve on Advisory Council (two-year terms on rotating schedule)
- Standing Committees, if applicable
- Teacher directorate member
- School-based committee chairs and member
- Community and Parent Outreach
- MTSS - attend district meetings, plan and facilitate leadership meetings, plan and facilitate professional development, schedule/administer universal screening, oversee intervention structures and data

Lead Teachers

Lead Educator candidates will hold a Bachelor's Degree, as well as Montessori Accreditation Council for Teacher Education-approved credentials; be state-certified or willing to complete alternate certification; and be comfortable interacting with diverse families and creating a welcoming and inclusive environment for all.

Additional responsibilities:

- Eligible to serve on Advisory Council (two-year terms on rotating schedule)
- Standing Committees, if applicable
- Teacher directorate member
- School-based committee chairs and members
- Community and Parent Outreach
- Mentoring new/beginning teachers
- Experienced lead teachers will participate in NCEES evaluation

Assistant Teachers (Instructional Assistants / IAs)

Assistant Teachers will work with the Lead Teacher to prepare and teach in an authentic Montessori environment as well as:

- Plan and deliver lessons, providing feedback on work, and assessing students.
- Supervise lunch in the classrooms, in addition to P.E./recess.
- Collaborate with staff to plan lessons, organize field trips, analyze data, etc.
- Maintain positive and productive relationships with families.
- Communicate effectively with students, families, and other staff
- Assume other duties as they become necessary in a flexible, start-up environment.

A document outlining the full Lead Educator and Assistant Teachers roles and responsibilities is attached as evidence.



Applicant Evidence :


Roles and Responsibilit...

Uploaded on **4/28/2022**
by **Lauren Watters**

10.4. Staff Evaluations and Professional Development

Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Curriculum Director will maintain all teacher licensure requirements and professional development. The Montessori Coach and the Curriculum Director will schedule and provide professional development opportunities throughout the school year to support the educational goals and strategic planning of the school as a whole.

Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Teachers, who work with our students on a daily basis, are the most valued assets at TRPM. The school leadership, Board of Directors, and other staff will work to ensure that teachers and students have the time, space and support to work together safely and effectively each day. Interruptions into the learning environments (classrooms) will be discouraged, particularly during 3-hour work cycles. Lead Teachers will spend a majority of their time dedicated to preparing individual lesson plans and guiding students' academic and social-emotional growth in the learning environment. Within a shared leadership model, it is expected and clearly communicated that the teaching staff's responsibilities will extend beyond the classroom, so as to create a more invested and engaged teacher directorate. Each year, the staff will evaluate their strengths and interests to determine how they will engage in other facets of school operations. The Curriculum Director and Montessori Coach/Nautilus Lead, with input from teachers, will help craft a professional development plan that identifies each teacher's strengths and 2-3 goals for growth per year. The CD and MC and teachers will review the professional development plan and student progress at least three times a year.

The Board of Directors will develop a longevity retention bonus program, in order to incentivize high-quality teacher retention and continuity in the classrooms.

In accordance with the Licensure Section of the North Carolina Department of Public Instruction, teachers with lateral entry provisional teaching licenses will be responsible for passing required exams and obtaining an individual plan of study as prescribed for lateral entry at a University with an approved teacher education program or one of the Regional Alternative Licensing Centers.

Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



The core components of the professional development program at TRPM will be focused on supporting diverse learners, identifying and addressing academic challenges in early literacy and math, mapping specific plans for growth for each child, and building positively-disciplined, respectful classrooms.

The Curriculum Director and Montessori Coach will work with Public Montessori in Action, the Advisory Council, and Teacher Directorate to create a Professional Development plan that includes group workshops and one-on-one meetings during the summer work session; regular classroom observations and assessments to support individual teachers; and workshops throughout the year to provide targeted support in areas identified for improvement. TRPM will also plan professional development opportunities that support the school's goals around developing executive function skills, the Science of Reading, and family engagement.

Additionally, the TRPM staff will engage in professional development opportunities that strengthen their knowledge and implementation of Montessori education, including monthly lesson studies, in which particular Montessori lessons or areas of study are presented with extensions (for AIG) and modifications (for EC, ELL, diverse learners, etc.); attending professional conferences and workshops; or pursuing Montessori certification (for those who are not yet certified or would like to add additional certifications). Attached you will find our year long PD calendar developed by Public Montessori in Action.

Applicant Evidence :


Year-long PD calendar

Uploaded on **4/29/2022**
by **Lauren Watters**

Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



Utilizing Montessori teaching methods allows for a unique opportunity for teachers to lead and teach a coherent curriculum throughout the school day. With that in mind, it is essential that teachers begin with a solid foundation and understanding of the philosophy and methods of Montessori in addition to receiving training in the State Standards, and all of the Montessori curriculum materials.

Summer Professional Development for Lead Teachers, Assistant Teachers, Exceptional Child Coordinator, Instructional Coach, and Curriculum Director

- **Day One** All Staff: Vision and Values, Multi-Tiered System of Support, Classroom Management (Preparing the environment for a positive classroom culture), Transparent Classroom and Third-party Assessment Training
- **Day Two** Lead Teachers and Montessori Coach: Vision and Values #2. Overview Montessori scope and sequence to support North Carolina Standard Course of Study K-6, Supporting ELL in the Montessori Classroom, Addressing Classism in Early Education, Cultivating an Anti Bias - Anti Racism Classroom Community
- **Day Three** Lead Teachers and Montessori Coach: Overview Montessori scope and sequence to support North Carolina Standard Course of Study for English Language Arts, Math, Science, and Social Studies grades K-6. The Assistant's Role in the Classroom (Trillium Montessori training or Public Montessori in Action facilitator)
- **Day Four and Five:** Planning the Year, Collaborative Work Time. All Staff & Families: TRPM Kick Off Party.
- **Days Six to Ten:** Lead and Assistant Teachers prepare environments and materials. Individual check-ins with Montessori Coach and Curriculum Director. Lead Teachers provide orientations for individual students into classroom environment. Open House and meet the teacher events. In addition all NC public school safety and health required trainings and Powerschool trainings will be completed in week 2.

Q189. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.



Professional development will occur throughout the TRPM school year, beginning with a 10-day Summer Work Session that includes professional development workshops designed and led by the Montessori Coach and the Curriculum Director. In addition, TRPM has scheduled four Professional Development Days for targeted professional development workshops and two Teacher Work Days to coincide with end-of-term assessment analysis and reporting during the school year. There are two Teacher Work Days after an extended break to give the staff time to prepare and plan for the students' return to the classroom. There are also five Teacher Work Days/Professional Development Days at the end of the school year for staff to complete annual evaluations, reflections on the year, and goals for the upcoming school year.

The professional development offered throughout the year will align with the school goals: Nautilus training, Executive function, Science of Reading, and Family Engagement.

TRPM will schedule simultaneous enhancement classes for the students in order to provide multiple opportunities throughout each week for the lead teachers to collaborate with leadership, support staff, or in PLCs. This time while students are in enhancement classes also gives lead teachers and their instructional assistants time to reflect and collaborate. Additionally, TRPM will schedule one weekly staff meeting after school for specific professional development, lesson studies, data dives, etc.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q190. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Two Rivers Public Montessori recognizes that the Montessori method is an innovative teaching method and new educational option in the community. Many families in the community we aim to serve do not understand public charter schools. Therefore, the Two Rivers Public Montessori Outreach Team, to be comprised of Montessori educators and Board Members, will work to educate the community on the benefits of Montessori and charter schools, paying special attention to address the fact that we hold diversity, equity, and inclusivity as basic tenets of our program, and to ensure every potentially-interested family has an opportunity to address questions directly with an Outreach Team member.

The Outreach Team will follow the proposed Community Outreach Calendar, the primary goal of which is to use the months prior to August 2023 to inform families in Asheville and surrounding communities about Two Rivers Public Montessori. Outreach will encourage families to share contact information, visit the school website, or connect with a member of the Outreach Team by phone, and schedule to attend one of the monthly Family Education Nights or Drop-In Days. (Attending a Family Education Night or Drop-In Day is not required for enrollment.)

Over the next 15 months, members of the board of directors will visit local Montessori preschools, day care centers, churches, other child-related organizations and community organizations to distribute information. Board members and representatives will be well versed on the school's mission, origin story, core values, why TRPM will be the best in the area, and the impact of Montessori education has on the child and family.

Additional outreach strategies will include direct marketing via radio, print media, social media and flyers, as well as personal interactions facilitated through community groups, local festivals, church gatherings, and early childhood daycare and preschool centers. In addition, we will establish partnerships with real estate agencies and developers to ensure current and new residents of Asheville City and Buncombe County are educated about the school.

Summer and Fall 2022: Host information booths at local festivals, tailgate markets, and other events and scheduled sessions where Two Rivers Outreach Team answers questions, collects interested family information, and engages children with Montessori hands-on learning materials. Launch direct marketing campaign. Distribute easy-to-read flyers in English and Spanish that ask parents to imagine what future success looks like for their children, and connect to skills learned at TRPM. Distribute to pediatric offices, Buncombe County Parks & Recreation, Buncombe County Libraries, local area churches, etc. Flyers will direct families to TRPM website for more information.

Upon approval: Outreach to local press for media coverage at Asheville Citizen Times, AVL Today, BPR, Mountain Xpress, WLOS, WWNC 88.7, WPVM FM 103.7, WQNS FM 105.1, WYQS FM 90.5, WISE AM 102.9 FM, Madison County News Record & Sentinel, Hola Carolina Magazine, Explore Asheville, Carolina Public Press, Ashvegas, Biltmore Beacon, AVL Watchdog, 103.3 FM, Asheville Blade, Asheville Downtown Association; and distribute second round of flyers in English and Spanish that include application process, open enrollment dates (Tentatively February 1, 2023, or upon school approval, to March 31, 2023).



Winter/Spring 2023: Connect by email or phone with families who have expressed interest over the past year, encourage them to sign up for a TRPM Family Education Night, which will be held monthly from September 2022 until May 2023. Family Education Nights (FEN) will include introduction to Montessori method, demonstration of hands-on materials, Q&A, and overview of school application paperwork. FENs from February (or upon school approval) to March will allow families to complete student applications onsite. Meeting locations will include churches, preschools, day care centers, and community centers.

Q191. Describe how parents and other members of the community will be informed about the school.

TRPM Outreach Team will follow the marketing plan to reach out to families in the communities we aim to serve. Prior to and during open enrollment, TRPM will host regular Family Education Nights to support a thorough understanding of the Montessori method, the role of a public charter school in the community, and the TRPM vision. Family Education Nights are informational and not a prerequisite for admission. Additionally, parent education and individual orientations for enrolled families are informational and not required for admission. We will create flyers, fact sheets, and brochures and share with pediatric offices, community centers, preschools, churches, and on community boards. Additionally, we will market via social media and promote our website.

We aim to send out a monthly press release on the progress the school is making during the planning year and the days leading up to opening the school, as well as to announce any events open to the public.

Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



To reach and maintain full enrollment, we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: December 2021 - June 2022

Goal: Gather additional information regarding the educational need or interest for a public charter school from 100 families, recruit additional board members and add five potential partnerships.

Action: Conduct a series of public relations endeavors to publicize the school to the community at large so that all interested parties will be aware of the schools upcoming application submission and revised board.

Strengthen the social media outreach which would include sending press releases to four publications, email blasts, social media binge and reaching local representatives regarding application submission.

Ready to Open Period (July 2022 - January 2023)

Goal: Obtain greater than 75% Letters of Intent (LOI) (balancing this percentage across all grade levels)

*Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: Set our lottery date for April of 2023 (open enrollment from the date of charter approval through 3/31/23 or 60 days, whichever is greater). Participate in local community events, utilize social media to collect contact information utilizing LOI format, recruit prospective volunteers, board members.

Members of the board of directors will visit local Montessori preschools, day care centers, churches, other child-related organizations and community organizations to promote TRPM. We will also host events such as Community Conversations, Family Education Nights, virtual Information sessions, and Park Playdates.

Once the shared leadership team is in place, they will perform this duty in conjunction with board members. We will also speak at local civic meetings.

Ultimately, we aim to conduct community meetings open to the public in Asheville City and Buncombe County that are populated with our ideal students at local public libraries or churches, to be sure that we are reaching all demographics. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process. We will also advertise and host virtual sessions.

Marketing information will be provided in both English and Spanish for inclusion and accessibility.

Open Enrollment, Lottery and workdays: (Upon school approval/February 2023-August 2023)

Goal: 150% Capacity enrollment and waitlist (We aim to have a 25% - 50% waitlist across all grade levels)

Action: Send direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families, to host community gatherings, public charter school town hall meetings, and potential employment fairs.



Lottery: We will invite reputable community leaders (i.e. elected officials, sheriff) and write a press release inviting local news media to the event. Our founding leaders will share the TRPM Origin Story through a short keynote, press release and literature (in Appendix) families and the press can take home and be encouraged to share with their neighbors.

We will organize the event by asking our parent partner group or top volunteers to ensure all new families make a connection. Regardless of whether or not we receive enough applicants to hold a lottery, we will hold a lottery and celebrate with new families.

First 20 Days of School (August-September 2023)

Goal: Build and sustain a waitlist greater than 25% above capacity per grade (balancing this percentage across all grade levels).

Action: After testing marketing strategies that worked best over the past 18 months, focus our attention on the top two strategies and continue to promote in the community.

The top strategy will be to communicate with clarity, build trust among the founding staff and parent base and deliver on the promises made.

During Operation:

We will identify all of the possible feeder schools (pre-k, private and public) and educate them about TRPM as an option, and ask to drop off promotional materials or if they will work with us to connect with prospective parents.

We will ensure our website is up to date (everywhere) and "Apply for Enrollment" is big and bold on the home page.

We will invest in print ads in local newspapers, family-targeted flyers, restaurant menus, and local billboards.

We will ask current parents to recruit multiple new families. They will be our best marketing tool.

Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



The targeted population for TRPM will be families of students who desire a Montessori experience and/or those who are at-risk and seeking a consistent learning environment where they will be able to learn in a safe, caring environment that meets their unique needs. With the majority of the student population being children who are at-risk or qualify for free and reduced lunch, we are confident that our application base will align to these figures. To ensure it does, we will be incorporating a weighted lottery.

Over the next fifteen months our board and partners will continue to market the school and gather evidences of the specific neighborhoods, community centers and churches who we will specifically target based on ensuring we meet at minimum our weighted lottery goal. These areas may include but are not limited to: Burton Street Center, Montford Center, Stephens Lee Center, and the Shiloh Community Center, as well as affordable housing communities such as Pisgah View, and the new Hilliard Avenue Apartments.

Outreach events may include community gatherings, town hall meetings, education forums or bringing much needed resources into the community. After Covid-19, we know there will be significant need for intervention in areas of literacy, math fluency and emotional support. It is our goal to begin assisting these communities and forging a relationship as soon as possible.

Q194. What established community organizations would you target for marketing and recruitment?

Buncombe Partnership for Children; local Head Start preschool locations; affordable housing locations; area Montessori preschools; Asheville libraries; downtown businesses including Art museum and Asheville Museum of Science; CUMC (our school site) and other area churches; YMI Cultural Center; parent resource guides such as Macaroni Kid Asheville and Family Friendly Asheville; neighborhood community centers.

You will find support letters from many of these organizations in the Appendices.

10.6. Parent and Community Involvement

Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



We aim to have monthly events for the school community to forge relationships and continue to grow prospective enrollment. Once parents have shared their email addresses with us during the Letter of Intent process, or through our website and social media pages, we will continue to circulate information to the families such as updated pictures of the facility, newest hires, the school planning coming together, etc.

We will invite parents to the monthly board meetings, and bring parents in for additional learning, town hall forums, and volunteer experiences leading up to the first day of school.

We will analyze the marketing events participation each month and replicate the locations, days and times each month leading up to the first days of school.

Q196. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

We look forward to augmenting family life and enhancing the quality of our student experience. Building trust with our community and providing opportunities for engagement beyond the classroom is essential. We have community partners offering free health assessments as a means of providing health equity and a valuable resource to our families. Other strategic partnerships include having Dr. Resa Johnson, a nutritionist, provide ongoing nutritional support, recipes, shopping lists, and providing resources for healthy living on a budget to our families. Open Doors of Asheville will support our students by sending tutors for students as needed. Asheville Art Museum will offer curriculum support to our teachers and students, including programs titled Literacy Through Art and More than Math. Asheville Community Theatre will be a valuable resource in providing enhancements to our regular curriculum as well.

TRPM will communicate to parents in English and Spanish on a regular basis in the following ways: regular progress reports with a narrative of the child's progress and a snapshot of skills mastered and areas for improvement; two annual in-person parent-teacher conferences; annual classroom observations; and prompt email or phone communication from teachers and staff. In addition, TRPM classroom teachers will produce a regular newsletter updating families on activities in the classroom and school.

TRPM will have at least four Family Engagement Opportunities each year to foster relationships of trust and open communication between the school and its families. Events may include Friends and Family Breakfast, Literacy Night, as well as workshops on topics such as Montessori at Home and Positive Parenting Techniques.

The Family-Teacher Collective (FTC) will host family social events that align with the diversity and values of the school community. The FTC will develop and support volunteer opportunities for families including library management, gardening, supervising "Going Out" field trips for students, fundraising, and community outreach.



Q197. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

We will offer families and the community educational workshops about Montessori philosophy, including understanding Montessori education and ways to practice Montessori at home. The philosophy and practices of Montessori help children to develop executive function skills, such as time management and intrinsic motivation, which aligns with our proposed goals.

TRPM will offer workshops and information sessions at our school and in the community at participating community centers and other locations. Some of the events offered may include workshops on topics such as Montessori at Home and Positive Parenting Techniques, as well as family health screenings. We will also offer opportunities for families to experience the hands-on materials used in our classrooms so that they can better understand the learning that occurs at TRPM.

We will offer parents an opportunity to be involved in the school via our Family-Teacher Collective, which will participate in school wide events and projects on and off of our campus. Engaging families is important to the growth of our school and aligns with our mission/vision to partner with families and the community.

10.7. Admissions Policy

Q198. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes



No

Q199. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Our mission is to provide equitable access to a high-quality, relevant Montessori education to meet the unique needs of all students and strengthen our community. To ensure equitable access, we plan to use a 50% weight for economically disadvantaged families for each equivalent grade level. In addition, we will follow the legally required Asheville City School Federal Desegregation Order which supports maintaining a demographic similar to the city. This will allow students who identify as Black as their race an enrollment preference.

Q200.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

In each open enrollment period, school leadership will work to identify the number of Educationally Disadvantaged (ED) seats available in each program, class, grade level, or building in order to balance students admitted across total seats available and school resources with an overall school target for free and reduced lunch enrollment of 50% of available seats per grade level.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer information in order to determine if a student is eligible for ED status. This supplemental form will ask applicants to consent to the verification of eligibility by Two Rivers Public Montessori staff and will request no information other than that required to establish eligibility status. The information provided will not be retained for any purpose other than to provide the audibility of lottery integrity.

Educationally Disadvantaged status is applied to any student who falls into one or more of the following classifications:

Economically Disadvantaged – defined as any student who qualifies for Free and Reduced-Price lunch.

In addition, families will be provided an option to check whether or not they are applying under the Federal desegregation order of Asheville City Schools. If a family chooses to check off this box they will receive an enrollment preference.

The order (1991) requires that any given school have a minority enrollment “no more than 15% above or below the system minority enrollment and that, whenever possible, minority enrollment be no more than 10% above or below the system minority enrollment.”

Q201.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.



TRPM is requesting a weighted lottery because the Board of Directors believe in removing barriers for Educationally Disadvantaged Students, which include subgroups that might be under-resourced in comparison to community members who are not Educationally Disadvantaged. Research has proven that the Montessori model reduces the achievement gap. We additionally believe, and research supports, that diversity makes a learning community better for everyone, and TRPM seeks this diversity because of the academic, social, and community benefits for all of our students.

Q202. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



Immediately following preliminary approval of our charter, Two Rivers Public Montessori will conduct a highly publicized campaign, utilizing a variety of methods to inform the public of the dates for open enrollment and lottery date. These methods may include, but are not limited to, publication in all local newspapers, using multiple sources of social media, distributing flyers at churches, daycares and other community oriented locations and the holding of public meetings in various parts of the county. The tentative open enrollment period will begin in February of 2023 (or as permitted after SBE approval), and will tentatively run through March 31, 2023 at 5:00 P.M.

The application will be available to be filled out both, online, and in print format. It will be available in both English and Spanish. Following the closing of the enrollment period, Two Rivers Public Montessori will hold an enrollment lottery, in accordance with NCGS 115C-238.29F(g)(6).

The application will contain basic information: Parent/guardians' name and contact information (address, phone and email); Student's name, birthdate, projected grade level, and race (in order to comply with the local Deseg order). To be considered for the 50% weight for economically disadvantaged families, any student who qualifies for free and reduced lunch will qualify to be placed in the weighted lottery - students can complete the free and reduced lunch form during admissions.

A date will be set for the lottery, which will take place no more than three weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery.

The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have ten business days, at 5:00 P.M. to respond about their child(ren)'s acceptance of admission.

As set forth in NCGS 115C-238.29F(g)(5a), Two Rivers Public Montessori will abide by the following:

- For every year of operation, children of the active board members and full time staff members will receive priority admission, up to 15% of the total enrollment;
- Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission;
- After the first year of operation, siblings of current students will receive priority admission.
- Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat and that student's parents or guardians will be given one business day to respond. The Director of Operations will develop a process to maintain effective student records and transfer documentation in a timely manner.



As stated above, we will utilize community meetings and open forums prior to the beginning of the admissions process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. Two Rivers Public Montessori will verify the withdrawal of the student by letter. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized.

For students transferring into Two Rivers Public Montessori, once a completed application is on file and enrollment paperwork has been completed, records will be requested from the previous school.

10.8. Certify

Q203. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q204. **Explanation (optional):**



11. Operations

11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Two Rivers Public Montessori will open with 106 elementary age students. Our plan will consist of a triangulation of services.

We aim to purchase/ lease one used school bus in year one and build a strategic cluster stop system to transport children (roughly 40), focusing on students who live within the Asheville City lines. Asheville City is 49.5 square miles. We anticipate our bus driving no more than 60 miles per day.

During the Ready to Open process we will determine the method in which students will qualify for transportation. We have built a second bus into the first year budget if needed. Factors may include living distance from the school, economic status, and special circumstances as we want to ensure we are meeting the needs of all of our children.

Our budget includes:

\$20,000 to purchase/ lease used buses

\$10,000 for fuel

\$13,500 paying our bus drivers (\$18 an hour minimum)

\$8,000 for maintenance



11.2. School Lunch Plan

Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Two Rivers Public Montessori is fully committed to ensuring that no child lacks a daily meal, whether this is due to financial need or simply because they forgot their lunch. It is our intention to provide a nutritious free or reduced lunch to 70% or more of our students. All students will have the option of bringing their lunch or purchasing their lunch from the chosen local catering service. The lunch schedule will be published monthly and students will have the option of buying from the catering service or providing their own lunches.

For those students who are financially unable to provide themselves with a school lunch, we will contract with a local catering service to provide one for them at our school. There is a line item in the operations budget of \$105,000 for the first year to provide for this expense. This is based on an estimated combined breakfast and lunch cost of \$8.00 per student for 175 days (70% of projected enrollment). We will anticipate this line item growing annually and have budgeted just under \$165,000 in year five to support these programs.

In addition, we have budgeted for part time staff to support the program.

In the event that a student forgets their lunch, students not participating in the free lunch program will receive the daily meal and it will be charged to their running account. Students will never be denied a meal because of inability to pay.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and



6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Insurance Coverage Te...

Applicant Evidence :


Insurance Coverage Te...

Uploaded on **4/22/2022**
by **Lauren Watters**

Q208. Attach Appendix L: Insurance Quotes

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix L_Insurance ...

Uploaded on **4/22/2022**
by **Lauren Watters**

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in



G.S. 115C 218.75.

Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

Wren Cook

11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



The main focus of Two Rivers Public Montessori Board will be to ensure the facility meets all codes, build a trusting relationship with the community, recruit a strong student base, hire the Directors, improve the board through recruitment and development, brand and marketing to families, networking with potential business partnerships, developing policies and handbooks, developing relationships in the community, and make all purchases for regular school operations.

To complete these tasks, the Two Rivers Public Montessori Board will appoint four ad hoc committees for the application and accelerated planning year:

1. Marketing & Student Enrollment: Upon charter approval, we will send out press releases to notify the community about TRPM. In Summer 2022, the marketing committee will update the TRPM website and social media pages, begin regularly emailing interested families, host information sessions, develop partnerships with community partners and other nonprofits, plan and organize community events, design and distribute flyers and brochures at events.

In Fall of 2022, the committee will begin outreach to daycares, churches, and other child-related centers, organize/host formal information sessions, host tables at community events, visit neighborhoods with flyers, and ask individuals to host information sessions in their neighborhood and possibly homes.

We will continue to communicate via social media outlets, the website, and email messages, continue to issue press releases, distribute brochures with application timelines at local events and information sessions, and create a map that shows areas of high interest and develop plans for targeted areas that have shown weak interest.

Winter - Spring 2023, the marketing committee and school directors will:

Host monthly information sessions, speak at preschools, daycares and churches, set up booths and distribute informational fliers at libraries and community centers, host an open house, utilize media outlets, canvas neighborhoods, conduct the open application, lottery, and enrollment process.

2. Facility: The Facility Committee will manage all aspects of the facility development for the board. Through the summer of 2022 will review and monitor the plan for facility improvements and facility inspection, maintenance, and updates, lead safety inspections, including ensuring that the facility is in compliance with all fire and safety codes, and be in possession of the required Certificate of Occupancy no later than March of 2023 (unless required earlier date).

3. Personnel: Beginning in summer 2022, the Personnel Committee will develop the job descriptions and advertising plan to recruit and hire the school directors and begin recruiting additional Montessori trained teachers via job fairs, Montessori conferences, hangouts, websites and all other candidate search tools, such as GlassDoor, Handshake, and Indeed. Once the school is eligible, we will take advantage of the State based recruitment tools. We will embark on a multiple step hiring process and start hiring by the winter/spring of 2023. The committee will utilize the professional development calendar created in this application and tweak where necessary.

4. Policy and Board Development: This committee's actions and timelines will be driven by the NCDPI Ready



to Open checklist, and best practices for governance and policy development through our mentors, legal counsel and advisors when it comes to policy development and preparation for the school year.

Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The greatest challenge will be to recruit high quality teachers who will be equipped to teach the Montessori model and come together to serve our students who will be joining our school after a year of non-Montessori instruction, or no Montessori experiences at all. We plan on partnering with the best charter schools support groups, business leaders, strategists and recruitment firms to best prepare our enrollment and teachers for day one.

11.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

We have obtained an MOU (in appendices) with Central United Methodist Church to use their three-story educational space. This space has been used as a school as recently as 2020, when the private school closed due to Covid-19. We have confirmed with the local city agencies that the school continues to qualify for educational use as it has not been used for another purpose in the interim.

TRPM has worked closely with an architect specializing in educational spaces as well as a local fire marshal to identify best use for each classroom, ideal room capacities, and any necessary changes and / or upgrades prior to opening the school in August 2023. Fire and health inspections will take place no later than February of 2023.



Applicant Evidence :



Uploaded on **4/29/2022**
by **Lauren Watters**

Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The building we have obtained is ideal for the Montessori educational program with separate spaces for each band of grades. Short term plans include a large multi-purpose room for contracted enhancement classes such as music and PE. Long term plans include a possible expansion of the outdoor space. The location is on a quiet street in downtown Asheville. The blocks around the school contain only churches, providing a quiet learning environment despite its location in the heart of the city. However, the school is just a short walk away from all that downtown Asheville has to offer including an art museum, a science museum, public library, several parks, and local businesses.

Central United Methodist Church has agreed to fund any needed upgrades / renovations to the school space needed for TRPM to open its doors in August 2023. Rent will be waived in the first year and will begin in August 2024. We anticipate spending less than 10% of our annual revenue towards the facility each year based on our agreement.

Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

The building includes a large multi purpose / flex room to serve as the music, art, PE, and library storage space. The church fellowship hall and attached commercial kitchen are available for meals, whole school assemblies, and rainy day gross motor play. The first floor contains a teacher workroom and breakroom, front office room, and employee restroom. Each pair of classrooms is joined by a student bathroom. There is a large storage closet available as well. The third floor will primarily serve as home to TRPM's middle school and has several flexible use spaces for students to use as needed: ELA room, science / STEM lab, library, art and craft space, etc. The school comes with a large amount of furniture and equipment which is outlined in the CUMC Inventory spreadsheet. (Appendix item).



Q215. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

CUMC has asked that TRPM cover all building costs associated with the school as their rent.

In year 1, TRPM will only be covering the cost of utilities, custodial, and internet / phone service for the church educational wing.

In year 2 TRPM will be reimbursing CUMC for a portion of the necessary start up renovation costs. This is estimated to be \$76, 376 in year 2.

Rent in years 3-5 will be determined by any additional renovation needs for TRPM financed by CUMC and is estimated at no more than \$100,000 per year.

The total square footage of the CUMC education wing is 14,600 square feet, making the cost of CUMC \$4.33 per square foot per year in year 2.

There is very little comparable in the downtown Asheville location for rent, however large office spaces close to downtown rent for an average of \$25-35 per square foot per year with utilities not included, and large industrial spaces rent for an average of \$7 per square foot per year.

CUMC is excited to partner with TRPM and offer the space at their own cost, as they feel that the school's goals of educational equity and a thriving wage for all employees align with the goals of the church.

Q216. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

If the space at CUMC were to back out prior to school opening, TRPM would plan to immediately contact one of our several back up locations that we communicated with during our site search phase. We would also explore a partnership with a local community center with space to support mobile classrooms on site. As a last resort, the school will arrange for modular buildings to temporarily accommodate students on leased land within the City Limits.

Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.



Shifra Ahlers has experience working with realtors, attorneys, contractors, and subcontractors and acting as a project manager. She has completed three transformative building upfits in the last five years. Her most recent construction project in downtown Asheville was Momentum Gallery, a three-year renovation on a 21,000 square foot, 100-year-old building, which is receiving the 2022 Griffin Award from the Preservation Society of Asheville.

11.7. Certify

Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q219. Explanation (optional):



12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q220. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

No additional funding.

Q221. Attach Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment\)](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/29/2022**
by **Brittany Wager**

12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.



Q222. How was the student enrollment number projected?

Underrepresented youth in the Asheville City and Buncombe County areas have traditionally struggled in the public K-8 school academic environment. To that end, TRPM will offer a unique school choice to parents and students who wish for higher expectations and better academic results through the Montessori model and methods. Given there was a strong base of students participating in the Montessori model prior to the closing of the district school, we have structured enrollment growth to meet the needs of K-8 students in Asheville City and the Buncombe County area. In projecting our enrollment numbers we wanted to be very mindful of the Montessori model and class sizes.

We utilized parent interest surveys (results in Appendix A) that noted a high interest in public Montessori option (over 125 responses in a short time), community meetings and prior enrollment data of the Asheville City District school that is closing to ensure our total enrollment will be easily secured on an annual basis to identify our ideal size.

With over 4,300 students enrolled in Asheville City Schools, and over 22,500 in Buncombe County, our total enrollment will be less than 1% of the total school population.

In addition, Asheville is one of the fast growing cities in the area. Over 40% of the total population of Buncombe County lives in the city of Asheville.

Thus, we projected classes as follows:

For the Primary School (ages 3-5 / prek - K) there will be 2 classes to accommodate 42 students, 21 of these students are part of the charter (school aged), and 21 will be students of a private partner preschool in order to create the mixed age classrooms in the Montessori model for this age group.

For the Lower Elementary program (ages 6-8 / 1st-3rd) there will be 3 classes to accommodate 63 students.

For the Upper Elementary program (ages 9-11 / 4th-6th) there will be 1 class to accommodate 22 students in year 1, growing to 3 classes to accommodate 63 students by year 5.

The middle school program (ages 12-13 / 7th-8th) will open in year 2 with 1 class to accommodate up to 8 students, growing to 2 classes to accommodate 42 students by year 5.

Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



Historically, Asheville City Schools have delivered less than favorable results to the underrepresented groups of its community. Low academic outcomes in Asheville City Schools have resulted in a widening of the achievement gaps as it relates to underrepresented youth in the Asheville City and Buncombe County schools. The board believes there is a lack of high academic expectations from underrepresented youth groups in the Asheville City and Buncombe County schools. The school believes that high expectations from the youth in the community, and the successful delivery of a Montessori model and methods will be well received by the greater Asheville City and surrounding counties.

These enrollment projections are in line with the enrollment at Asheville Primary, which had over 50 students on its waiting list. Over 3,000 people signed the community petition to keep Asheville Primary open. With its closure, Two Rivers Public Montessori will be the only public Montessori school in Western North Carolina.

Q224. Provide the break-even point of student enrollment.

BREAK-EVEN POINT:

2023-2024

Projected # of Students in year one: 106

Projected Total Income: \$1,408,755

Total Expenses: \$1,305,022

Enrollment Required for Break-Even: 96 students

Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



The Board believes that strong financial planning and strong financial operations will help the school achieve its high academic service goals. We have budgeted a 3% to 5% contingency in our year 1 budget. If enrollment is lower than anticipated, we would use the flexible Montessori model with mixed age classrooms to reduce the number of classrooms in year 1. This will reduce our two largest expenses, personnel and initial year 1 Montessori classroom supply purchase.

Additional Strategies:

- Operate from cash flow projections;
- Budget conservatively; and
- If short enrollment, reduce personnel and slash organizational wants.

In addition to the Contingency Fund, the school will build up a separate Repairs and Replacement Fund to meet future capital expenditures. Combined, the Contingency Fund and the Repair and Replacement fund will grow to approximately 10% of its estimated expenses after the fifth year of operations.

Q226. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Not included in the budget is income that the school will receive from the partner private pre-school that will enroll students ages 3 and 4, grants we intend to apply for, and any funds received from donations or fundraisers.

In addition, the application does not include funding for Title I, Title II, Special State Reserve or Risk Poll funds. All of which we anticipate the school receiving.

Q227. Provide the student to teacher ratio that the budget is built on.

The budget is built on a Student to teacher ratio of 21:1.

There will be an Instructional Assistant (IA) in every classroom as well lowering the student to teacher ratio to 10.5 to 1 in the instructional classroom setting.

The Exceptional Children's staffing is based on 15 direct services students per full time teacher, contracted therapists for related services will supplement any additional services required.

Q228. Describe the board's individual and collective qualifications and capacity for implementing



the financial plan successfully.

The board of TRPM has a diverse skill set including numerous members experienced in non-profit fundraising and financial management. Our board treasurer is an experienced CPA in the private and non-profit sector. Additional board members have years of experience in project management and working with operating budgets.

Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The first year budget allocates a net positive income of \$103,500, or approximately one and a half additional teacher salaries or three teacher assistants who could be hired to support high needs students. These reserves, coupled with the unaccounted for revenues for Title I, Title II and Federal EC dollars will provide adequate revenues to offset any unexpected, high needs students with disabilities.

Q230. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

We will utilize the next 12 months to make those decisions. We have budgeted \$45 per child for potential PowerSchool assistance and \$100 per student for financial services. However, we may bring these services in house. The school's Director of Operations will be responsible for in house financial management and accounting.

The process of hiring any vendor will consist of:

- Committee or directors seeking vendors;
- That committee of director appointed team will vet the pros and cons;
- The committee or team will make a recommendation to the board for a vote; and
- Third party contracts will be evaluated annually to ensure a strong return on investment.

Q231. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The school may use contract services for student accounting (budgeted). The Board will put in a request, review and examine the proposals received, meet/ interview the applicant, and vote at the Board meeting which will be open to the public. Once the Board hires the vendor, the Board will meet with the vendor annually and review the vendor's reports.

Q232. Explain how the budget aligns with the school's mission, curricular offerings, transportation



plans, and facility needs.

The budget aligns to our mission as over 80% of our funding is going directly to benefit the school's academic programming, personnel, academic resources and teacher development.

TRPM strives to be an inclusive, accessible public Montessori school. One of the ways we are doing this is by offering transportation and free meals to any student who needs it. Based on the targeted student population and location of the school we anticipate close to one half of our population needing transportation to ensure their daily attendance. We are budgeting \$20,000 to cover the costs of used buses, and additional funds for staffing, maintenance and gas to cover this cost in year one. We have also budgeted over \$100,000 in food costs to pay for students who will need breakfast and lunch daily.

In addition, we plan to pay a living wage to all employees, with the lowest paid employees making a minimum of \$18 per hour. Teachers and directors will make a higher wage than they would earn working for the local LEA (+3% and +5% respectively) in order to attract and retain high quality, talented teachers and staff. Our professional development and curriculum costs are over \$1,000 per student not just in year one. It increases annually as we aim to be the highest performing school in Asheville City!

Q233. What percentage of expenditures will be the school's goal for a general fund balance?

Describe how the school will develop the fund balance.

With our goal to utilize our community partnerships for funding, resources and materials support, and apply for grants through our strategic partnerships and qualifications as a new charter school, we set a goal to have a \$300,000 reserve fund by year five. Our current plan takes us well above this figure.

With this in mind, we will need to save an average of \$60,000 per year. This would be approximately 4% of the annual budget. We exceed this goal annually according to our current budget figures.

If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. This will be the responsibility of the Director of Operations and the finance committee to analyze spending (quarterly deep dives) to be sure we are on track to build our projected reserves.

Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The school will have a straight lease with the church for the facilities. All other assets, like the school bus and additional furniture, will be purchased.

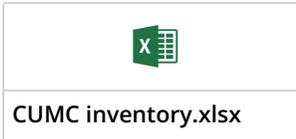
Q235. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.



Due to our site at CUMC being used formerly as a preschool education building, the site comes with a number of assets including furniture, mounted projectors and screens, chalkboard / whiteboards, A/V equipment, etc. A spreadsheet detailing the assets in each room is attached.

Upon the acceptance of our application, we will solicit donations of any additional goods and services needed.

Applicant Evidence :



Uploaded on **4/29/2022**
by **Lauren Watters**

12.3. Financial Compliance

Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



The board (finance committee) and school leadership will maintain a number of internal financial controls and bookkeeping practices that provide fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles.

The board will receive a monthly budget report and quarterly financial report packet that will consist of:

- Income statement (revenue and expenses) with budget comparison.
- Balance Sheet showing financial position at the previous month end.
- Asset status report listing asset acquisitions, disposals and needed repairs/maintenance.
- Enrollment report. Fundraising status report.
- General ledger summary report with detail available.

Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will develop an internal control checklist that includes:

- Are accounting records kept up-to-date and balanced monthly? Is a standard chart of accounts with descriptive titles in use?
- Are adequate and timely reports prepared to insure control of operations? Monthly financial statements (Balance Sheet, Income Statement) Comparison of actual results with budget
- Are personal expenses kept separate from business expenses? Are monthly bank reconciliations reviewed by Admin?
- Is there any separation of duties?
- Are governmental reporting requirements being complied with in a timely manner?
- Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

In addition, our financial experts on the board will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash and credit card usage.

Any board approved vendor and all third party contracts will be evaluated annually to ensure we are receiving the best return on investment in addition to us being effective partners.

Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are no known related party transactions.

Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.



The board has investigated Phyllis Pearson as auditor.

PETWAY MILLS & PEARSON, PA

9121 Anson Way, Suite 200

Raleigh, NC 27615

Phone: (919) 781.1047

Email: ppearson@pmpcpa.com

(mailto:ppearson@pmpcpa.com) NC CPA Board Certification: Raleigh Office #30283

12.4. Certify

Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q240. Explanation (optional):

Our board and team of writers studied best practices in other currently operating public charter schools in North Carolina as well as received input from Montessori experts. Our writing team from Leaders Building Leaders has written over a dozen applications. Some of the language in this application may be similar in template form, but personalized to meet the mission and vision of the TRPM Board of Directors.



13. Other Forms

Q241. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Charter School Require...

Applicant Evidence :


Charter School Require...

Uploaded on **4/28/2022**
by **Lauren Watters**



14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q243. Give the name of the third-party person or group:

Leaders Building Leaders

Q244. Fees provided to the third-party person or group:

The fee for application support was \$9,900.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q245.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources



2022 Payment Form.pdf

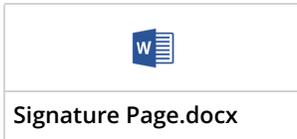


16. Signature page

Q246. [Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.](#)

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Applicant Evidence :



Uploaded on **4/27/2022**
by **Lauren Watters**

Q247. [Please digitally sign your application here](#)
Signature

Wren Cook



Final Status

Reject Approve

Approver Comments



Beverly-Grant

April 28, 2022

Two Rivers Public Montessori
Attn: Wren Cook, Board of Directors Representative
140 Westwood Place
Asheville, NC 28806

Dear Ms. Cook:

Beverly-Grant is familiar with the existing facilities at Central United Methodist Church (27 Church Street in Downtown Asheville, NC). We have been retained to act as construction manager for various projects at the church, including proposed improvements as detailed on the attached drawings. To assist with your planning purposes, Beverly-Grant recommends a total budget amount of \$76,376.82 to complete the improvements indicated on the preliminary drawings.

Please understand that these numbers are preliminary in nature and meant to serve as budget input only. Once the final scope of work is determined and final permit drawings are completed, Beverly-Grant will convert this recommendation into a Guaranteed Maximum Price contract amount before proceeding with the work.

Don't hesitate to reach out to me with any questions you might have regarding the attached at csmith@beverly-grant.com or via phone at 828-775-0486.

Respectfully,

J. Chris Smith, Vice President
Beverly-Grant, Inc.

Cc: Rev. Luke Lingle – Central United Methodist Church
Lee Anne Mangone – Central United Methodist Church
Luis Miguelez – Beverly-Grant, Inc.
Aaron Brumo – Clark Nexsen

Attachments



Beverly-Grant

General Contractors
NC License #18030

Budget Summary

CUMC Classroom Wing Improvements

4/28/2022

Item	Amount	Comments
Supervision Expenses	\$ 11,112.00	Shared project supervision expenses with adjacent downtown projects
Temporary Facilities	\$ 1,959.00	Project specific safety, temp toilets, trash removal, etc...
Material Handling & Equipment	\$ 2,080.00	Load and unload new materials/manage deliveries
Permit Fees	\$ 1,544.40	City of Asheville building permit fee
Periodic and Final Cleaning	\$ 6,000.00	Periodic and full final cleaning of entire space
Misc. Demolition Expenses	\$ 4,042.00	Demolition as needed for ADA bathroom, doors, divider curtain, etc...
Dutch Door Replacement	\$ 6,650.00	Replace existing lower level dutch doors with 1-hr rated doors
Existing Door Re-work	\$ 2,464.00	Re-work existing doors as needed/required
Repair/Replace Door Hardware	\$ 500.00	Repair or replace existing door hardware as needed
New Egress Lighting	\$ 6,000.00	Provide and install LED 2x4 egress lighting in corridors w/ battery back-up
New Exit Signage	\$ 2,000.00	Provide and install new exit signage as required
Fire Alarm System Modifications	\$ 14,400.00	Modify existing fire alarm system including addition of horn strobes, smoke detectors, etc...

Subtotal	\$ 58,751.40
Contingency	\$ 5,875.14
Profit & Overhead	\$ 11,750.28

Total Budget Recommendation	\$ 76,376.82
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Appendix A: Evidence of Community/Parent Support

Two Rivers Public Montessori





CENTRAL
UNITED METHODIST CHURCH
A Community for Christ in the Center of the City

April 25, 2022

To Whom It May Concern:

Education is one of the bedrocks of our society. How we educate our children and the children of our neighbors reflects upon how we value children and their future. We are excited to partner with Two Rivers Public Montessori in their endeavor to become a public Montessori charter school.

Central United Methodist Church operated a Weekday School for over sixty-five years that, for various reasons, did not survive the pandemic. Currently, our education wing is going unused during the school week and we want that to change. The partnership with Two Rivers offers Central an opportunity to utilize space on our property for the good of the community, and it provides a home for Two Rivers as they continue their journey as a public Montessori school.

While we will be leasing our education space to Two Rivers Public Montessori, we see Two Rivers as an important community partner. We are excited about their future and wholeheartedly support them in the process to become a public charter school.

Grace and Peace,



Rev. Dr. Robert M. Blackburn
Senior Minister



Rev. Luther E. Lingle, III
Minister of Leadership and Vision



North Carolina General Assembly
Senate

SENATOR JULIE MAYFIELD
49TH DISTRICT

OFFICE: 1025 LEGISLATIVE BUILDING
16 W. JONES STREET
RALEIGH, NC 27601-2808
PHONE: (919) 715-3001
FAX: (919) 754-3232
EMAIL: julie.mayfield@ncleg.gov

COMMITTEES:

MEMBER:
APPROPRIATIONS ON AGRICULTURE, NATURAL
AND ECONOMIC RESOURCES
STATE AND LOCAL GOVERNMENT
TRANSPORTATION

April 27, 2022

To Whom It May Concern:

It is my honor to serve as the Senator for North Carolina's 49th District, which includes Asheville and most of Buncombe County. My main areas of focus are the environment, public transit, transportation, equity/equality, and making a just transition to clean, renewable energy. Education, however, is also of enormous importance, especially given the large opportunity gap in Asheville and instability over the last several years in the Asheville City Schools (ACS) leadership.

Last year, ACS made the controversial decision to close the Asheville Primary School, a public Montessori school, starting with the 2022-23 school year. In this school, ACS provided students with a proven alternative to traditional classroom learning, and its closure now removes that option. I am a staunch supporter of public schools and believe that the proliferation of charter schools has hurt our public school system. However, I can support charter schools when they serve an unmet need for children who are not thriving in traditional public schools (such as Asheville's Peak Academy) and, as in this case, when they replace a unique learning environment no longer offered by the public school system.

The charter applicant, Two Rivers Public Montessori, wants to recreate what will be lost when Asheville Primary closes - equitable access to public Montessori education. As someone who attended a Montessori-style school as a young child, I can attest to the value that approach brings to children who struggle academically and behaviorally as well as those children who are gifted. I think everyone wishes there was not a need for this new charter school but, given ACS's decision last year, there is. Given that, I offer this Letter of Support for Two Rivers Public Montessori and look forward to their charter application being approved so they can get to work creating an accessible, equitable, public Montessori school in Asheville.

Respectfully submitted,

A handwritten signature in blue ink that reads "Julie Mayfield".

Senator Julie Mayfield



Peyton Daisy O'Conner

she/her/hers/Mrs.
peyton.z.oconner@gmail.com
71 West St. Asheville, NC
828-713-2083

To Whom It May Concern:

My name is Peyton O'Conner, and I currently sit on the Asheville City Board of Education. I was one of two votes (out of five) to save Asheville Primary School, the only public Montessori in the region, in December 2021. During the hearing for closure, over one hundred parents reached out to advocate for APS. They also provided a [change.org](https://www.change.org) petition with over 3,000 names, which was a critical view that the community desperately wanted to maintain a public Montessori school, despite Asheville City School's budgetary dilemma. While the financial issues that the Board was presented with were too numerous to overcome closure, I understand the critical importance of educational opportunities that focus on inclusivity. As a transwoman, a mother within a blended queer family, and a parent of several children that are considered neurodivergent, education that focusing on equity and inclusion remains a priority I am committed to.

Prior to the vote for closure, Shifra Ahlers reached out to explain to the City School Board that if APS had to close, she and her team had already reached out to the Office of Charter Schools and planned to apply for a public charter Montessori because they saw the positive impact it was making in the community. She detailed the high satisfaction rates of teachers and students. Based on what I have witnessed, I agree. The time is right for the Charter School Advisory Board and State Board of Education to approve Two Rivers Public Montessori's charter application. The community has rallied for the school, the teachers, and the students and rightfully deserves this opportunity for publicly-accessible Montessori.

I have lived in the Asheville area all my life, other than when I was in the military. I currently work as Deputy Campaign Manager for Katie Dean's US Congressional NC 11 bid. I have a long history of public service beginning at age 14 when I started as a junior firefighter continuing on to my time in the military and a variety of local government posts within Buncombe County Government ultimately moving on after serving as the Parks and Recreation Director for my last 5 years. I am a lifelong learner and masters degrees in Geography, Peace and Conflict Studies, Project Management, and Sustainable Food Systems.

I have five children in school, and I am deeply committed to public education. I understand that there is no one size fits all in education. Diversity and inclusivity are vital for our community. Educational choice is paramount to meeting the needs of all students. I sincerely look forward to welcoming Two Rivers Public Montessori as an option for students in the region. And I will continue to advocate for the improvement of Asheville City Schools while also supporting alternatives to the District, because this is my commitment to the students and families. Everyone deserves to get a quality public education.

With respect,



Peyton Daisy O'Conner



April 22, 2022

Whom It May Concern:

I am the Founder and Head of School for Moore Montessori. I am also a native of Southern Pines and driven by a passion for expanding public access to Montessori education. I completed Montessori training at the Washington Montessori Institute and am credentialed as a Primary Montessori guide through Association Montessori International (AMI).

I met with the leadership team from Two Rivers Public Montessori over the last few months and explained in great detail the responsibilities and rewards of leading a public charter school. I believe that this group of parents and teachers understands the necessary elements and can successfully lead this school to fruition and fulfill its mission and vision. From financial stewardship to governance to assessments, the board's founding members are committed to building a school to serve all students in Asheville. They are invested in educating the whole child through hands-on learning, collaboration, and self-directed activity in the Montessori tradition.

I anticipate the Charter School Advisory Board, State Board of Education, and North Carolina Department of Instruction will observe the same qualities I have seen in the leadership of Two Rivers Public Montessori. I hope the charter will be approved so the school may begin doing the necessary work of providing tuition-free Montessori education to the children in western North Carolina.

Thank you for the opportunity to provide a letter of support for Two Rivers Public Montessori.

Sincerely,

A handwritten signature in black ink that reads 'Katherine Rucker'.

Katherine Rucker
Head of School

Bobbe Spink
12 Green Drake Court
Candler, NC 28715

April 21, 2022

To Whom It may Concern,

My name is Bobbe Spink and I am writing this letter to support the Two Rivers Public Montessori charter in Asheville, NC.

I moved to Asheville five years ago after a long Montessori career in Chattanooga, TN. I started my first Montessori preschool in Chattanooga the fall of 1973; and my second Montessori preschool and elementary in the fall of 1983. In 2004, the second school transitioned to a 501c3 nonprofit run by a board; and I stayed on as Head of School until 2016 when I retired. When I retired the school served 250 children, 14 months through 8th grade.

I received my Montessori training at both the preschool and elementary levels from the St. Nicholas Montessori Training Centre, London, England in the 1970s and became a St. Nicholas teacher trainer soon after.

As a teacher trainer, I have trained Montessori teachers in both the private and public sector. From 1996 to 1997 I trained and coached 44 teachers for the Chattanooga City School system's 3 Montessori elementary schools. In Asheville, as a trainer for the Institute of Guided Studies, I helped train and coach 7 teachers from the Asheville City School system at Asheville Primary School.

Currently, I consult with Montessori schools, mentor Montessori teachers, assist in Montessori school accreditation, and sit on the board of the Montessori Association of North Carolina as the board president. I also work for the Center for Guided Montessori Studies, the Columbus Montessori Education Center, and the Montessori Medical Partnerships for Inclusion as a Montessori teacher trainer.

From the founding of my first private school, I have always accepted every child no matter their race, income, or neurodiversity. This is hard to do in the private sector since it requires constant fundraising. But with a B.S. in Special education from the University of Michigan, I have always felt strongly about equity and inclusion.

When I moved to Asheville, I jumped at the chance to help support the 1st Montessori public school in Western North Carolina, Asheville Primary School. I felt equity and inclusion could be done well in a public Montessori school. And it was! But unfortunately Asheville Primary is closing and the chance to do Montessori in a free public setting closes with it.

Yet, maybe not. By starting a Montessori charter in Asheville, the children in this city can still have a hi-fidelity Montessori education with both equity and inclusion. I have been amazed at the dedication of the parent group who had the vision to start a charter and who have worked so hard to make Two Rivers Public Montessori charter a reality. Having started 2 schools and run 3, I know the effort it takes to start a school and to keep it going.

I 100% support the creation of Two Rivers Public Montessori as there are many children in Asheville who can benefit from a Montessori education who can't afford the private Montessori that is available here. I plan to continue to support the school's board and staff as they work to make Two Rivers Public Montessori charter a reality here in Asheville.

Sincerely,
Bobbe Spink
bobbe_spink@yahoo.com



ASHEVILLE ART MUSEUM

April 2022

To the Charter School Advisory Board:

The Asheville Art Museum is thrilled to learn about Two Rivers Public Montessori applying as a charter school in downtown Asheville! This school will allow students, educators, and families to engage with downtown Asheville's many assets and explore our city's vibrant and extensive cultural opportunities. A diverse downtown school population, who would not share the region's many transportation barriers to participation in the arts is something we have wanted for many years. We hope to develop a strategic partnership with the school and look forward to facilitating a shared creative educational experience.

Asheville Art Museum's collection of American Art of the 20th and 21st centuries invites visitors to discover the richness of Western North Carolina's unique artistic history in the context of broad American aesthetic developments, highlighting the unique and mutual influences.. The Museum is committed to providing engaging and educational experiences for pre-K-12 teachers in WNC schools and offers student educational opportunities and professional development opportunities, including curriculum-based and exhibition-inspired interactive, hands-on workshops that incorporate artmaking. *More Than Math* uses artwork from the Asheville Art Museum's Collection to provide students with skills to enhance their creativity, problem-solving, critical thinking, and visual literacy. *Literacy Through Art* is a school outreach program for WNC counties in which the visual arts are utilized to explore the language arts curriculum objectives and fun artmaking projects. We also offer inquiry-based group tours that challenge students to hone their observation skills. Other educational programs are provided throughout the year. *Discovering Art*: focuses on looking at artworks through the lens of the elements of Art and principles of design, using visual arts and museum vocabulary. *Intersections in American Art*: focuses on the Museum's Collection of American Art of the 20th and 21st centuries, exploring the connection between Art and artists of WNC/Southern Appalachia and America. *See & Say*: is a tour that uses language arts and communication skills to explore visual art, making connections to

descriptive and narrative writing techniques and parts of speech. These and many more opportunities are an integral part of the Museum's mission to enlighten and inspire all individuals.

Recently reopened in a 55,000 square foot, state of the art facility, the Museum's education center has naturally lit spacious studios and classrooms, well equipped with all necessary technology for accommodating all learning styles. The Museum is accredited by the American Alliance of Museums and is fully accessible. The Museum holds in the public trust over 7500 works of extraordinary American Art and 4000 architectural drawing elucidating the built environment of Asheville.

The Museum's education mission closely aligns with the Two Rivers Public Montessori School and we look forward to creating unique and vibrant programming that partners the expertise of both organizations to the benefit of all. The Asheville Art Museum is proud to provide this Letter of Support on behalf of Two Rivers Public Montessori. We are prepared to begin working with the students, families, and staff as soon as the charter is approved. I appreciate your consideration.

With eager anticipation,

Pamela L. Myers

Pamela L. Myers
Executive Director
Asheville Art Museum
2 South Pack Square
Asheville, NC 28801

828 253 3227 ext 113



Asheville Montessori School

Anna Parker - Director

(828) 645-3433

www.ashevillmontessorischool.com

To whom it may concern,

My name is Anna Parker, I am the parent of two young children and the director of Asheville Montessori School. Asheville Montessori School has been providing a traditional Montessori environment for three to six year olds for nearly twenty years. Our school currently serves around 70 children and families each year, all who have sought out and chosen for their child to attend a Montessori school. It is such an honor to provide this educational model which supports children to grow in their independence, self-motivation, love of learning, and social-emotional skills, all while also meeting their educational needs! Our school includes a kindergarten program which allows these children to complete the Montessori three year cycle of starting as the youngest child who looks up and learns from the older children, to becoming a kindergarten leader who is able to give lessons and help the younger children in the class. So often, when I am talking with the families of our graduating kindergartners, they express a strong wish for a Montessori public school where their child could continue their education! Sadly, that is not currently an option in our area, even though there is a strong Montessori community in Asheville that would love to see this available!

I have seen firsthand as a Montessori school teacher for 9 years, then as a parent of two boys, and now as the director of AMS, how Montessori education allows children to thrive and blossom! I fully support the opening of an elementary Montessori charter school so that the children leaving our program, along with so many other children in the community, can have the opportunity to thrive in the Montessori environment.

Thank you for your consideration.

Sincerely,

Anna Parker

FROM THE DESK OF

SHANNON O'CONNOR

April 22, 2022

To Whom It May Concern:

I am a board-certified family nurse practitioner and have been a nurse for 13 years. I currently work in school-based health, community health, and as a wound specialist. I obtained a bachelor's in Public Health in 2011 from UNC Greensboro and my Associate's degree in nursing in 2009 at Asheville-Buncombe Technical Community College, and a Master's of Science in Nursing from East Tennessee State University in 2019. I am in the process of obtaining certification as a surgical first assistant.

I have lived in Western North Carolina for twenty years. My wife and I have a beautiful blended family of seven, with kids ranging in age from 5 to 12. Our kids are neurodiverse and fabulous. We also have three dogs, a lizard, and a horse.

I am a medical provider for Blue Ridge Health's school-based health program and at Mission Wound Healing and Hyperbaric Center. I serve as the chair of the LGBTQIA colleague network at HCA in Asheville, am a founding member of the Safe Space Coalition of Madison County, and am working with a local paramedic crew, and harm reduction organization to expand access to street level wound care in Asheville, NC.

My experience and education have given me the skills and insight to conduct health needs assessments, connect youth to care, and collaborate across disciplines to eliminate health disparities.

Two Rivers Public Montessori will be a vital resource for the Asheville area community. As a school-based healthcare provider, an advocate for LGBTQIA+ youth, and a parent of neurodiverse school-aged children, I can fully appreciate the need for choice and access to the Montessori model for all families. After watching our son with ADHD struggle in kindergarten this year, I searched for a public option that could address his needs more fully, and it did not exist. By creating the school using an equity lens, they are actively working to eliminate barriers to public charters so that all families have the same opportunity to participate.

I look forward to seeing them emerge as a leading educational institution and model employer for our area. I plan on contributing by providing health assessments to students and working to identify and address individual student health needs. Thank you for your anticipated approval of the Two Rivers Public Montessori charter application.

Sincerely,
Shannon O'Conner



April 25, 2022,

North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27604

Re: Two Rivers Public Montessori

To Whom It May Concern,

My sons attended Asheville Primary School, a public Montessori school operated by Asheville City Schools, for a combined total of seven years. During that time, I was able to observe their Montessori education and appreciate its unique qualities. Asheville Primary School will close after 2021-2022 school year, leaving Asheville without a public Montessori school. It is my privilege to tell you why I believe the formation of Two Rivers Public Montessori charter school in Asheville is deserving of your consideration and support.

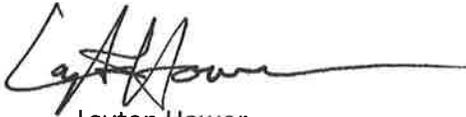
Montessori classrooms are structured differently than most elementary school classrooms. Each Montessori classroom includes three different grades. Naturally, learners of different ages will have different levels of academic accomplishment for developmental reasons. This provides each student the opportunity to be the youngest in the class, in the middle, and the oldest. Older students commonly help younger students in the classroom. This provides all students the opportunity to help and be helped, which fosters a strong culture of community and responsibility. Students who may not be a top academic achiever in a single grade setting can be leaders in a Montessori classroom.

Montessori materials are simple and tactile. They provide students with the ability to learn concepts by manipulating objects. For instance, Montessori Math beads allow children to attach concrete knowledge to the often-abstract concepts of math. This is a wonderful opportunity for any young learner who may not be as successful using worksheets. Our society is made of people who are learning-diverse and neurodiverse. This diversity in learners is best complemented by diverse public education options.

A fundamental principle of Montessori education is the learning of Practical Life Skills. Activities such as sweeping, pouring, using sponges, polishing, preparing food, and saying "Please" and "Thank You" are a few of the many life skills that are formally taught. The practicing of such skills fosters empathy, self-confidence, competence and independence in students.

I have briefly described three elements of Montessori education I am fond of and would like future generations of Asheville students to experience. I work at the Asheville Area Chamber of Commerce and would like to provide one final thought from the perspective of workforce development. We expect the successful business leaders and employees of tomorrow to be skilled in working in diverse teams. Diverse teams are successful because they are mindful of their own biases and consider multiple perspectives, which allows them to achieve better outcomes. I have witnessed the peaceful and supportive classroom environments in Montessori education and I believe such places encourage sharing, openness and dialogue. I believe peer learning with multiple age groups fosters inherent flexibility and an appreciation of other people. I think Montessori education provides a resilient foundation for young students, citizens and future leaders.

Respectfully,

A handwritten signature in black ink, appearing to read 'Layton Hower', with a long horizontal flourish extending to the right.

Layton Hower
Vice President, Finance & Operations
Asheville Area Chamber of Commerce



Cashiers Chiropractic
& Acupuncture

April 21, 2022

Dear Charter School Advisory Board,

I am so excited about Two Rivers Public Montessori and I am thrilled to write a letter of support! Although my grandchildren do not reside in the Asheville area, this is a project the entire community is enthusiastic to see come to fruition.

The individuals involved in the creation of this school are intentional, accomplished and leaders in the community. I have known one of the founding board members, Shifra Ahlers, for over twenty years. She has been a passionate supporter of educational choice, an extraordinary business and financial advisor and a dedicated volunteer. I have great respect for her commitment. She mentioned she was working with a team of devoted individuals and stated they were all committed to making this school happen. She mentioned a focus on equity and the importance of free, healthy lunches for children's health. I immediately asked how I could be involved to assist in providing nutritional support.

As a Functional Medicine Practitioner, Chiropractic Physician and Diplomat of the American Clinical Board of Nutrition, I believe that good health begins with good nutritional habits. I have been involved with natural healthcare all of my life. I am eager to provide a series of nutritional education sessions for families and offer professional guidance to help them optimize their habits and lifestyle for better health. I will share meaningful tools for making healthy choices on a budget and provide easy to make recipes that the whole family can enjoy. I have led these seminars for decades through the Mountain Air Wellness and Cashiers Chiropractic clinics – and this opportunity to volunteer for such a worthwhile cause has reignited my passion for working with families with school-aged children. In my work, I know that each small choice and quality decision leads to a lifetime of healthy and happy individuals.

I hope you will join me in making another quality decision and award Two Rivers Public Montessori an accelerated charter so they can begin to do the essential work of creating a happier, healthier, more educated community. Thank you for the opportunity to advocate for such a worthwhile cause.

Respectfully submitted,

Resa Johnson, DC DACBN

CASHIERS CHIROPRACTIC & ACUPUNCTURE

Resa Johnson, DC, DACBN

130 Highway 64E, Ste. 9 Cashiers, NC 28717 PH: (828) 743-9070/ FAX: (828) 743-6370
www.cashierschiropractic.com info@cashierschiropractic.com



20 April, 2022

To Whom It May Concern:

My husband, Mark, and I have five children, ranging greatly in age and very neurodiverse! With our fourth child, we realized there were some significant differences in her ability to function in social situations and difficulties with sensory processing. Our daughter was diagnosed with high functioning Autism Spectrum Disorder in July 2016. We founded We Rock the Spectrum – Asheville to provide a place for children of all ability levels to learn, play and grow together. As the only kid's gym that offers an inclusive philosophy, we have found all children can benefit from our unique equipment specifically designed to aid children with sensory processing disorders, but fun for all children. By allowing children of all ability levels to play together, they can learn a great deal from each other and become the best motivation for success on every level. We Rock The Spectrum is committed to providing a safe, nurturing, and fun environment to foster learning, exploration, and safe sensory experiences. Through our nonprofit, My Brother Rocks The Spectrum Foundation, we provide social skills groups, extracurricular classes, camps and activities for children across the human spectrum.

The Montessori model excels in social-emotional development by teaching social skills and emotional regulation. Our children need more support in these areas than ever before. With the personalized attention and regulation tools provided and intertwined with daily skills, all children can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning). Studies show kids with stronger social-emotional skills are happier and more successful in life. If we can teach our children to be good citizens, kind, and empathetic, we can create an inclusive and strong community.

Montessori education provides inclusivity in a way that traditional classrooms cannot. In the Montessori fashion, all students receive individualized instruction, making special needs students feel more connected to the school and allowing them to thrive. This is a crucial component of teaching life skills to all children and has the ability to deter from a narrative that "others" individuals who are different from the norm. In a world where we want to celebrate each person's diversity and individual gifts, we must provide an appreciation for those gifts that make us different.



The charter applicant, Two Rivers Public Montessori, has steeped its educational philosophies in being a diverse, inclusive, and equity-based education model that will have far-reaching effects on the students and the community at large. I urge you to approve their application so that Two Rivers can get to work to close the opportunity and achievement gap and create a lasting positive impact on Asheville and beyond.

Sincerely,

Vanessa Albano
Owner, We Rock the Spectrum Asheville

April 25, 2022

To Whom It May Concern,

I am thrilled to offer my personal support to Two Rivers Public Montessori and their Charter School application for the City of Asheville. As a champion of public education and the father of an Asheville City Schools preschooler, I have grown to know the principal owners and school board of Two Rivers as we worked to preserve Asheville Primary School and have closely followed their efforts to ensure the continuity of a public Montessori program in our city. I am delighted to see these efforts continue with the establishment of Two Rivers, which will provide crucial early childhood education while working to reduce the achievement opportunity gap in our city. I believe Two Rivers will provide invaluable educational programs for our growing city with its strong focus on equity, multiage classrooms and its emphasis on whole child learning.

Through my own visits to classrooms and my relationships with many student families at Asheville Primary, I came to appreciate the deep and committed relationships cultivated by the teachers there. The foundation of shared leadership and strong sense of community that they will bring to Two Rivers Public Montessori will undoubtedly set this school up for success in ways that are entirely unique for a new charter school. I am further convinced that the board's commitment to providing the teachers with a competitive wage and a supportive environment will help to foster a positive and fruitful workplace that will be seen as a model for professional growth and educational innovation.

In my conversations with the principals and board members, I have been most impressed with Two Rivers' strong focus on equity and its aim to reduce the achievement opportunity gap in our city. Identified as having the fifth largest racial achievement gap in the nation according to a 2018 analysis, Asheville has struggled to find ways to address these inequities. Emerging research shows how the Montessori Method can provide a clear avenue to bridge this gap, helping under-performing low-income students keep pace with their higher-income peers. I am confident that Two Rivers' Montessori approach can serve as a path to bridge this gap.

Finally, I am incredibly excited to see Two Rivers establish a footprint in downtown Asheville, bolstering the neighborhood's sense of place in a city that is growing and changing. Its proximity to Asheville's central institutions will provide opportunities for students to engage with our city's civic, commercial and cultural leaders while providing a much needed service for the downtown community. The vibrant, walkable and rich downtown landscape would gain an invaluable new neighbor with Two Rivers Public Montessori.

I am thrilled to personally endorse this new initiative, which will provide continuity of community for Asheville's public Montessori students in a new and exciting space while addressing Asheville's achievement gap with its innovative classroom model.

Sincerely,

Brooke Heaton

brookeheaton@gmail.com

Asheville City Schools Parent

April 25, 2022

To Whom It May Concern:

As a real estate agent who's an expert in this local area, I bring a wealth of knowledge and expertise about Asheville and the growing region of western North Carolina. I receive daily calls from people around the country wanting to make Asheville their home, as I did in 1993. Over the last thirty years, I have been deeply involved in businesses and nonprofits in Asheville. I have been associated with the Asheville Jewish Community Center for most of the time I have lived here, and I currently serve as the volunteer coordinator. This allows me to spend a lot of time serving the needs of the community.

My husband founded and runs High Touch High Tech, a globally recognized children's science brand, providing hands-on science experiences for kids worldwide. I understand the importance of making learning fun and engaging.

I recently learned about Two Rivers Public Montessori. I am very excited about having a school in downtown Asheville! I know this will be a welcome addition to the community! I have long been a supporter of the city schools; however, hearing about the mission and vision of Two Rivers got me so excited about the future of education in Asheville. The Asheville population is multiplying, and families need choice in education. We need more schools to support various learning styles. We need school leaders who are focused on student-led outcomes. The group of parents and teachers writing the charter for Two Rivers has intentionally built a model that the community wants to support. Asheville eagerly awaits the approval of the charter for Two Rivers Public Montessori.

I look forward to learning more about how I can support this worthwhile venture.

Sincerely,
Natalie Shaw

[Meet Natalie Shaw](#)

Click here for the educational brochure "Working with Real Estate Agents," published by the North Carolina Real Estate Commission <https://www.ncrec.gov/Forms/WWREA/WWREADisclosureForm.pdf>



NATALIE SHAW
REALTOR/BROKER
Senior Real Estate Specialist® (SRES®)
828.242.5360
339 Merrimon Ave
Asheville NC 28801
natalie@nestrealty.com
natalieshaw.net





April 22, 2022

To Whom It May Concern,

I am excited to offer my personal support to Two Rivers Public Montessori (TRPM) and their charter school application in the City of Asheville. I have lived in Asheville for over 20 years, raising my children here and owning a flourishing floral and event design business for most of that time. I truly care about this place, and I look forward to the anticipated benefits TRPM will bring to our community.

As the parent of two boys who have attended our neighborhood public school, a small private school, and a public charter, I have been so thankful for the choices I've had in educating my children. In all environments, I was driven by the desire to find a place that supported their particular needs, learning styles and independent interests.

In my long-standing service as a Board member at The New Classical Academy here in Asheville, I have been lucky to see the ways in which innovative and dedicated teachers and families can create a place where children excel. This wonderful private school nurtured my children with an active and individualized learning approach, similar in many ways to what students will encounter at TRPM. .

Throughout its foundational stages, the principals involved in TRPM's development have demonstrated their desire for a public charter Montessori school in downtown Asheville that will promote safety, security, academic achievement, and a deep sense of commitment and belonging to Asheville families. Their focus on establishing local partnerships, and strong support of their paid professional staff will only serve the creation of a strong and vibrant learning environment in our community.

I am excited to personally endorse this project which promises to raise the bar of quality education in our area and afford children in our community the opportunity to receive the level of care and instruction to best prepare them for their future. I believe that the support of this project will have a long-term benefit to the citizens of Asheville.

Sincerely,

A handwritten signature in black ink that reads "Audrey Kirsch". The signature is fluid and cursive, with the first name "Audrey" written in a larger, more prominent script than the last name "Kirsch".
Audrey Kirsch

828.650.6464 @BLOSSOMSCREATIVE BLOSSOMSCREATIVE.COM
125 BAIRD COVE ROAD ASHEVILLE, NORTH CAROLINA 28804

April 22, 2022

Letter of Support for Two Rivers Public Montessori

To Whom It May Concern:

I have always loved working with kids. I have spent many hours volunteering in Asheville City Schools, acted as a field trip coordinator for an elementary school, worked with the Appalachian Sustainable Agriculture Project's Farm to School Program, served as a substitute teacher while raising my own children. Additionally, I spent over 18 years as a children's yoga instructor and have worked in multiple after school enrichment programs in both private and public institutions. I believe that every opportunity to teach and work with kids is another opportunity to learn and gain insight from their perspectives.

I have been working in high schools as a college and career counselor since 2013. Currently, I am an advisor at Franklin School of Innovation, a public charter school, and before that, I spent two years at Carolina Day School, a private school in south Asheville. I try to make the process of applying to colleges less overwhelming, getting students excited for what comes next.

My work across varied educational settings has strengthened my belief in the value of school choice. Different students thrive in different academic and social environments. The experiment in virtual learning over the past two years has made this evident. It is important to recognize that this applies to elementary, middle school, high school, and college. That is why I am writing this Letter of Support for Two Rivers Public Montessori. Communities need distinct and diverse educational opportunities.

The families and teachers involved in applying for this public charter school have carefully considered Asheville's growing population and the need for alternative and accessible schools to support our diverse community. In my work with thousands of students over the years, I know that school options are imperative to student success. I hope that the application for Two Rivers Public Montessori will be approved, so there is an option for a quality experience of free Montessori in the state's western region.

Kind regards,

JaneAnne Tager

JaneAnne Tager

College & Career Counselor

jtager@thefsi.us





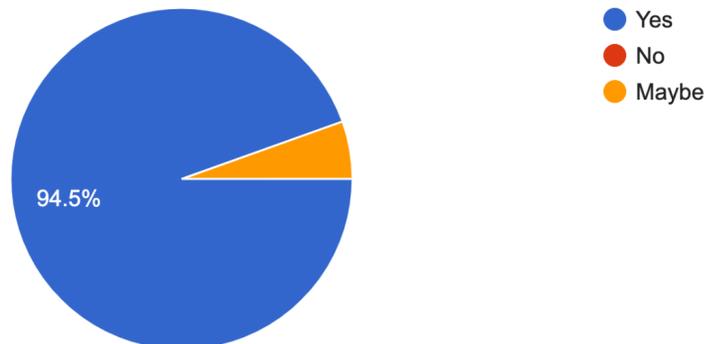
Interest Survey Data

The below is a summary of survey data that Two Rivers Public Montessori has collected from 128 prospective families that have attended informational events. Also included in Appendix A is a flyer that has been distributed during these events.

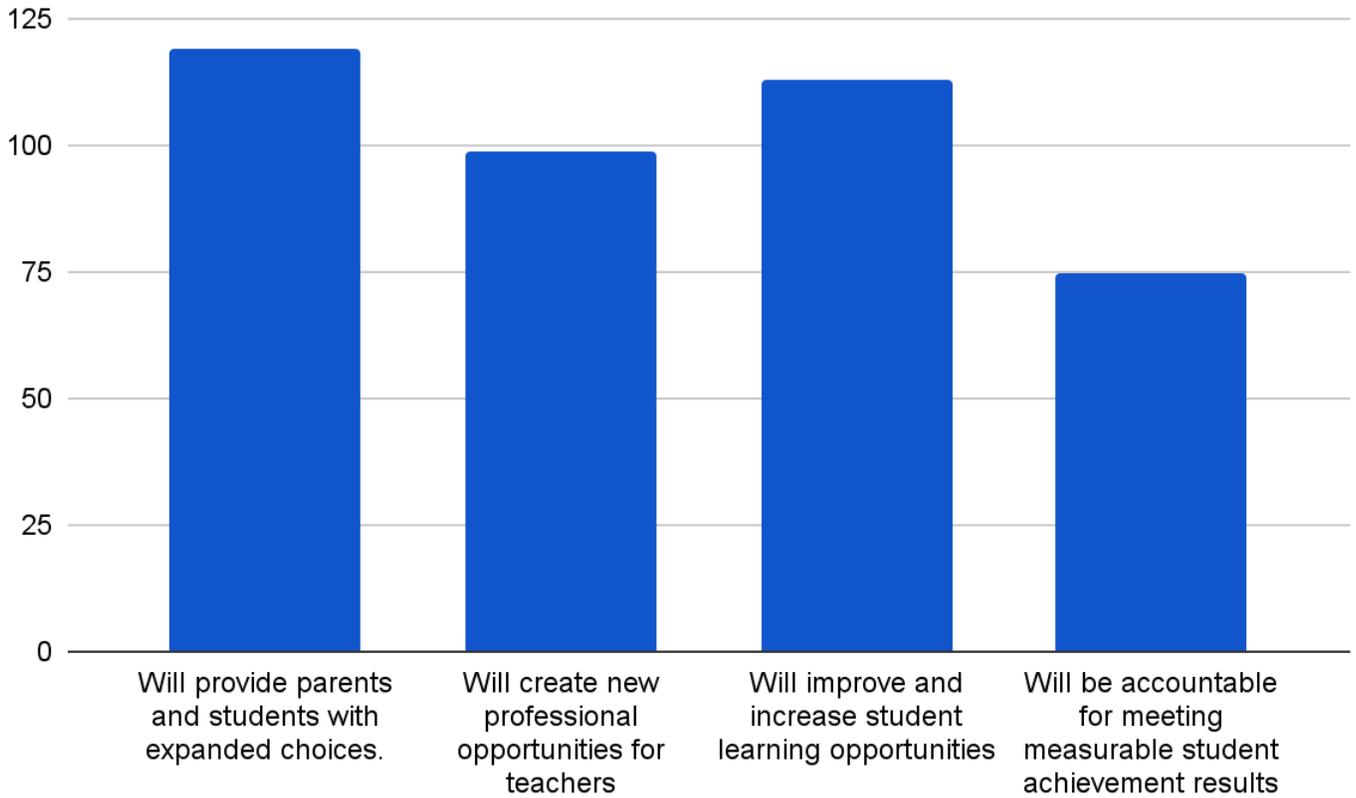
Q1.

Will a NEW public Montessori charter school add value to your community?

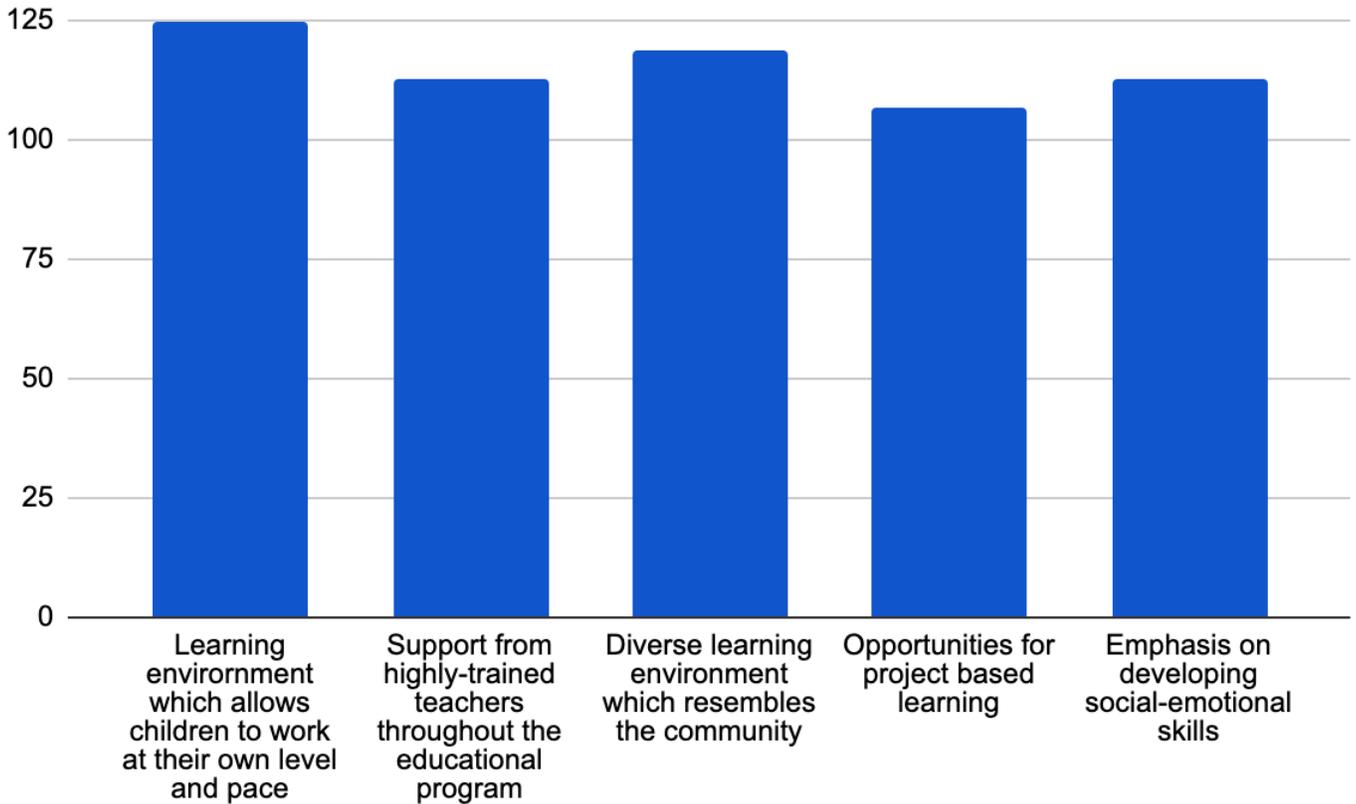
128 responses



Q2. Majority of parents selected that a new charter school would add value to their community by providing parents and students with expanded choices (119 responses) and will improve and increase students' learning opportunities (113 responses).



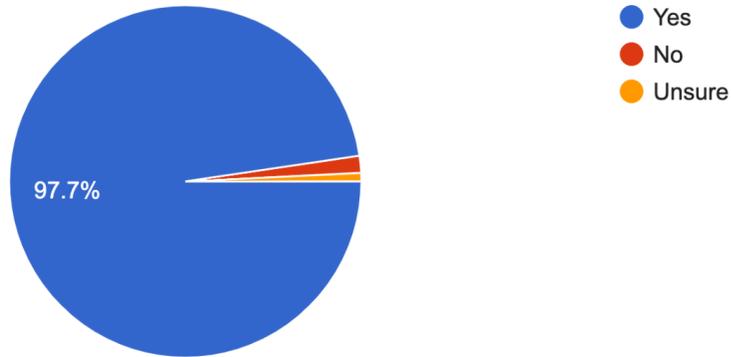
Q3.
Majority of parents selected that the learning environment which allows children to work at their own level and pace is most important to them with 125 responses, with a diverse learning environment which resembles the community coming in close behind it with 119 responses.



Q4.

Are you familiar with Montessori education?

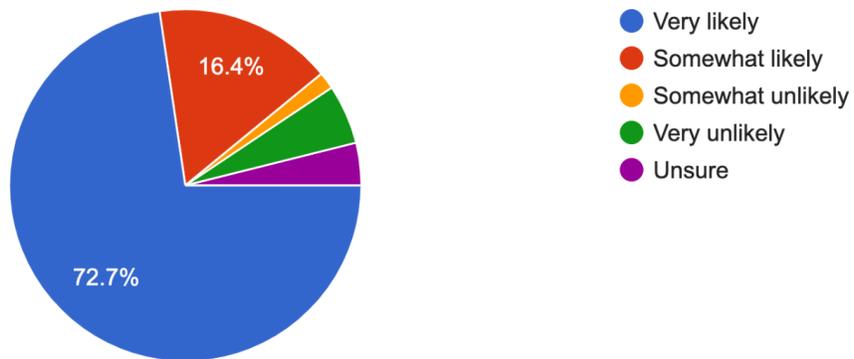
128 responses



Q5.

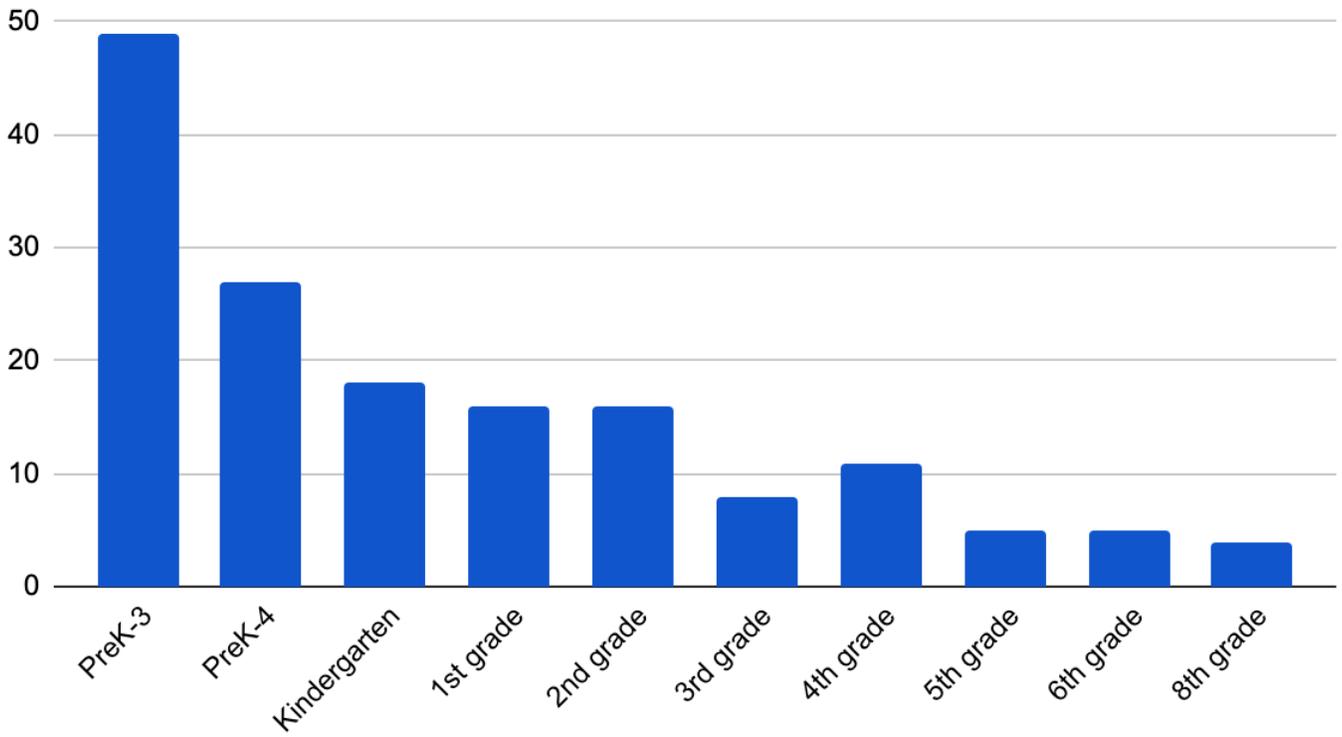
How likely would you be to enroll in a new, FREE, public Montessori charter school?

128 responses



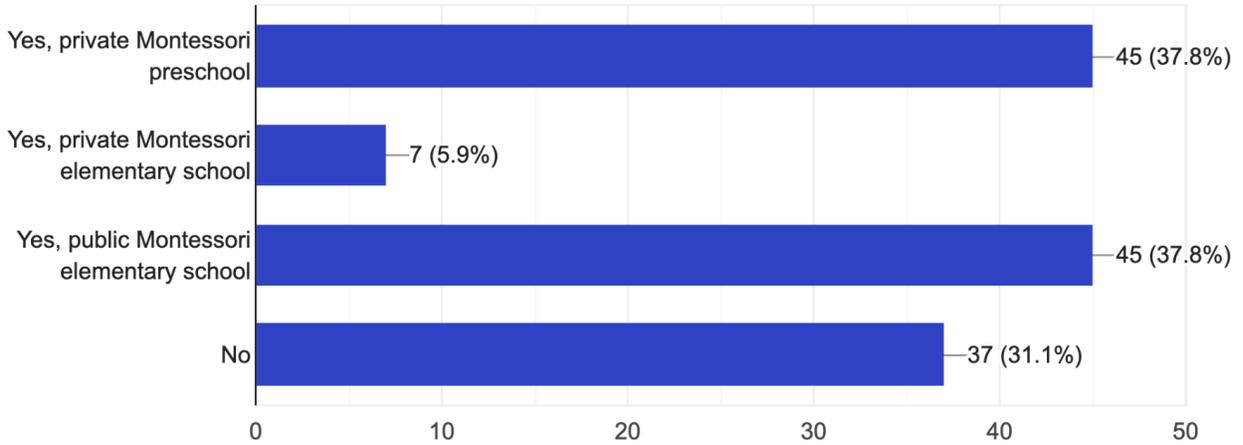
Q6.

What grades are your children CURRENTLY in?



Q7.

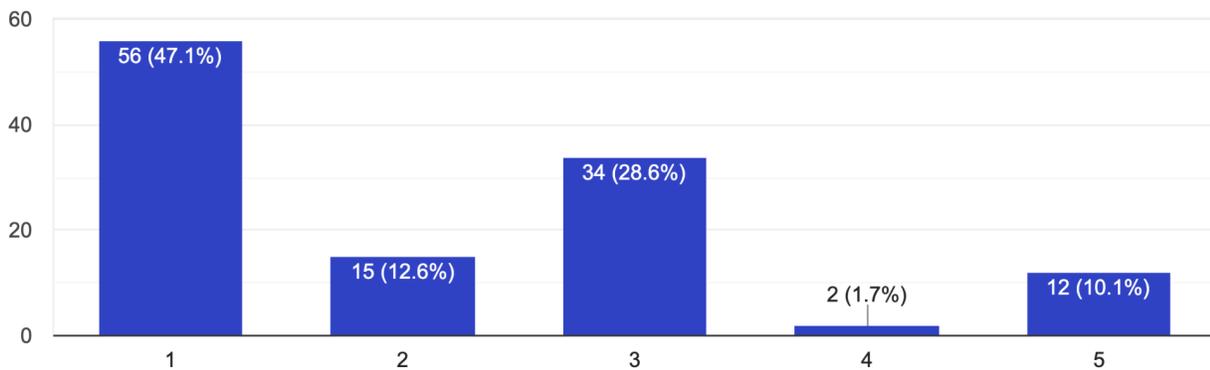
Has your child or children ever attended a Montessori school? Please check all that apply,
119 responses



Parents were asked a series of likert scale questions (question 8-11) with 1 representing not important to 5 representing very important.

Q8.

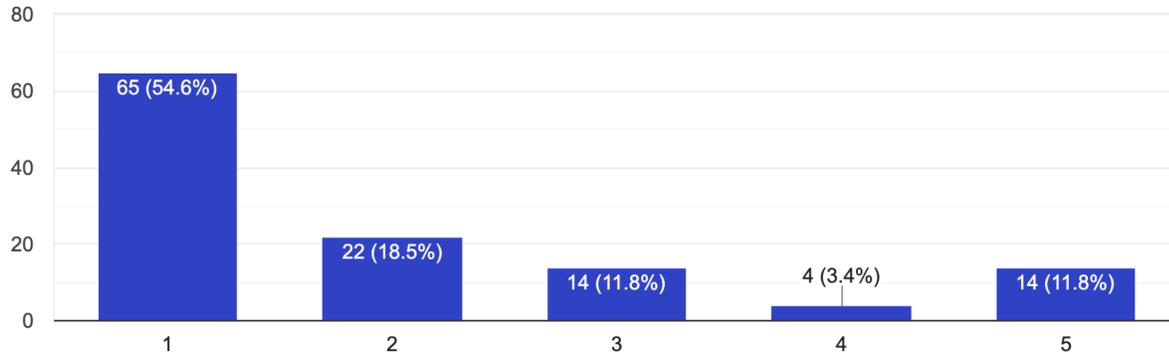
How important is bussing/transportation to you with regards to sending your children to school?
119 responses



Q9.

How important is BEFORE CARE to you with regards to sending your children to school?

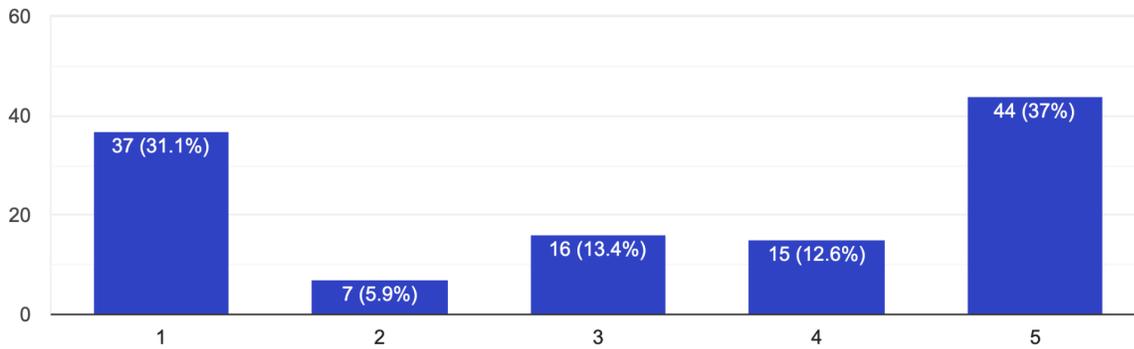
119 responses



Q10.

How important is AFTER CARE to you with regards to sending your children to school?

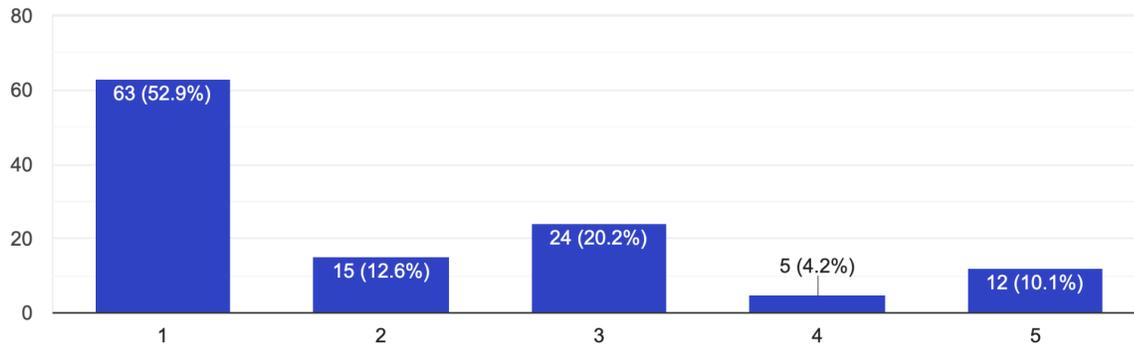
119 responses



Q11.

How important are FREE MEALS to you with regards to sending your children to school?

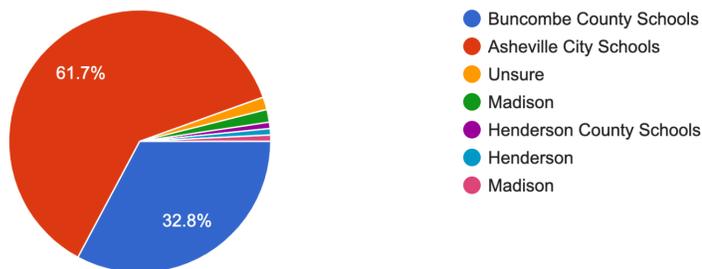
119 responses



Q12.

What school district do you reside in?

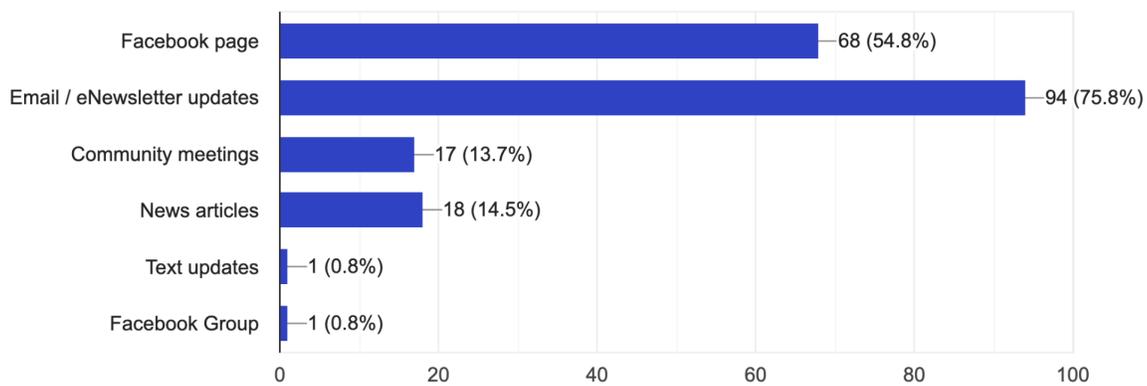
128 responses



Q13.

What is the best way for you to stay informed about Two Rivers Public Montessori?

124 responses





Our mission is to provide equitable access to a high-quality, relevant Montessori education to meet the needs of all students and strengthen our community.

Two Rivers Public Montessori is a 2022 Charter School Applicant.

OUR STORY

The story of public Montessori in Asheville began in 2017 with a small school in the heart of West Asheville. Over five years of operations, the children grew into confident, independent learners and problem-solvers. The staff honed a respectful approach with the students and the families built a welcoming and close-knit community. When the school was closed due to district budgetary concerns, **the families and teachers rallied together to develop the potential for a new school that expands the opportunities for an accessible, public Montessori education for all children in Asheville.**



THE CHARTER TIMELINE

- **April 29, 2022** Application Submitted to NC Charter School Advisory Board
 - **Fall 2022** Charter School Advisory Board review period and interviews
 - **Winter 2022** NC State Board of Education review and vote
- If approved:**
- **Spring 2023** Enrollment begins
 - **Fall 2023** Two Rivers Public Montessori opens



PROPOSED SCHOOL HIGHLIGHTS

FOR FAMILIES

- The only tuition-free, public Montessori charter school in Western North Carolina
- Accessible downtown location that offers exciting opportunities for walking field trips and community involvement
- Bussing and nutritious meals provided
- Serving students K-8 (K-6 in year one)
- Small class sizes with low student:teacher ratios

FOR TEACHERS

- Living Wage/ Competitive pay plus benefits
- Paid professional development opportunities
- Shared Leadership model provides teachers with an opportunity to shape the important decisions affecting the school
- Supportive, positive work environment

For more information: [tworiverspublic.org](https://www.tworiverspublic.org) | info@tworiverspublic.org

WHY MONTESSORI?

In 1907, Maria Montessori developed the first Casa dei Bambini (Children's House) to serve low-income families in the San Lorenzo district of Rome. Today the Montessori method is proven to be relevant and effective in closing the opportunity gap, developing intrinsic motivation in students, teaching peace, and embracing all learning styles.

TWO RIVERS PUBLIC MONTESSORI SEEKS TO:

1. Partner with **families and the community** to cultivate a supportive and inspiring environment where all can thrive.
2. Educate **the whole child**, integrating their physical, social-emotional, cultural, and academic needs and interests.
3. Provide **multi-age classrooms** that encourage care, connection, and collaboration with peers.
4. Utilize **uninterrupted periods of self-directed work** that foster each child's love of learning, allow them to develop their **concentration**, and create a natural environment for building **executive functioning skills**.
5. Offer **hands-on materials** in carefully **prepared environments** to promote tangible and intuitive learning.
6. Build every **student's confidence** by acknowledging the effort they put into their work and their contributions to the community.

We believe all students deserve access to a quality education that affirms each individual and enhances the collective by giving them an opportunity to practice living in and contributing to a more just society. Should our school be approved, students at Two Rivers Public Montessori will develop independence, a sense of social justice, and a lifelong love of learning.



CLOSING THE OPPORTUNITY/ACHIEVEMENT GAP

Montessori education is a proven method for closing the opportunity and achievement gaps. This is an important means of developing equity in education. Currently, the Asheville City School district is known for having one of the largest equity gaps in the country. Two Rivers Public Montessori is applying for approval to open a school that will utilize the Montessori method, along with a focus on anti-bias and anti-racist education, to create a community that celebrates diversity, equity, inclusion, and belonging.

Montessori teachers use a carefully tailored combination of individual, small group, and whole class lessons that spark curiosity and assure mastery. They observe and conference with students regularly to determine their strengths and needs. The hallmark of freedom within limits of Montessori education means that it is highly adaptable to meet student needs and interests. Each student has a personalized learning plan created with their teacher to ensure that they practice needed skills and explore topics that fascinate them. This balance supports a high level of engagement in the classroom.

Using the Montessori materials and methods in accordance with the NC Standards will ensure that students have the knowledge necessary for success in high school and beyond. Students practice with materials until they have mastered a concept and revisit topics in a spiraling curriculum, moving from concrete to abstract understanding as they grow. Staying in the same classroom for three years allows students and teachers to build strong relationships. Growth is progressive and follows the students' developmental stage. Students are able to check and correct their work, leading to deeper learning. As students complete activities they have a sense of accomplishment, can see what they have learned, and build their confidence and respect for themselves.



Appendix A1: Acceleration Evidences

Two Rivers Public Montessori



Memorandum of Understanding

This Memorandum of Understanding is between Two Rivers Public Montessori Charter ("School") and Central United Methodist Church ("Landlord").

A. School is a nonprofit corporation that intends to operate a public charter school named Two Rivers Charter School.

B. Landlord is a church in Buncombe County that has agreed to enter into this MOU to lease space to School.

School and Landlord agree as follows:

1. **Premises.** The premises to be leased shall include a portion of the education building that is located at 27 Church Street in Asheville, North Carolina. In year one, it is anticipated the school will use the first two floors of the education building, along with the Fellowship Hall, the playground, and church grounds during the week (M-F). In year two, it is anticipated that the school will extend use to the third floor of the education building, as well. The Premises shall be ultimately defined in the Formal Lease. The Lease shall not include Saturday or Sunday usage without Landlord permission.

2. **Rent.** School will pay Landlord a reasonable rent to be determined by the parties, which shall also include the cost of utilities and custodial services and all other expenses associated with the Premises based on a pro-rata basis. Payment of renovation costs shall be negotiated and will be applied to the monthly fees as a portion of rent paid by the school beginning in year two.

3. **Term.** The initial term of this MOU will begin in August 2022 for the purposes of renovation. The School will lease the Premises as an academic institution from August 2023. The initial term will expire in July 2025..

4. **Renewal.** The Parties shall have the option to renew the initial term provided both parties consent in writing to do so.

5. **Formal Lease.** The parties agree that they will enter into a formal lease agreement which shall include the terms set forth herein as well as any additional terms that the parties agree upon when School has obtained tax-exempt status.

6. **Termination.** This MOU may be terminated by either Party at any time and upon such termination this Agreement shall have no further force or effect.

7. **No Third Party Beneficiary.** This MOU is for the exclusive benefit of School and Landlord and not for the benefit of any third party. This Agreement is not assignable by either party.

8. **Governing Law/Venue.** This Agreement shall be construed under the laws of North Carolina without regard to its conflict of laws.

9. **State Indebtedness Clause:** No indebtedness of any kind incurred or created by the School shall constitute an indebtedness of the State or its political subdivisions and no indebtedness of the school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions as required by North Carolina General Statutes Section 115C-238.29H(a).

Dated as of April 12, 2022 SCHOOL: Two Rivers Public Montessori

Authorized Representative: *Wren Cook*

Name and Title Address for Notices:

Wren Cook, Board of Directors representative

140 Westwood Place

Asheville, NC 28806

LANDLORD:

Authorized Representative: *Lee Anne Margone*

Chair, Board of Trustees *Lee Anne Margone*

Central United Methodist Church

27 Church Street

Asheville, NC 28801

Appendix B: Curriculum Outline for Each
Grade Band the School Will Ultimately Serve

Two Rivers Public Montessori



TWO RIVERS
PUBLIC MONTESSORI

	Kindergarten	Lower Elementary (Grades 1-3)	Upper Elementary (Grades 4-6)	Middle School (Grades 7-8)	
Spiral Curriculum	Concrete ----->		Abstract		
	Simple ----->		Complex		
Level-Specific	Sensorial	Great Lessons: The Beginning of the Universe, The Evolution of Life, The Evolution of Humans, The Development of Writing, The Development of Math		Community-Based and Service Learning	
Mathematics	Numbers 1-10	Numeration	Whole Numbers and Numeration	Negative numbers, Zero, Absolute Value	
	Decimal System	Multiples	Multiples and Factors		
	Teens and Tens	Squaring and Cubing		Exponents	
	Memorization Work		Decimals		
	Operations			Order of Operations	
	Fractions				
	Measurement				
	Problem-Solving Skills				
			Graphing		
			Ratios and Percents		
			Statistics and Probability		
			Preparation for Algebra		
			Algebra		
		Applications of Mathematics			
Geometry	Identification of Shapes	Geometry Concepts			
	Identification of Solids	Perimeter, Area, Volume			
			Theorems		
			Proofs		
	Identification -> Nomenclature -> Classification -> Measurement of:				
	Lines				
	Angles				
	Polygons				
	Solids				
			Circles		

	Kindergarten	Lower Elementary (Grades 1-3)	Upper Elementary (Grades 4-6)	Middle School (Grades 7-8)
Spiral Curriculum	Concrete	----->		Abstract
	Simple	----->		Complex
Language	Phonics			
	Phonograms			
	Sight Words			
	Reading Comprehension			
	Fiction and Nonfiction Texts			
	Reading for Research			
		Literature Analysis		
	Written Sound Games	Spelling		
	Constructing Words, Phrases, Sentences, Paragraphs	Writing Composition and Process		
	Handwriting			
	Grammar: Parts of Speech, Sentence Analysis			
	Word Study and Vocabulary			
		Mechanics and Editing		
	Oral Sound Games			
	Spoken Language: Conversations, Stories, Poems, Presentations, Debates			

	Kindergarten	Lower Elementary (Grades 1-3)	Upper Elementary (Grades 4-6)	Middle School (Grades 7-8)	
Spiral Curriculum	Concrete ----->		Abstract		
	Simple ----->		Complex		
History	Understanding Tenses				
	Calendar				
	Clock				
	Personal History				
			Timeline of Life		
			Fundamental Needs of Humans	Movement of People	
			Human Contributions	Study of Civilizations	Economics
			American History	Asheville History	
			NC History	Current Events	
				Governments and Constitutions	
			Political and Cultural Revolutions		
Geography	Physical Geography				
	Globes, Maps, Flags		NC Geography	Asheville Geography	
	World Political Geography				
	Cultural Geography			World Religions	
			Environmentalism and Sustainability		

	Kindergarten	Lower Elementary (Grades 1-3)	Upper Elementary (Grades 4-6)	Middle School (Grades 7-8)	
Spiral Curriculum	Concrete ----->		Abstract		
	Simple ----->		Complex		
Science	Observation and Care of Classroom Plants and Animals				
	Science Experiments and the Scientific Method				
	Research				
	Guest Presentations and Field Trips				
	Physical Science				
	Zoology				
	Botany				
			Geology		
			Solar System	Astronomy	
			Earth Science		
			Climate and Weather		
			Current Events		
			Chemistry		
			Human Biology		
			Electricity		
			Simple Machines		
					Mathematical Analysis in Science
				Ethics and History of Science	
				Application of Technology	

	Kindergarten	Lower Elementary (Grades 1-3)	Upper Elementary (Grades 4-6)	Middle School (Grades 7-8)
Spiral Curriculum	Concrete	----->		Abstract
	Simple	----->		Complex
Practical Life	Care of Oneself			
	Care of the Environment			
	Contributing to the Classroom and School Community			
	Grace and Courtesy			
	Conflict Resolution			
	Anti-Bias, Anit-Racist Education			
	Gardening			
	Cooking and Baking			
	Silence/ Centering			
	Mentoring and Leadership			
		Organizational Skills		
		Time Management Skills		
		Teamwork		
			Event and Trip Planning	
			Public Speaking	
		Cottage Enterprises		
		Building Projects		
			Utilizing Public Transportation	
			Budgeting	

	Kindergarten	Lower Elementary (Grades 1-3)	Upper Elementary (Grades 4-6)	Middle School (Grades 7-8)
Spiral Curriculum	Concrete ----->		Abstract	
	Simple ----->		Complex	
Fine Arts	Musical Expression and Improvisation			
	Rhythm			
	Movement and Dance			
	Music Appreciation			
	Tone Matching		Instrumental Skills	
			Vocal Skills	
			Composition	
	Theatrical Performance			
	Visual Expression			
	Exploration of Materials		Refinement of Skills	
	Art Appreciation			
	Guest Presentations and Field Trips			
			Art History	
			Elements of Design	
		Art Critique		
Physical Education	Self-Image and Confidence			
	Personal and Social Development			
	Healthy Lifestyle			
	Control of Locomotor Skills		Refinement of Locomotor Skills	
	Hand-Eye Coordination		Accuracy and Speed	
	Pro-Social Skills		Team Building	
			Cooperative Group Play	
			Development of Strength, Endurance, Coordination, and Flexibility	
			Aerobic Exercise	
			Persistence	
			Team Sports	
			Sport-Specific Skills and Rules	
			Using Sports to Understand Different Cultures	
			Basic First Aid	
		Hiking and Camping		

Appendix D: Yearly Academic Calendar

Two Rivers Public Montessori





AUGUST 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST	
7-11	Staff Development Days and Teacher Workdays
14	Teacher Workday
15	First Day of School

SEPTEMBER	
4	No School (Labor Day)
15	Staff Development Day 1

OCTOBER	
17	Staff Development Day 2
18	Teacher Workday 1
19-20	Conference Days

NOVEMBER	
22-24	No School (Thanksgiving)

DECEMBER	
18-29	Winter Break

JANUARY	
1	Winter Break/New Year's Holiday
2	Teacher Workday 2
15	No School (MLK, Jr. Holiday)

FEBRUARY	
2	Staff Development Day 3
15-16	Conference Days

MARCH	
4	Staff Development Day 4
5	Teacher Workday 3
25-29	Spring Break

APRIL	
1	Teacher Workday 4

MAY	
27	No School (Memorial Day)
31	Last Day for Students

JUNE	
3-7	Teacher Workdays-2/ Staff Development Days-3
Reflection will be incredibly important for us throughout the year, of course, and also specifically at the end of Year 1.)	

FEBRUARY 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JULY 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Total Instructional Days: 175
 instructional hours: 1137.5
 Total Instructional Days + Staff Dev: 198



Appendix E: Daily and Weekly Schedule for Each
Grade Band the School Will Ultimately Serve

Two Rivers Public Montessori



Daily	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-8
8:15	Arrival			
8:30	Morning greeting	Morning greeting	Morning meeting	Morning meeting
8:45	Work Period	Work Period	Work Period	First learning block- 2 hours ½ group Language Arts / Social Studies ½ group Science / Math Enhancements
9:00	1.5 hours math instruction & practice	1.5 hours math instruction & practice	1.5 hours math instruction & practice	
9:15				
9:30	1.5 hours ELA instruction & practice	1.5 hours ELA instruction & practice	1.5 hours ELA instruction & practice	
9:45				
10:00	science and social studies integrated	science and social studies integrated		
10:15				
10:30				
10:45				
11:00				
11:15				
11:30				
11:45	Class meeting	Class meeting	Recess	
12:00	Lunch	Lunch		
12:15			Lunch	Lunch
12:30				
12:45	Recess	Recess	Enhancements	Second learning block - 2 hours ½ group Language Arts / Social Studies ½ group Science / Math
1:00	Enhancements	Enhancements		
1:15				
1:30				
1:45	Reading	Reading	Reading (M, Th, F) or Extended Project Based Learning (Tu & W)	
2:00				
2:15				
2:30	Closing circle/ Classroom jobs	Closing circle/ Classroom jobs	Closing circle/ Classroom jobs	
2:45				
3:00	Dismissal			

Enhancements Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
All Kindergarteners	PE	Project Based Learning	Art	Project Based Learning	Music
1-3 room 1	Art	Music	PE	Project Based Learning	Project Based Learning
1-3 room 2	Project Based Learning	PE	Music	Art	Project Based Learning
1-3 room 3	Project Based Learning	Art	Project Based Learning	Music	PE
4-6 room 1	Music	Project Based Learning	Project Based Learning	PE	Art

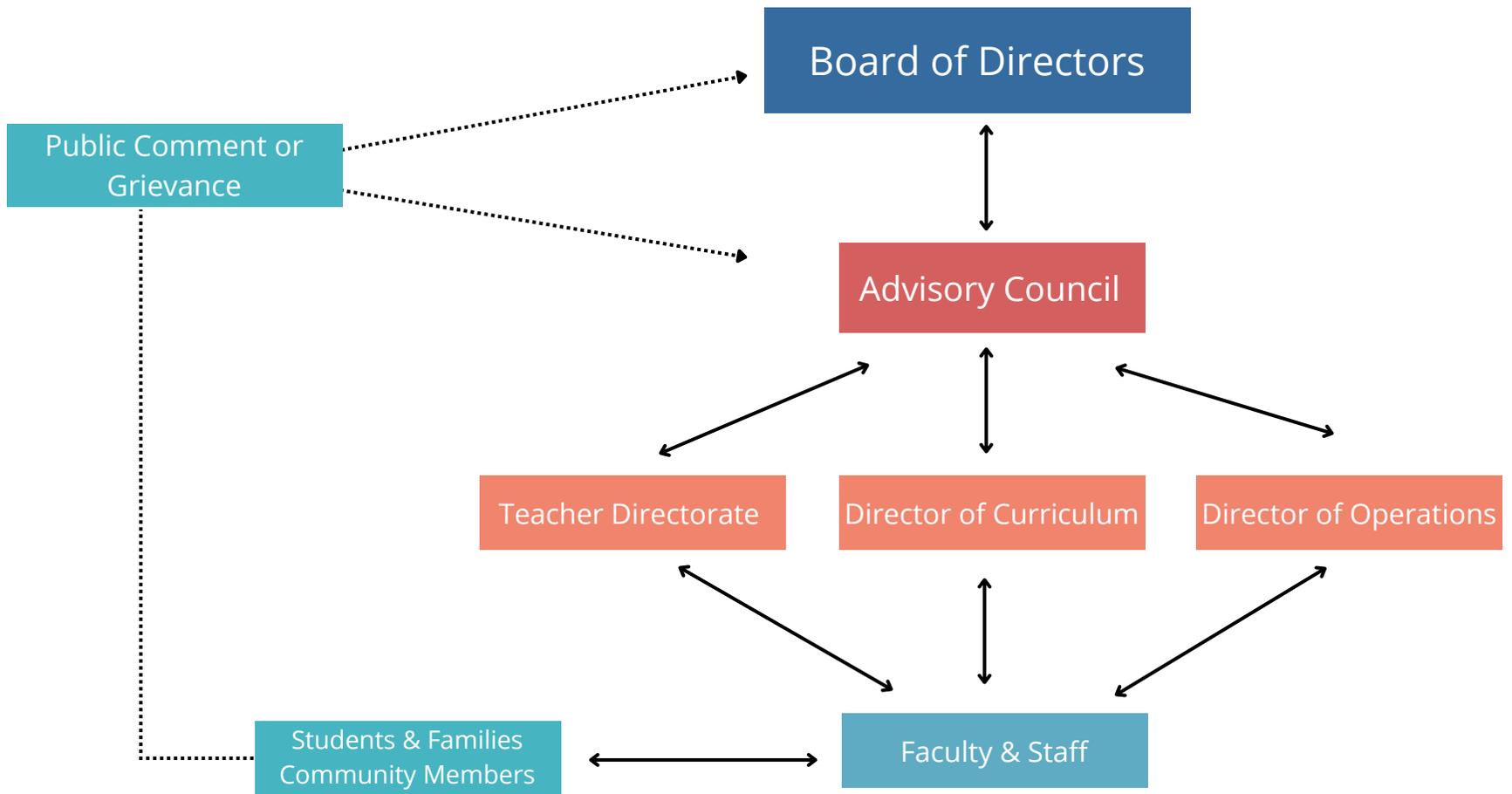
Teacher prep during Art, Music, PE: 3 hours during school time each week

Enhancements Years 2-4	Monday	Tuesday	Wednesday	Thursday	Friday
K room 1	Art	Project Based Learning	PE	Project Based Learning	Music
K room 2	Project Based Learning	Art	Project Based Learning	Music	PE
grades 1-3 room 1	PE	Music	Art	Project Based Learning	Project Based Learning
grades 1-3 room 2	Project Based Learning	PE	Music	Art	Project Based Learning
grades 4-6 room 1	Music	Project Based Learning	Project Based Learning	PE	Art
grades 4-6 room 2	Art	Project Based Learning	Project Based Learning	Music	PE
grades 7-8 room 1	Music	Art	Project Based Learning	PE	Project Based Learning

Appendix G: Organizational Chart

Two Rivers Public Montessori





Appendix H: Charter School Board Member
Response and Resume

Two Rivers Public Montessori



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Two Rivers Public Montessori

2. Full name: Ian Christopher Gibbs-Hall

Home Address: 163 Sand Hill Road, Asheville NC, 28806

Business Name and Address: N/A

Telephone No: 218.341.6594

E-mail address: iangibbshall@gmail.com

3. Brief educational and employment history.

Education:

- Gustavus Adolphus College - BA in Chemistry
- Northwestern University - MSc in Chemistry

Employment History:

- Northwestern University - Graduate Research Assistant / National Defense Science and Engineering Fellow
- Muchin College Prep - AP Chemistry Instructor
- Capgemini - Management Consultant in Life Sciences
- Packback - Revenue Operations Analyst
- Jellyvision Lab Inc - DE&I Program Manager

- 4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?**

No: ✓ Yes:

- 5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?**

I was asked to join after advising and collaborating with the school's DE&I committee to implement considerations and processes that remove traditional barriers for some students and families. I wish to serve on the Board of Directors to continue this work and have more responsibility to promote a welcoming and inclusive environment. As a former student and supporter of Monssori, I will apply my experience and practices within DE&I to ensure this public resource is intentional in equitably addressing existing and power imbalances that continue the oppression of traditionally marginalized groups.

- 6. What is your understanding of the appropriate role of a public charter school board member?**

School board members are to work together to make the key decisions that uphold the school's mission, values, policies, and branding. Members make these decisions by analyzing school activity and providing the necessary advisory support for the school to reach its organizational, financial, and academic goals. Board members also serve as evangelists of the school and promote its mission in the community and fundraising events.

- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have no previous school board experience. However, in my last three positions, I have served in an advisory and/or program management role to devise key performance indicators for companies and create associated policies and procedures so they may hit these strategic goals. As a consultant, I worked with multiple clients to create the systems and frameworks to improve operations and reach financial goals. In my current position as a DE&I program manager, I have developed the company inclusion strategy and work with executive leadership to make sure all voices are heard while expanding the cultural awareness of the company. These efforts have led to dramatic increases in the representation of traditionally marginalized groups and their submitted responses around feelings of safety and belonging.

8. Describe the specific knowledge and experience that you would bring to the board.

I am experienced in program and stakeholder management and working with different groups towards common operational and financial goals. As a DE&I professional, I have a nuanced understanding of the current and historic forms of oppression and how they can affect potential families and students of the school. I also have dozens of trainings and workshops related to mitigating implicit biases, promoting anti-racism, enabling bystander intervention, and outlining clear guidelines for effective allyship. I also bring the perspective of being new to Asheville and North Carolina without any children at school age and have the unique experience of being a person of color in predominantly white spaces.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The current mission of Two Rivers Public Montessori is to provide equitable access to a high-quality, relevant Montessori education to meet the needs of all students and to strengthen our community. This mission is guided in the following beliefs:

- All students deserve access to a quality education
- Supportive environments are formed with the family and community
- Montessori method educates the whole child
- Multi-age classrooms encourage peer collaboration
- Self-directed work time develops children's love for learning

2. What is your understanding of the school's proposed educational program?

Two Rivers Public Montessori will provide community access to a traditional Montessori education. Children will learn in highly structured and prepared learning environments during uninterrupted periods of self-directed learning time where they can develop an innate curiosity and excitement for learning. These environments feature mixed age cohorts based on content mastery that allow for additional learning opportunities.

3. What do you believe to be the characteristics of a successful school?

Success is defined by students being able to learn and be assessed in the best way(s) that suits their needs and unique learning styles. A majority of students are able to achieve content mastery in the appropriate focus areas based on their developmental needs. The school's student body does not systematically exclude students and families for any reason.

4. How will you know that the school is succeeding (or not) in its mission?

Through ongoing assessment of the sentiment and feelings of students and their families, various ways of performance assessments, and demographic reports and analyses.

Governance

1. Describe the role that the board will play in the school's operation.

The school's board of directors will serve as its primary governing body. It will establish and evaluate student outcomes and the effectiveness of leadership through the two director positions. It will ensure policy compliance and key performance in the school's operations and financial performance. This will occur through a healthy working relationship with the school's directors.

2. How will you know if the school is successful at the end of the first year of operation?

Success will be reaching data-driven goals while still working towards the school's mission and supporting values. These quantitative goals span across a mix of student academic performance, student enrollment, family sentiment, teacher and staff retention, overall cash flow, next year student interest and enrollment, and community sentiment.

3. How will you know at the end of five years if the school is successful?

In addition to the long-term tracking of the metrics in the previous question, year 5 success will show in student enrollment and waitlist trends and successful maintenance of the charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will need to establish effective and well-informed policies, goals, and working relationships with the school's directors, teachers, and staff. In addition to developing solid internal connections, the board will need to effectively connect, listen to, and understand students, families, and the larger community to understand areas of opportunity and engagement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would follow the process stated within the application's bylaws. This would begin with addressing the issue with the offending member and the executive officers to identify the unethical actions and determine appropriate next

steps. If the behavior or actions continue, a vote between board members would take place to potentially remove the offending member.

*Please include the following with your Information Form

- a ***one page*** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Ian Gibbs-Hall, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Montessori Charter School is true and correct in every respect.

Name: Ian Christopher Gibbs-Hall

Signature:



Date: April 15th, 2022

IAN C. GIBBS-HALL

163 Sand Hill Road, Asheville, NC 28806 • iangibbshall@gmail.com • 218-341-6594

WORK & RESEARCH EXPERIENCE

DE&I Program Manager • The Jellyvision Lab, Inc. • Chicago, IL (*Remote*)

(May 2020—Present)

- Created and execute the company-wide DE&I strategy through direct collaboration with executive leadership
- Define company KPIs and implement processes to track ongoing progress and transparently communicate results
- Manage the efforts of a 13-person DE&I council to complete initiatives and events supporting the DE&I strategy
- Designed and facilitated 15 distinct DE&I trainings/workshops to achieve the highest NPS in company history
- Implemented data analyses and new hiring processes to increase the representation of new hires of color by 72%
- Author monthly newsletters and coordinate events to expand awareness of significant cultural celebrations

Revenue Operations Analyst • Packback • Chicago, IL

(February 2020—April 2020)

- Identified areas of risk and gaps in accountability through recurring analyses of company outcomes and KPIs

Consultant • **Life Sciences Advisory Practice** • Capgemini Invent • Chicago, IL

(February 2018—February 2020)

- Managed the efforts of three associate consultants to complete client deliverables, draft messaging, and present findings
- Created the guiding framework and dashboards to coordinate 13 external vendors testing a new patient services platform
- Led critical workstreams and led daily client meetings with 30+ attendees to direct delivery efforts
- Developed and delivered a total of 8 trainings across the Chicago office and nationwide Life Sciences practice

AP Chemistry Instructor / Paraprofessional • **Muchin College Prep** • Noble Network of Charter Schools • Chicago, IL

(August 2016—August 2017)

- Analyzed student test data to guide instruction and consistently achieve the top interim scores in an 18-school network
- Designed and implemented the network's first discussion-based curriculum for AP Chemistry through peer collaboration
- Tailored daily lessons, discussions, and materials to accommodate the unique learning styles for 23 diverse learners
- Guided students as the Track & Field team coach and Underwater Robotics afterschool program mentor

Graduate Research Assistant • **Laboratory of Professor J.F. Stoddart** • Northwestern University • Evanston, IL

(September 2013—February 2016)

- Managed a team of 6 senior group members to complete research objectives and maintain a budget of \$1.5 million
- Analyzed diverse forms of data and literature to understand and improve synthetic methodologies (5 publications)
- Directed 40 colleagues to receive a perfect score on the annual laboratory safety review as chief safety officer

EDUCATION

Northwestern University • Evanston, IL

February 2016

Master of Science (MSc), Chemistry, GPA: 3.7/4.0

National Defense Science and Engineering Graduate Fellowship (one of 200 nationwide recipients)

Gustavus Adolphus College • Saint Peter, MN

June 2013

Bachelor of Arts (BA), *Cum Laude*, Chemistry, GPA: 3.6/4.0

President's Scholarship (highest merit-based award for academic achievements)

ADDITIONAL LEADERSHIP EXPERIENCE

Black Employee Resource Group Chair • The Jellyvision Lab, Inc. • December 2020—Present

- Defined the mission statement, annual roadmap, and strategic objectives to increase the presence of Black voices
- Collaborate with colleagues and executive leadership to coordinate events, newsletters, and volunteer opportunities

Associate Board Member • The Bloc • August 2017—Present

- Created and facilitated multiple series of inquiry-based science experiments to excite and engage student athletes

Community Service Lead • Capgemini Invent • November 2018—February 2020

- Coordinated and executed quarterly local service events to engage 80+ colleagues with the Chicago community

INTERESTS

Amateur Boxing • Senior dog care • Children's book authorship • Small home architecture • Ultramarathon relays

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Two Rivers Public Montessori

2. Full name: Wren Garmon Cook

Home Address: 140 Westwood Place Asheville, NC 28806

Business Name and Address: n/a

Telephone No.: 828-333-1451

E-mail address: wren.cook@gmail.com

3. Brief educational and employment history.

BA English: The University of the South

K-6 Teaching License (expired)

Program Coordinator and Educator for Environmental Education camps and conference centers
(McDowell Environmental Education Center and Coosa River Science School)

Elementary Educator

Program/volunteer Coordinator for Haywood Street Ministry

Board member and working parent at Friends of Mine Cooperative Preschool

Asheville Primary School Parent-Teacher Collective Advisory Council

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My experience as an educator in the local district and as an Advisory Council member of the Parent-Teacher Collective at the only public Montessori school in WNC led me to work as a founding member of Two Rivers Public Montessori. The other founding members of this charter school elected me to the Board of Directors. I have been an advocate and supporter of public Montessori education in our community for the past four years. I have worked in education for most of my career, and I have seen the academic, social, and emotional impact of a public Montessori school on the children, staff, and families involved. I believe that the Montessori pedagogy levels the playing field for all learners and provides a supportive, inclusive learning environment.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of the public charter school board member is to act, with its other members, as the governing body of the charter school and uphold its mission. A board member makes strategic decisions that affect the academic, organizational, and fiscal operations and outcomes of the school. A board member works to determine how well the school is operating and meeting its goals and mission through evaluation of the school leadership and analysis of academic outcomes. A board member promotes the school's mission to the community and effectively participates in fundraising.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served on the board of Friends of Mine Cooperative Preschool. I worked with the other officers to evaluate the success of the school and its teacher, and we made decisions with input from and on behalf of the other members of the cooperative. As the Treasurer, I managed all of the school's finances, including payroll, expenses, income, taxes, and insurance.

8. Describe the specific knowledge and experience that you would bring to the board.

As a founder and charter writer for TRPM, I have knowledge and a deep understanding of most aspects of this charter school, as I have been part of the decision-making and planning process. My experiences as a program coordinator have prepared me for overseeing and fulfilling the duties of multiple operations of an organization. I offer the perspective and experience of a public school teacher and an alternative educator. I have lived in Asheville for 15 years, and I have many connections within the community. I am a clear and effective communicator who listens well and asks questions. I work well with diverse personalities, and I am a team player.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand that the mission of the school is to provide equitable access to a quality Montessori education to meet the needs of all learners and strengthen the community. TRPM will eliminate barriers to and provide support for all families who are interested in a public Montessori education for their children. TRPM will provide opportunities for professional growth and leadership for its staff through a shared leadership model.

2. What is your understanding of the school's proposed educational program?

TRPM will be a Montessori school that educates the whole child in multi-age classrooms. The integrated thematic Montessori method leads students to think for themselves and become actively engaged in the learning process in a carefully prepared environment with hands-on materials. Children learn during uninterrupted cycles of self-directed work that allow them the time and space to develop concentration, curiosity, and executive function skills. The Montessori classroom promotes peace through connection and collaboration with their peers and guides.

3. What do you believe to be the characteristics of a successful school?

A successful school is one in which the students, staff, and families are engaged and happy. A successful school has systems to support all areas of operations and curriculum, so that all stakeholders understand their roles and responsibilities and know where to get support. A successful school meets its goals and fulfills its mission with support from an engaged board of directors. A successful school has a strong presence in the community through collaborative partnerships and community initiatives that support their families.

4. How will you know that the school is succeeding (or not) in its mission?

The board of directors will know that Two Rivers Public Montessori is successful when it is making progress towards the goals set forth in our approved charter application.

Governance

1. Describe the role that the board will play in the school's operation.

The board of directors will be the governing body of the charter school. The board will have a working relationship with the Advisory Council who provides information and makes recommendations about the charter school. The board will evaluate the success of the school each year based on the school's goals and academic outcomes, as well as the effectiveness of the school leadership, the two Director positions. The board will make the final decisions regarding the hiring and firing of personnel and assure the school's fiscal responsibility. The board evaluates and guides how well the school is operating, while the school leadership focuses on how the school will be operated.

2. How will you know if the school is successful at the end of the first year of operation?

We will evaluate feedback from testing results, feedback from parent satisfaction surveys, enrollment data, survey data, and retention data of students and staff.

3. How will you know at the end of five years if the school is successful?

Long term strategic planning to determine short and long-term goals will help us determine if we are being successful or not.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I believe the success of the school, first and foremost, lies in the board's and the school's ability to connect and engage with the community, especially marginalized groups of families and students. Promoting and educating families about the mission and vision of the school are

vitaly important in the planning year to instill confidence in marginalized communities that TRPM will walk the walk of equity and inclusion and academic support and success.

Hiring highly qualified leadership who is committed to the structure and goals of the charter school is also an essential step towards the school's success. Fundraising by the board and the development committee is vital to ensuring the success of the charter school, especially in the planning year.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would refer to the process set forth in the bylaws. Ideally, a conversation between the executive officers and the offending party to address the issue(s) will happen before any disciplinary action is taken. If behavior is not changed or offenses repaired, there will be a vote (according to the bylaws) to remove any board members who are not fulfilling their commitment to the board of directors.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Wren Cook, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Montessori Charter School is true and correct in every respect.

Signature 

Date 4/19/22

WREN COOK

Asheville, NC ♦ (828) 333-1451 ♦ wren.cook@gmail.com

PROFESSIONAL SUMMARY

Energetic program coordinator and educator skilled in operational, administrative, educational, and outreach program functions. Ready to apply 10+ years of experience to building a resilient public Montessori school to serve diverse children in the Asheville area.

SKILLS

- Program oversight
- Communication/Outreach
- Staff Management
- Strategic Planning

WORK HISTORY

Treasurer, Board of Directors, 2016 to 2017

Friends Of Mine Cooperative Preschool – Asheville, NC

- Managed the financial responsibilities of the preschool, including payroll, invoices (Quickbooks), state/federal taxes, and insurance. Monitored the school's 501c(3) status.
- Reviewed, revised, and developed policies, procedures, and systems with other board members.
- Communicated financial information to the members of the cooperative.

Volunteer and Meal Coordinator, 2010 to 2013

Haywood Street Congregation – Asheville, NC

- Planned and coordinated volunteers to provide a weekly meal for 200-400 low-income and unhoused people in the Asheville community.
- Collaborated with local agencies, such as Manna Food Bank.

Second Grade Teacher, 2009 to 2010

Asheville City Schools – Asheville, NC

- Created and implemented North Carolina Standard Course of Study-aligned curriculum and assumed responsibility and accountability for classroom academic progress.
- Built and maintained a classroom culture in which students love learning.
- Collaborated with a professional learning community.
- Cultivated positive relationships with caregivers to involve families in the educational process.

Program Director, 2005 to 2007

Alabama 4-H Center – Columbiana, AL

- Designed and facilitated environmental and outdoor education programs for students that provided hands-on activities aligned to the standard course of study.
- Trained new staff in content and pedagogy related to experiential education.

Program Coordinator, 2004 to 2005

Winnataska Consortium For Teacher Education – Pell City, AL

- Coordinated, publicized, and hosted workshops for teachers to gain experience in implementing hands-on environmental science in their classrooms.
- Collaborated with environmental education leaders and organizations to provide programming.

EDUCATION

K-12 Professional Level 1 Teacher Certification: K-6 Education

University of North Carolina at Asheville - Asheville, NC

Bachelor of Arts: English, 05/2001

The University of The South - Sewanee, TN

Charter School Board Member Information Form

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Two Rivers Public Montessori

2. Full name: Brittany Wager

Home Address: 35 Jefferson Drive, Asheville, NC 28801

Business Name and Address:

Telephone No.: 828-337-4748

E-mail address: brittanywager@gmail.com

3. Brief educational and employment history.

I obtained my Bachelor's of Science in Health Education from the University of North Carolina Asheville in 2011. I obtained my Associates in Occupational Therapy from Asheville Buncombe Technical Community College in 2018.

After obtaining my BS from UNCA, I worked for the Bob Moog Foundation as the Executive Assistant and Volunteer Coordinator. My duties included non-profit accounting, event planning, website management, social media management, and online sales. I then worked for the Appalachian Sustainable Agriculture Project as their Farm to School Program Coordinator. I helped school districts throughout Southern Appalachia connect with local farms to procure fresh fruits and vegetables for their child nutrition programs. I also supervised dietetic interns, organized an annual conference, hosted teacher trainings, maintained the website, and served as the Southeast Regional Lead for the National Farm to School Network. I currently work as a Certified Occupational Therapy Assistant with infants and toddlers with developmental disabilities and delays.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was elected to the founding Board of Directors by the founding group and have been involved in writing the charter application. I wish to continue to serve on the board of Two Rivers Public Montessori to assist with helping the school get up and running, setting it up for success so it can meet its goals. I joined the board to help bring accessible, equitable, public Montessori back to the Asheville community.

6. What is your understanding of the appropriate role of a public charter school board member?

Ensuring that the school meets its goals, that it maintains a balanced budget, overseeing school leadership, and fundraising for the school within the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have worked for a number of non profit organizations so I am aware of what it takes to run a successful non profit. I have organized and hosted fundraisers, written annual reports for donors, obtained corporate sponsorships for events, and worked closely with non profit BoDs to build and maintain a successful organization. I work well as part of a team, am flexible and can fill many roles as needed.

8. Describe the specific knowledge and experience that you would bring to the board.

I am very familiar with Montessori education and, as the parent of two neurodiverse children, have first hand experience of the kind of impact it can make for children with learning differences. My project management skills have already been useful in bringing the charter application together and beginning long term strategic planning for the school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

That all children can benefit from the unique pedagogy offered by Montessori education. TRPM will bring equitable, accessible Montessori education to the Asheville community to help close the achievement gap and increase the range of educational options available to families in Asheville.

2. What is your understanding of the school's proposed educational program?

The school will offer Montessori based education to students K-8.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is one where teachers are supported in the classroom so that children can be engaged in learning. I believe that a successful school offers an equitable education to students by providing individual learning plans that meet the unique needs of each child. I believe a successful school is a good financial steward and makes appropriate use of funding with as much as possible directly funding student education.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding in its mission when it can offer Montessori based education to a diverse student population, reflected by meeting its annual student performance goals outlined in the charter.

Governance

1. Describe the role that the board will play in the school's operation.

The board of directors is the governing body of the school. They will communicate directly with the Advisory Council to ensure the school meets its strategic goals. They will manage personnel decisions such as the hiring and firing of employees and will be responsible for the financial stewardship of the school.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful if it reaches its end of year strategic goals, if surveys given to parents and teachers reflect satisfaction with the school, and if the community feels favorable about the school.

3. How will you know at the end of five years if the school is successful?

If the five year metrics for the school are meeting the strategic goals for academic performance, enrollment, and family satisfaction. If the school has an annual contingency fund of at least 5% of its operating budget.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter board can take steps to ensure that high quality teachers and administrators are recruited, hired, and retained. They will need to connect with community leaders to celebrate and promote the success of the school. They will work to raise additional funds via grants and donors for enrichment programs and to help the school meet its goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The bylaws will dictate the proper procedure to follow in the event that a member is not acting in the best interest of the school. The officers will discuss the situation with the member and suggest appropriate action to take. In the event that the member continues to act unethically a vote will be taken to remove the member.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Brittany Wager, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Montessori Charter School is true and correct in every respect.

Signature



Date

4-21-2022

Brittany Wager

Certified Occupational Therapy Assistant, Licensed

35 Jefferson Drive
Asheville, NC 28801
(828) 337-4748
BrittanyWager@gmail.com

EXPERIENCE

Early Learning Partners, Asheville, NC *Occupational Therapy Assistant*

September, 2018 - Present

I provide Occupational Therapy services to children and families through North Carolina's Infant and Toddler program. I utilize parent education and coaching while providing services in the child's natural environment.

AB Tech Community College, Asheville, NC *Adjunct Instructor, OTA Program*

August, 2020 - Present

I teach Kinesiology to first year OTA students in the spring semester and Pediatric Concepts and Interventions to second year students in the fall semester.

National Farm to School Network, Southeast Lead

January 2014 - January, 2017

I conducted farm to school workshops and trainings to educators and child nutrition staff throughout the southeast region. I compiled and distributed the monthly SE F2S eNewsletter to a list of 15,000.

Appalachian Sustainable Agriculture Project, Asheville, NC *Program Coordinator: Farm to School Program*

March, 2012 - January, 2017

I provided Farm to School education to teachers, health professionals, and families. In addition, I served as ASAP's F2S conference coordinator and assisted with grant management and metrics tracking. I maintained the Farm to School website and social media campaigns.

KEY SKILLS

- Experience with numerous pediatric conditions with a specialty in Autism Spectrum Disorder and pediatric feeding disorders.
- Experience in a variety of educational settings including Preschool and Elementary classrooms.
- Experience conducting trainings for diverse populations of educators.
- Microsoft Office Suite, Google suite, advanced user.
- Dependable, self-motivated, creative problem solver.

VOLUNTEER POSITION

- Member of the WECAN neighborhood board where I am serving a 2-year term as communications lead.

EDUCATION

AB Tech Community College, Asheville, NC — *Associate of Science, Occupational Therapy Assistant*

Graduated May, 2018 with highest honors

- Fieldwork in mental health, education, hand therapy, pediatrics, and inpatient rehabilitation.

University of North Carolina, Asheville, NC — *Bachelor's of Science in Health Promotion*

Graduated May, 2011

- Graduated Summa cum Laude with distinction in Health Promotion.

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Two Rivers Public Montessori

2. Full name: **Dawn Marie Mendonca Meskil**

Home Address: **1995 Windswept Ridge Road, Marshall, NC 28753**

Business Name and Address: **same as above**

Telephone No.: **828-280-2890**

E-mail address: **dawn.mendonca@gmail.com**

3. Brief educational and employment history.

Educational History

- 2016, Doctorate in Educational Leadership, East Tennessee State University
- 2004, Master of Social Work (MSW), University of North Carolina at Chapel Hill
- 1998, Bachelor of Science: Birth-Kindergarten Education, Appalachian State University

Employment History

- 2019 - present, Preschool Exceptional Children Consultant and Coordinator, NC DPI
- 2013 - 2019, Preschool Program Director, Asheville City Schools
 - 2016 - 2018, Asheville Primary School Principal
 - 2013 - 2015, Early Head Start Director
- 2008 - 2013, Early Intervention Consultant and Local Assistant Director, NC DHHS
- 1998 - 2008, Early Head Start Teacher, Home Visitor and Coordinator, Asheville City Schools

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was invited to serve by founding board members who are familiar with my work in education, particularly as a school leader serving children in the local community. As a member of the Two Rivers Public Montessori (TRPM) proposed charter school board my goal is to ensure all students truly have equitable opportunities to meet their fullest potential. I look forward to supporting TRPM staff, students and families with a comprehensive approach to leveraging community strengths and by proactively addressing needs.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand that as a public charter school board member it is my duty to first and foremost ensure intended student outcomes are collectively defined and progress is evaluated with a focus on effective teaching practices as well as student strengths and needs. As a board member I will actively develop mission-aligned school goals and ensure the board maintains focus and accountability to the goals. I will ensure a strong working relationship with the school leaders, including evaluating effectiveness. I will support day-to-day operations to include compliance with policies, overseeing contractual agreements, and approval of school finances.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Buncombe Partnership for Children Board of Directors since 2013. As a member of this board I also serve on several committees and have served as co-chair of the NC Pre-K committee since 2020. I have also served on the Woodson Branch Nature School Board of Directors since 2020 and have served as board chair since 2021.

8. Describe the specific knowledge and experience that you would bring to the board.

I have served North Carolina public education as a teacher, home visitor, program coordinator, program director and school principal as well as a state preschool exceptional children program coordinator. Much of my experience serving children and families is within this local community and specifically targeted towards addressing the pervasive achievement gap within a local school district. Further, I served as a member of the initial school district leadership team that brought the evidence-based Montessori pedagogical approach to public education in WNC. My range of experience spanning over 20 years offers a broad and unique and informed perspective to this school board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission and guiding beliefs leverages the child-centered Montessori approach to provide a free and appropriate public education to all children. The mission centers on providing equitable access and experiences grounded in community strengths and needs.
2. What is your understanding of the school's proposed educational program?
TRPM plans to implement the Montessori pedagogical approach. At the discretion of a local school district, I supported the planning process for the initial implementation of WNC's first public Montessori school and served as the school's first principal. I have a strong understanding of the instructional approach as well as the systems level needs of implementation in a public school setting.
3. What do you believe to be the characteristics of a successful school?
I believe a successful school strategically plans for desired outcomes using a process grounded in implementation science. The plan must balance mandated requirements (e.g. state/federal) with community perspective, centering the needs of the whole child. I believe all school systems are designed to meet the needs of each child through collective strategies and strengths-based planning. As a school backward plans to ensure students will achieve the outcomes it is key to identify clear data sources and plan for the collection, analysis and use of this data to systemically design the instructional plan and support. Finally, resources are allocated in a data informed and equitable manner with regular review.
4. How will you know that the school is succeeding (or not) in its mission?
School success will need to be measured by a variety of metrics aligned with desired outcomes (e.g., school improvement plan/board goals) including perception, learning, demographics, and school processes. Using the stages of implementation science the school can continue to move through stages, evaluate success and make adjustments as indicated.

Governance

1. Describe the role that the board will play in the school's operation.
The board serves as the governing body for the school. They oversee and support school leadership and staff to ensure the school is implementing instructional practices and school processes that are aligned with meeting school goals. The school board will also have responsibility for personnel decisions, finances, and programmatic alignment with the school's mission.
2. How will you know if the school is successful at the end of the first year of operation?
School success in the first year will need to be measured by a variety of metrics aligned with desired outcomes (e.g., school improvement plan/board goals) including perception, learning, demographics, and school processes. Using the stages of implementation

science the school can continue to move through stages, evaluate success and make adjustments as indicated.

3. How will you know at the end of five years of the schools is successful?
Using the same analysis and evaluation efforts mentioned above as well as an intentional assessment of school growth, sustainability and service to the community. The school should be established and essentially in the full implementation stage.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to establish positive relationships with staff, families and the community. The board will need to be actively involved in the school development and functional decision making while supporting the school leadership team in their respective roles. As the school opens, the board will need to ensure clear and thorough policies are developed and implemented and that expectations and related commitments are clear and monitored. The board will need to engage in active inquiry and collective, proactive problem solving to ensure overall success, especially during initial implementation.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would bring the situation to the board's attention, including the member in question, through a respectful, factual and policy-based conversation. Consideration will be given to the by-laws, including appropriate use of a closed session and school attorney guidance for any such conversation.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Dawn Meskil, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Montessori Charter School is true and correct in every respect.

Signature

Dawn Meskil

Date April 20, 2022

Dawn Mendonca Meskil

1995 Windswept Ridge Road • Marshall, North Carolina • 28753
PHONE 828.280.2890 • EMAIL dawn.mendonca@gmail.com

EDUCATION

Doctorate in Educational Leadership and Policy Analysis (EdD)

Concentration: Education Administration
East Tennessee State University, December 2016

Master of Social Work (MSW)

Concentration: Management and Community Practice
University of North Carolina at Chapel Hill, December 2004

Bachelor of Science in Child Development: Birth-Kindergarten Education

Minor: Psychology
Appalachian State University, May 1998, *magna cum laude*

FELLOWSHIPS

Education Policy Fellow, Public School Forum of North Carolina, 2020-21

LICENSURE & CERTIFICATIONS

School Administrator, NC Department of Public Instruction
School Social Worker, NC Department of Public Instruction
Birth-Kindergarten Teacher, NC Department of Public Instruction
Nonprofit Management Certificate, Duke University, 2007
Level III Administrator, NC DHHS Division of Child Development and Early Education

PROFESSIONAL EXPERIENCE

OFFICE OF EARLY LEARNING, NC DEPARTMENT OF PUBLIC INSTRUCTION

- Preschool Exceptional Children (619) Co-Coordinator, July 2020 - present
- Interim Preschool Exceptional Children (619) Coordinator, February 2020 - July 2020
- Preschool Exceptional Children Consultant, June 2019 - July 2020

ASHEVILLE CITY SCHOOLS

- Preschool Director, August 2013 - June 2019
- Primary School Principal, December 2016 - July 2018
- Early Head Start Director, August 2013 - July 2015

INFANT-TODDLER PROGRAM, NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

- Assistant Director (Program Manager I), Children's Developmental Services Agency of Western North Carolina, January 2012 - August 2013
- Quality Improvement Regional Consultant (Planner/Evaluator III), January 2008 - January 2012

MARS HILL UNIVERSITY

- Adjunct Professor of Social Work, January 2009 - December 2013

ASHEVILLE CITY SCHOOLS

- Early Head Start Family and Community Partnerships Coordinator, August 2002 - January 2008
- Early Head Start Teacher and Home Visitor, August 1998 - August 2002

Early childhood education leader and champion with 24 years of experience, primarily focused on addressing equitable policies, practices, and opportunities for young children and their families. Practice experience includes leadership and management with a foundation in early learning, family partnership, program coordination, strategic planning, technical assistance, and program evaluation. Essential knowledge includes child- and family-centered services, data-informed decision making, evidence-based practices, public policy, program design and implementation, fiscal management, community collaboration, and human resource development.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Two Rivers
Public Montessori

2. Full name: Dawn Denise Barnard

Home Address: 21 Pebble Creek Drive

Business Name and Address: Vault Consulting Company, McLean, VA 22102

Telephone No.: 828-505-6028

E-mail address: dawn.d.barnard@gmail.com

3. Brief educational and employment history.

Over 28 years of accounting experience in various industries with a focus in the last 10 years serving non-profits in financial reporting and audit and tax compliance. Additionally, focused on implementing systems to ensure integrity, quality, and accountability in non-profit organizations.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited by a former colleague of ASAP (The Appalachian Sustainable Agriculture Project). I want to serve on the board of the Two Rivers

Public Montessori school to help support equitable access to high-quality education in Asheville, NC.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that public funds are used appropriately to establish and maintain long-term financial stability and integrity of the charter school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I previously served on the board of directors of the Virginia Society of CPAs. In this role, we oversaw the budget and direction of the Association of 8,000 members across Virginia. Additionally, I currently serve on the finance committee for the Appalachian Sustainable Agriculture Project. I assist with providing financial oversight for the organization.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring over 28 years of financial and accounting experience as a CPA. I have led organizations internally as the Controller at Mars Hill University and Finance Manager of ASAP. Additionally, I have audited several school districts, universities in accordance with GAAS (Generally Accepted Auditing Standards) and GAGAS (Generally Accepted Government Auditing Standards).

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide equitable access to a high-quality, relevant Montessori education to meet the needs of all students and to strengthen our community

2. What is your understanding of the school's proposed educational program?

Using the Montessori method to educate the whole child, integrating their physical, social-emotional, cultural, and academic needs and interests. Students will work with hands-on materials in carefully prepared environments to promote learning in a way that is tangible and intuitive.

3. What do you believe to be the characteristics of a successful school?

Meeting the standards of the curriculum, conforming to state and federal laws, and maintain a positive learning environment for the students while staying on budget and continuing a sustainable model for the future.

4. How will you know that the school is succeeding (or not) in its mission?

When it has met the learning objectives of the Montessori curriculum and has retained thriving students and continued a sustainable model to support future years.

Governance

1. Describe the role that the board will play in the school's operation.

The board serves as the governing body to decide on strategic matters that affect the academic, fiscal, and organizational health of the school.

2. How will you know if the school is successful at the end of the first year of operation?
Feedback from testing results, feedback from parent satisfaction surveys, enrollment data, survey data, and retention data of students and staff will inform success.

When the objectives are met for establishing fiscal responsibility, curriculum, and developing a strategic plan for the future.

3. How will you know at the end of five years if the school is successful?
Long term strategic planning to determine short and long-term goals will help us determine if we are being successful or not.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Attracting the appropriate people from the community to ensure the academic, fiscal and organizational health of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The bylaws would provide guidance. A conversation between the executive officers and the offending party to address the issue should occur before any disciplinary action is taken.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature

Date

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Dawn Denise Barnard, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Charter School is true and correct in every respect.
Montessori

Dawn Barnard

Signature

4/20/22

Date

DAWN D. BARNARD, CPA

21 Pebble Creek Drive Asheville NC 28803 - dawn.d.barnard@gmail.com - 828-505-6028

EXPERTISE Budgeting, Forecasting, GAAP, Nonprofit Financial Reporting and Tax Compliance, Process Improvement, ERP Implementation, Payroll and Benefits Administration, Training and Staff Development, Proficient in Excel, QuickBooks, Salesforce, and Colleague by Ellucian

EXPERIENCE **Gregg & Co, Asheville, NC**
Accountant, (2020-Current)

- Perform attest services including audits, reviews, compilations, and agreed-upon procedures in accordance with GAAP for nonprofits and family-run businesses
- Prepare partnership, corporate, individual, and exempt tax returns

Mars Hill University, Mars Hill, NC
Controller, (2016-2020)

- Oversaw and managed the financial operations of the University including payroll, accounts payable, procurement, accounts receivable, and general ledger
- Provided financial oversight and compliance for Federal, State, and Local grants

Appalachian Sustainable Agriculture Project, Asheville, NC
Finance Manager, (2012-2016)

- Oversaw all aspects of financial management including budgeting and forecasting, grant accounting, cash flow monitoring, payroll, and general ledger functions; prepared the organizational budget and monitors for any adjustments as needed
- Prepared and presented the financial reporting to the Board of Directors including budget-to-actual reporting, analytical trends, and forecasting

Baker Tilly (Formerly Beers + Cutler, PLLC), Tysons Corner, VA
Resource Manager, (2007-2012) Manager, (2003-2007)

- Advised firm leadership through the change management transitions including a reduction in force, reorganization, and a merger
- Advised clients on methods to improve their financial controls and operational efficiencies

Cherry, Bekaert & Holland, LLP, Spartanburg, SC
Senior Accountant, (1998-2003) Staff Accountant, (1994-1997)

- Supervised the financial audits for multiple large governmental and nonprofit entities in NC, SC, and TN
- Supervised preparation of business, nonprofit, and individual tax returns

EDUCATION **B.A. Accounting** (Minor in French), May 1994
Converse College, Spartanburg, SC

LEADERSHIP Virginia Society of CPA's Board of Directors, (2006-2010)
Virginia Society of CPA's Audit Committee Chair, (2009-2010)
Appalachian Sustainable Agriculture Project Finance Committee, (2019-Present)

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Two Rivers Public Montessori
2. Full name: Alexandra "Sasha" Skau

Home Address: 132 Westwood Place Asheville, NC 28806
Business Name and Address: n/a
Telephone No.: 510-542-4505
E-mail address: alexandraskau@gmail.com

3. Brief educational and employment history.
2009 Honors B.A. English from the University of Utah
2015 American Montessori Society 6-12 Credential from St. Mary's College of California
2017 M. Ed. Montessori Education from St. Mary's College of California
2019 Multiple Subject Teaching Credential from CalState TEACH

Eight years of teaching experience in charter Montessori schools and two years teaching in private Montessori schools, serving diverse populations of students in first through sixth grade in northern Arizona and the San Francisco Bay Area.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I joined the charter writing committee through the invitation of Wren Cook. When that committee decided to ask for board members from the group, I volunteered. I wish to serve on the board of the proposed charter school because I am deeply passionate about public Montessori education. I want to give my knowledge, experience, and energy to seeing public Montessori become an option for families in Asheville.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is responsible for the financial well-being and educational goals of a charter school. They must plan and make decisions that will keep the doors open and the children learning for years to come. They must put aside personal preferences in order to prioritize the fiscal and educational health of the school and represent the school in all their public interactions.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have taught in three Montessori charter schools, one of which went through charter renewal during my time there. I have observed and spoken at charter school and public school board meetings.

8. Describe the specific knowledge and experience that you would bring to the board.

As a former Montessori elementary teacher in public charter schools, I have first hand experience of the work that is necessary to operate a Montessori charter school. I have training and expertise in the Montessori method as well as experience working with students, fellow teachers, administrators, support staff, and board members.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Two Rivers Public Montessori is to provide equitable access to high-quality, relevant Montessori education to meet the needs of all students and strengthen our community. This mission highlights two foundational concepts for the school: the Montessori method and diversity, equity, and inclusion. I personally deeply believe in the importance of these concepts in the educational landscape. The Montessori method offers a pedagogy that is centered on the developmental needs of children, rather than the goals of adults. In Montessori schools, learning is embraced as a natural part of life and all students are supported in identifying their learning styles and finding a way to master the material that works for them. DEI principles are a natural fit with this style of learning because students are known and supported as individuals, while also playing important roles in the classroom and school community.

2. What is your understanding of the school's proposed educational program?

I am the primary writer of the school's educational plan, with the exception of the exceptional children section. In writing this part of the application, I thought deeply about the questions and had many discussions with advisors and possible teachers at the school about shaping the curriculum, learning environments, culture, and discipline policies of the proposed charter school. I hold a Masters' degree in Montessori education and have been teaching in Montessori classrooms for ten years.

3. What do you believe to be the characteristics of a successful school?

In a successful school, the students are thriving across multiple domains. They have strong academic skills and are making continual growth. They care for each other, believe in themselves, and have respect for their teachers and the physical space. Teachers and staff members feel that they are valuable contributors to the work of the whole school and seek to collaborate to continually improve the school. A successful school is also financially stable, able to maintain a contingency fund and make regular progress on the long-term goals in its strategic plan.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding in its mission if a wide diversity of students are able to access high-quality Montessori education at our school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide governance for the school by making and implementing strategic plans, managing the finances of the school, and hiring and evaluating the school leadership (Curriculum Director and Director of Operations).

2. How will you know if the school is successful at the end of the first year of operation?

I will know the school is successful in the first year if it has met its enrollment projections, is on budget, and is on track with its goals.

3. How will you know at the end of five years if the school is successful?

I will know that the school is successful after five years if it is on track with its strategic plan, financially stable with a strong contingency fund, and meeting its educational and other goals.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think the charter school board will need to develop a strategic plan that has high standards but is realistic, develop a realistic budget and keep to it, and make decisions that prioritize the organizational health of the school and success of the students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed a member of the school board was acting unethically or not in the best interest of the school, I would gather and document the evidence I had and bring it to the other members of the board. If we agreed that the member in question was not supporting the success of the school, we would move forward with the process to remove that member.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Alexandra Skau, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Charter School is true and correct in every respect.

Montessori

Signature Alexandra Skau

Date 4/20/22

Alexandra Skau

alexandraskau@gmail.com • (510)542-4505 • 132 Westwood Place Asheville, NC 28806

TEACHING EXPERIENCE

Golden Oak Montessori Charter School; Hayward, CA

Lead Teacher: *grades 1-3, 2017-2020*

Substitute Teacher: *grades 1-6, 2016-2017*

Assistant Teacher and Practicum Student: *grades 1-3, 2014-2015*

River Montessori Charter School; Petaluma, CA

Consultant and Co-teacher: *grades 4-6, 2016-2017*

Assistant Teacher: *grades 4-6, 2014*

Music Guide: *grades 1-6, 2014*

Napa Valley Montessori Learning Center; American Canyon, CA

Lead Teacher: *grades K-3, 2015-2016*

Global International Montessori School; Berkely, CA

Co-teacher in bilingual school: *grades 1-3, 2013-2014*

Montessori Charter School of Flagstaff; Flagstaff, AZ

Assistant and Lead Teacher: *grades 4-6, 2010-2013*

EDUCATION & CREDENTIALS

Preliminary Multiple Subject Credential

CalState TEACH, *2017-2019*

M.Ed. Montessori Education

American Montessori Society 6-12 Credential

St. Mary's College of California, *2013-2017*

Master's Thesis: *Purpose Development in Montessori Students*

Honors B.A. English

University of Utah, *2004-2009*

Honors Thesis: *Time and Space in Las Vegas and the Mojave Desert*

SUMMARY

Ten years of experience in charter and private Montessori elementary schools, serving diverse populations of students in the San Francisco Bay Area and northern Arizona.

SKILLS

- Dedicated and compassionate educator
- Experienced Montessori practitioner, ages 6-12
- Ambassador for Montessori practices
- Multi-modal communicator
- Expert collaborator
- Creative problem solver

VOLUNTEER

EXPERIENCE

- Founding member of Solano County Chapter of ACLU-CA
- Lobbying team leader, ACLU-CA

PROFESSIONAL ORGANIZATIONS

- American Montessori Society member

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Two Rivers Public Montessori

2. Full name: Shifra Ahlers

Home Address: 69 Wembley Rd, Asheville, NC 28804

Business Name and Address: Momentum Gallery, 52 Broadway Street, Asheville, NC 28801

Telephone No.: 828-231-0900

E-mail address: shifra@momentumgallery.com

3. Brief educational and employment history.

I studied Accounting at Miami Dade College and worked while I was in school, which helped me understand the importance of perseverance, resilience, collaboration, and effective communication. My work history includes being an Advertising Executive at the Miami New Times, an alternative newsweekly, where I learned about making deadlines and building relationships. I then became the Operations Manager for Energy Technologies Inc., which helped me develop my skills in managing multiple offices and individuals. I also had the opportunity to work closely with legal, financial, marketing, sales, and manufacturing departments to collaborate on strategic goals and efficiency within our company. I obtained my Certificate in Financial Planning from Western Carolina University and developed Ahlers Financial Associates as a Licensed Insurance Advisor and Registered Investor Advisor Representative and built a practice as a Business Development Coach. Working in collaboration with individuals, businesses, and nonprofits across the country, I helped strategize and provide tools for financial sustainability, employee and client satisfaction, marketing, and development. In 2017, my husband and I opened Momentum Gallery, a destination fine art gallery in Asheville, North Carolina. Our contemporary and modern program features paintings, sculpture, original prints, and studio furniture from intriguing makers. As owner and business manager, I am integrated with all aspects of running a successful business and partnership, including human resources, finances, operations, regional and global marketing and advertising, artist and client liaison, and collaboration with nonprofits throughout Asheville and nationwide.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I began a movement to create a new public charter Montessori school when I realized that Asheville City Schools planned to close the only public Montessori in the region. As the granddaughter of a Kindertransport survivor whose entire family perished in the Holocaust, I have always celebrated a diverse and inclusive environment that champions education and develops connections to remind us that our similarities are more important than our differences. I volunteered as a Hugger at the Special Olympics and became a Literacy Coach to develop supportive relationships for individuals struggling with making a connection. In 2000, I became involved with and a supporter of city and county public schools through the Junior League. I sat on the boards of various organizations and helped develop a private Jewish school in 2006, Maccabi Academy, serving students in kindergarten through fifth grade. As a mother to six children, I understand the importance of a variety of academic choices because different children learn differently. I believe that parents need options in determining which educational model best fits their student's needs. I homeschooled some of our children when it was in their best interest. We had incredibly successful outcomes, including my oldest daughter, now graduating from ABTech at eighteen years old with a 4.0GPA. Our children have also thrived in public charter schools, and I believe that charters provide resources for educational options. As an active member of this community, I have developed deep connections and built meaningful friendships and alliances. I have volunteered thousands of hours of service to worthwhile organizations and causes and offered my support. I look forward to serving Two Rivers Public Montessori.

6. What is your understanding of the appropriate role of a public charter school board member?
We provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight. Best practices include the following roles of a public charter school board member:

- Establish and Evaluate Student Outcomes.
- Establish a healthy working relationship with the Head of School.
- Establish and monitor management compliance with policies.
- Evaluate the executive. (Evaluation should lead to growth plan).
- Oversee and approve the use of operational finances.
- Establish and monitor organization's goals (focused on renewal).
- Developing the board's capacity to understand governance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In 2004, a small group of dedicated parents created a private school which opened after two years of planning. We were the only school of its kind in the region and I enjoyed being a part of a community that was serving children and families in a meaningful and inclusive way. I served on the founding board for two years and then the governing board for five years and held various roles within the school.

My earliest board experiences began in high school as a Chapter President and Sub-Regional Vice President for an active youth organization. I have also had the following Board positions: President of CBI Sisterhood, Ritual Chair and Secretary at Congregation Beth Israel, Communications and Event Planning for Hadassah, and fundraising with Jewish Federation for seven years.

Volunteerism has been part of my life. I began to understand social responsibility when I attended the 1987 March for Soviet Jewry along with 250,000 in Washington, DC. I helped start a Lion's Club chapter and created weekly volunteer opportunities with the Miami Jewish Home and Hospital for the Aged. I first fell in love with community organizing in 1990 when volunteering for the Lawton Chiles campaign. I have chaired international events and am committed to creating community from diversity.

8. Describe the specific knowledge and experience that you would bring to the board.
Based upon my experience as a business owner I bring knowledge in finance, budget and forecasting, accounting, marketing and collaboration. From my years on a board of directors of a private school, I bring voluntarism, community connections, inclusivity, marketing, and fundraising. As one of the founders of a private school, I have firsthand experience in school administration and governance. I currently sit on the Parent Teacher Collective Advisory Council for Asheville Primary School. I have been on the board of homeschool cooperatives and taught my own children and others, I am a community advocate and supporter of educational choice.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to provide equitable access to a high-quality, relevant Montessori education to meet the needs of all students and strengthen our community.

We partner with families and the community to cultivate a supportive and inspiring environment where all can thrive. We educate the whole child using the Montessori method, integrating their physical, social-emotional, cultural, and academic needs and interests. Our multi-age classrooms encourage care, connection, and collaboration with peers. Uninterrupted periods of self-directed work foster each child's love of learning, allow them to develop their concentration, and create a natural environment for building executive functioning skills. Students work with hands-on materials in carefully prepared environments to promote learning in a tangible and intuitive way. At Two Rivers Public Montessori (TRPM), we believe all students deserve access to a quality education that affirms each individual and enhances the collective by allowing them to practice living in and contributing to a more just society.

2. What is your understanding of the school's proposed educational program?

Two Rivers Public Montessori will educate students through the Montessori method and become a diverse and inclusive learning environment that provides equity in education and supports teachers, staff, and families. We will partner with families and the community to cultivate a supportive and inspiring environment where all can thrive.

Two Rivers will educate the whole child, integrating their physical, social-emotional, cultural, and academic needs and interests. TRPM will provide multi-age classrooms that encourage care, connection, and collaboration with peers. We will utilize uninterrupted periods of self-directed work that foster each child's love of learning, allow them to develop their concentration, and create a natural environment for building executive functioning skills. TRPM will offer hands-on materials in carefully prepared environments to promote tangible and intuitive learning. Build every students' confidence by acknowledging the effort they put into their work and their contributions to the community.

3. What do you believe to be the characteristics of a successful school?

A school that emphasizes students and staff satisfaction and puts educational goals at the forefront while meeting the social-emotional needs of each individual is paramount for developing success.

4. How will you know that the school is succeeding (or not) in its mission?

Two Rivers Public Montessori succeeds when students, family, and staff have high satisfaction, joyful and peaceful interactions, the school develops a positive reputation, the community supports it, the opportunity gap is closing, strategic partnerships are developed, and students are meeting academic benchmarks and proud of their academic achievements.

Governance

1. Describe the role that the board will play in the school's operation.

As a governing body, the School Board will oversee and approve school finances, establish the strategic goals and direction for the school, and develop the board's governance. Daily operations of the school will be managed via the Shared Leadership Model and the board is the governing body to support those administrators. The School Board acts as a facilitator for the students and staff, and supports the establishment and evaluation of student outcomes.

2. How will you know if the school is successful at the end of the first year of operation?

There are three factors the TRPM Board of Directors will evaluate after the school's first year to determine success. The first two goals relate to literacy and executive function, these goals are tested via MAPS and MERF test. The third goal is a daily attendance rate of 92% and is measurable by attendance records. The fourth goal is family engagements, and this one goal is vitally important for this goal to be successful. The connection, communication and relationships built between the school and the families are paramount to a thriving school. The fifth goal pertains to fiscal management, operating the school within the budget and saving 5% for the contingency fund. Sound fiscal management is essential to keeping the school operating. TRPM wants to remove barriers for students to attend their school by purchasing a bus and providing school lunches for 70% of the students.

Beyond the charter goals, satisfaction of students, families and teachers will be strong indicators of success in the first year, an end of year survey will provide this information. Finally, if TRPM retains it's staff and students to join them into the second year, that will be considered a large success.

3. How will you know at the end of five years of the schools is successful?

The board will know the school is successful by three measures. First, our reputation, partnerships, family and staff enthusiasm and satisfaction in the community will be positive and reflect our mission and vision statement. Second, we will be financially solvent with federal, state and local funds and will have developed a strong fund raising committee. Third, by year three our school will be using the lottery system indicating a high interest and desire from Asheville families for our school and our teacher attrition rates will be 5% or lower due to the numerous benefits we built into our school for the teachers.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Building a school takes work, time, energy, and resources. The Board will promote the Charter's mission, provide oversight, fulfill legal and fiduciary responsibility, and help raise funds to support the mission and vision of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Hold a meeting with the full board in attendance to discuss openly and determine the issues. Seek a formal review by a disinterested third party if funds were misused or there are any potential concerns of criminal activity.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Shifra Ahlers, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Two Rivers Public Charter School is true and correct in every respect.



Signature

Date

4-21-22

SHIFRA AHLERS



Experience

MOMENTUM GALLERY – OWNER
SALES, CUSTOMER SERVICE, BUDGET
AND FINANCE, MARKETING, HUMAN
RESOURCES, IMPLEMENT LONG-TERM
STRATEGIC AND SUSTAINABLE
PARTNERSHIPS, PLAN AND HOST
EVENTS REGIONALLY & NATIONALLY

AHLERS FINANCIAL ASSOC – OWNER
FULL SERVICE INSURANCE AND
BUSINESS DEVELOPMENT FIRM

**ENERGY TECHNOLOGIES, INC. –
OPERATIONS MANAGER**
MANAGE MULTIPLE OFFICES AND
INDIVIDUALS, WORK CLOSELY WITH
LEGAL, FINANCIAL, MARKETING, SALES,
AND MANUFACTURING

**MIAMI NEW TIMES –
ADVERTISING EXECUTIVE**
DEVELOP CLIENT BASE, CREATE
ADVERTISING CAMPAIGNS, DESIGN AND
LAYOUT OF PRINT MATERIALS

Contact

828-231-0900
69 Wembley Road,
Asheville, NC 28804
shifra@momentumgallery.com
momentumgallery.com

Education

Miami-Dade College: Accounting
Western Carolina University: Financial Planning

Relevant Training and Volunteer/Non-Profit Experience

Maccabi Academy

Private School Founder, Board Member for 7 years, Governance, Oversight,
Marketing, Fundraising

WNC Jewish Federation

Board Member for 7 years, Fundraiser

Institutes for the Achievement of Human Potential

Advanced Child Development Training in Reading, Writing, Math, Knowledge,
Social-Emotional Well-being, and Physical Development

Grow With Me

Board Treasurer, Volunteer

Special Olympics

Hugger

Deep Young Academy

Kindergarten Teacher for 3 years

Big Sister

Volunteer Elder Caretaker

6 years of caretaking with dignity and respect

Beth Israel Sisterhood

Board President, Marketing, Fundraising, Gift Shop Chair

Beth Israel Synagogue

Board Secretary, Ritual Chair for 3 years

Volunteer Income Tax Assistance Center

Provide Free Federal and State income tax preparation to eligible individuals
with low-to-moderate income

Hadassah

Marketing, Events Planning, Lifetime Member

United Synagogue Youth

Chapter President, Sub-Regional Vice President

Florida Institute of CPAs

Student Accounting Award

Miami Jewish Home and Hospital for the Aged

Volunteer of the Year

Feed the Homeless

Volunteer of the Year 2 years in row

Lion's Club

Chapter Founder

WNC Chabad Lubavitch

Founder's Award

Junior League

Member Mentor for 3 years, Read to Succeed Kindergarten Literacy Coach

Appendix J: Proposed By-Laws of the Charter
School's Board of Directors

Two Rivers Public Montessori



**ARTICLE I
NAME, OFFICES AND AGENT**

Section 1 Name. The name of the non-profit corporation is Two Rivers Public Montessori, duly authorized under the statutes of the State of North Carolina.

Section 2. Principal Office: The principal office of corporation shall be located at 140 Westwood Place Asheville, NC 28806.

Section 3. Registered Office: The registered office of the corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office. The Corporation shall continuously maintain in North Carolina a registered office at such place as may be designated by the Board of Directors.

Section 4. Other Offices: The corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of the corporation may require.

Section 5. Agent. The Corporation shall continuously maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

**ARTICLE II
PURPOSE**

Section 1. IRS Section 501(c)(3) Purposes. The Corporation is organized for charitable and educational purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Code.

Section 2. Statement of Purpose. The purpose of the Corporation is to establish and govern charter schools under North Carolina charter school legislation and to pursue the advancement of education.

**ARTICLE III
MEMBERS**

Section 1. No Members. The Corporation shall have no members. All functions and affairs of the Corporation shall be directed entirely by the Board of Directors thereof.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 1. General Powers. The activities, affairs and business of the Corporation shall be managed, controlled, and directed by the Board of Directors.

Section 2. Number, Qualifications, and Election. The Board of Directors consists of not less than five (5) nor more than eleven (11) directors. The Board of Directors shall consist of three (3) groups of directors to be known as Class 1, Class 2, and Class 3 with each containing one-third of the total, or as near as may be possible.

A board term is equal to a term of three (3) years, unless a Director is elected to serve the remainder of a term. A Director may serve a maximum of 2 (two) consecutive terms. To ensure continuity of work and duties of the Board, members having served at least two terms total, either consecutive or not, may be granted additional partial or full terms by a two-thirds majority vote of the remaining board members in advance of each subsequent term. The number of Directors each year shall be determined by the Board of Directors based upon need. A person needs to be at least twenty-one years old and in good standing to be qualified as a Director. If required by law or regulation, a majority of Directors and Officers shall reside within the State of North Carolina.

Section 3. First Board of Directors: The First Board of Directors. The First Board of Directors shall be nominated and elected at a special called meeting of the initial Directors listed in the Corporation Charter and appointments may be made at any regular or called meeting until said Board of Directors is fully elected at eleven (11) members.

Section 4. Subsequent Elections: Directors after the First Board of Directors shall be elected at the annual meeting by the current Board of Directors. Election procedures to the Board of Directors are outlined as follows: nominations may be made by any Director; votes may be taken publicly by show of hands; nominees receiving the highest number of votes shall be deemed elected.

Section 5. Duties. The Board of Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. Directors shall stand in a fiduciary relation to the Corporation and shall discharge the duties of the respective positions in good faith, with the diligence and care which reasonably prudent people would exercise in similar circumstances and like positions.

Section 6. Resignation, Removal and Vacancies. A Director may resign at any time by giving notice in writing to the Chairpersons or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairpersons or Secretary. Directors may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the Board of Directors by death, resignation, removal, disqualification, and/or for any other reason, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor.

Section 7. Compensation. Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's travel and related expenses incurred in the conduct of the Corporation's business as are authorized by the Board through a vote pursuant to these bylaws. The Corporation shall carry liability insurance covering the Directors and officers of the Corporation in the conduct of the corporation's business

Section 8. Certain Director Liability. A Director shall be subject to the liabilities imposed by law upon the Board of a non-profit corporation. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the Articles of Incorporation, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and based on generally accepted principles of sound accounting practice used by the Chairpersons or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

ARTICLE V OFFICERS

Section 1. Designation of Officers. Officers of the Board of Directors shall include the Co-Chairpersons, Vice-Chairperson, Secretary, and Treasurer. The Board shall designate and fill other offices as needed. Any two offices except for the office of the Chairpersons may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2. Election and Term. The Board of Directors shall elect officers from among its own members. The officers shall serve for a term of one year during the fiscal year after their election, or until their successors are elected. Such election may be held at the annual meeting of the Board of Directors. The officers shall serve no more than three consecutive terms unless approved by a vote of the majority of the Board.

Section 3. Resignation, Removal and Vacancies. An officer may resign at any time by giving notice in writing to the Board of Directors. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Board. Officers may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the offices by death, resignation, removal, disqualification, and/or for any other reason, the remaining Board of Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. An officer who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor.

Section 4. Compensation. Officers shall serve without compensation for their services to the Board, except pursuant to a contract or for travel and related expenses as may be authorized by the Board.

Section 5. Chairpersons. The Board shall elect the Chairpersons from among its own members using the same procedure to elect a Director. They shall sign any deeds, mortgages, bonds, contracts, checks or other instruments which may be lawfully executed on behalf of the Corporation. The Chairpersons shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 6. Vice-Chairpersons. The Board shall elect the Vice-Chairpersons from among its own members using the same procedure to elect a Director. At the request of the Chairpersons, or in absence of the Chairpersons, the Vice-Chairpersons shall perform all the duties of the Chairpersons and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairpersons. The Vice-Chairpersons shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 7. Secretary. The Board shall elect the Secretary from among its own members using the same procedure to elect a Director. The Secretary shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law. The Secretary shall be the custodian of statements, books, records, reports, certificates, and other documents of the Corporation. He/she shall sign such instruments as may require his/her signature. The Secretary shall maintain a current record of all Directors of the Corporation, showing their respective addresses, telephone numbers, email addresses, and any other means of contact, and such books shall be open for inspection as prescribed by law. The Secretary shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 8. Treasurer. The Board shall elect the Treasurer from among its own members using the same procedure to elect a Director. The Treasurer shall have primary responsibility of budget oversight as well as

serve as chair of the audit committee. The Treasurer will render at least quarterly to the Board an account of all transactions and financial conditions of the Corporation. The Treasurer will be authorized to sign checks. The Treasurer shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

ARTICLE VI Committees

Section 1. General. The Board shall appoint committees as needed. These committees shall function under direction from the Board of Directors. The Board shall nominate and elect the chair of each appointed committee. The committee chair shall nominate members for each committee, and membership on the committees shall not be restricted to the Directors of the Board, except that the Executive Committee and any Committee discussing personnel matters shall be limited to Board members only. Committees shall meet and conduct business between Board meetings and make reports and recommendations at Board meetings. Each Director shall serve on at least one standing committee. The roles and responsibilities of each committee shall be established and formally approved by the Board of Directors.

ARTICLE VII Board Meetings

Section 1. Regular Meetings. Regular meetings, including annual board retreats, of the Board of Directors shall be held at least 10 times per year at such time and place as designated by the Board. Regular meetings of the Board of Directors are held monthly except in July and August unless a meeting is deemed necessary. Meetings are typically held the second Thursday of the month in the evening. The annual meeting of the Board of Directors shall be held in June of each year for the purpose of electing directors of the corporation, and for transacting the normal business of the Board. The Board shall inform the public about the meetings using any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws.

Section 2. Special/Emergency Meetings. Special or Emergency meetings of the Board of Directors may be called by the Chairpersons, any Officer, or any two Directors. The meetings shall be held at such time and place as designated by the Board. The Board shall inform the public about the meetings, as soon as practical under the circumstances, using any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws.

Section 3. Notice of Meetings. Notice of any regular meeting, including annual board retreat, of the Board of Directors shall be given to the Directors at least seven days prior thereto. Notice of any special meeting of the Board of Directors shall be given at least two days (48 hours) prior thereto. Notice of Emergency meetings shall be made consistent with North Carolina's Open Meeting laws. All notices shall be delivered by any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws. Directors shall be required to notify the Chairpersons of their inability to attend any meeting at least twenty-four hours prior to meeting time.

Section 4. Waiver Notice. Notice does not have to be given to any director who indicates, before or after the meeting, either a consent to the holding of the meeting, or an approval of the meeting's minutes, or who attends the meeting without protesting the lack of notice prior to the beginning of the meeting. All such indications, consents, and approvals shall be included in the minutes to the meeting to which they pertain.

Section 5. Quorum. The presence of the majority of the current Board of Directors having voting authority at a meeting shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 6. Electronic Meetings and Attendance. Members may participate by means of a conference telephone or any other electronic communication so long as all members participating in the meeting can hear one another. Such participation constitutes personal presence at the meeting for purposes of conducting business and meeting the quorum requirements.

Section 7. Voting. If a quorum is present when a vote is taken, the action of a majority of the Directors is the action of the Board of Directors. Voting by proxy is not permitted. If any Director abstains from voting on a particular motion before the Board due to a conflict of interest, then the remainder of the Directors shall still constitute a quorum for that particular vote and a majority of those voting Directors shall be required to approve the motion.

Section 8. Open Meetings Law. The Board of Directors shall abide by the public policy of the State of North Carolina in regards to Board meetings as described in the North Carolina Open Meetings Law.

Section 9. Conduct of Meetings. The Chairpersons of the Board, or in their absence, the Co-Chairperson or any director selected by the directors present, shall preside at meetings of the Board of Directors. The Secretary of the Board, or in their absence, any person appointed by the presiding officer shall act as Secretary of the Board. The Board may elect to use Robert's Rules of Order as a guideline for conducting all meetings.

ARTICLE VIII Financial Provisions

Section 1. Third-Party Contracts. No third-party contracts shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a contract, such authority may be general or confined to specific transactions.

Section 2. Loans. No loans shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a loan, such authority may be general or confined to specific transactions.

Section 3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by two officers or agents of the Corporation and in such other manner as shall be determined by the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such depository or depositories as shall be determined by the Board of Directors.

Section 5. Gifts. The Board or any agent may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the benefit or perpetuation of the purposes of the Corporation consistent with federal and state law and regulation and representations made in the Corporations 1023 filing.

Section 6. Audits. The Board shall retain an independent auditor approved by the North Carolina Local Government Commission to conduct an annual audit of the Corporation's finances. The Corporation shall adhere to the auditing and reporting procedures and requirements adopted by the North Carolina State Board of Education for charter schools.

Section 7. Bond. At the direction of the Board, any officer or agent of the Corporation shall be bonded, and the Corporation shall pay the expense of procuring any such bond.

ARTICLE IX

General Provisions

Section 1. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 of each year and conclude on June 30 of each year.

Section 2. Books and Records. The Corporation shall keep at its principal office (a) a copy of the Corporation's Articles of Incorporation and the Bylaws as amended to date; (b) a record of its Directors, indicating their names, physical and email addresses, and telephone numbers, dates of election to the Board and to office(s), if applicable; (c) a record of its committees and committee members, including the specific task for which each committee was formed and members' names, physical and email addresses and telephone numbers; (d) minutes of all Board and committee meetings, indicating the time and place of such meetings, names of those present and the proceedings thereof; and (e) adequate and correct books and records, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses. Every Director has the absolute right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 3. Indemnification. Every person who is or shall have been a Director or officer of the Organization and his or her personal representatives shall be indemnified to the fullest extent permissible under law by the Corporation against all costs and expenses reasonably incurred by or imposed upon him or her in connection with or resulting from any action, suit, or proceeding to which he or she may be made a party by reason of his or her being or having been a Director or officer of the Corporation, except in relation to such matters as to which he or she shall finally be adjudicated in such action, suit, or proceeding to have acted in bad faith and to have been liable by reason of willful misconduct in the performance of his or her duty as such director or officer. The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw. "Costs and expenses" shall include, but without limiting the generality thereof, attorney's fees, damages, and reasonable amounts paid in settlement.

Section 4. Conflict of Interest. No Director, officer, or agent of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or agent of the corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt of funds by the Corporation from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate and consistent with applicable laws and regulations.

Section 5. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Articles of Incorporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 6. Distribution Upon Dissolution. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes. Dissolution under this provision shall comply with all applicable laws and regulations governing charter schools in North Carolina.

Section 7. Non-Discrimination Policy. The Corporation shall not discriminate on the basis of race, religious preference, national or ethnic origin, disability, gender, sexual orientation, creed, ancestry, age, marital status, military status, political affiliation or belief, and any other legally protected categories, in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students as authorized on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of North Carolina.

Section 8. Bylaw Amendments. The Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting of the Board of Directors upon a vote of a majority of the members of the Board of Directors, provided that notice of such proposed action, including the content thereof, be included in the call for the meeting.

These bylaws were approved at a meeting of the Board of Directors of _____ on April 24, 2022. They were most recently revised by the Board of Directors on _____

Appendix K: Articles of Incorporation/Municipal Charter

Two Rivers Public Montessori



ARTICLES OF INCORPORATION
Two Rivers Public Montessori Inc.
(a nonprofit corporation)

Pursuant to N.C. Gen. Stat. Section 55A-2-02, the undersigned corporation submits these Articles of Incorporation ("Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is Two Rivers Public Montessori, INC. (the "Corporation")

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. Section 55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law. The purpose for which the Corporation is organized are:

(a) To establish and operate a North Carolina public charter school, chartered under Chapter 115C, Article 14A (Section 115C-218 *et seq.*; "Charter School Act") of the North Carolina General Statutes; and

(b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors ("Board") to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

Upon the filing of these articles, the street address and county of the initial registered office, and principal place of the Corporation is:

140 Westwood Place Asheville, NC 28806 (Buncombe County)

The Corporation's primary mailing address for the registered agent and principal office is:

The name of the initial registered agent of the Corporation at such address is [INCLUDE COUNTY]:

Wren Cook
140 Westwood Place
Asheville, NC 28806
Buncombe County

ARTICLE V

The name and address of the incorporator are [INCLUDE COUNTY]:

Wren Cook
140 Westwood Place
Asheville, NC 28806
Buncombe County

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the new earning of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code, and the Corporation shall not be participate in, or intervene in (including the publishing or distribution of statements) any political campaign of behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by the corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all liabilities of the Corporation, the Corporation's remaining assets shall be disposed of as required by North Carolina law (N.C. Gen. State. Section 55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section

501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act and the North Carolina Business Corporation Act to the extent that it applies, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repair or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

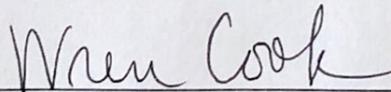
ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing

This is the sixth day of April, 2022.



Wren Cook
Incorporator

Appendix L: Insurance Quotes

Two Rivers Public Montessori



April 1st, 2022



White Insurance Agency Inc.
17 Sunset Drive
Black Mountain NC 28711
Phone: (828) 669-7912

Estimate of Start-Up Insurance Program Costs for Two Rivers Public Montessori

Required Coverages:

Property	\$ 250,000 contents with \$1000 deductible	\$1,200
General Liability	\$1,000,000 per occurrence (including sexual misconduct coverage)	\$4,000
Errors and Omissions	\$1,000,000 per occurrence	Included
Crime	\$250,000 Employee Theft and Dishonesty	\$300
Auto	\$1,000,000 per occurrence (1 yellow bus)	\$1,000
Workers Compensation	Per NC General Statute	\$3,000
Total for Required Coverage		\$9,500
*Umbrella Liability	\$1,000,000	\$1,000
*Employment Practices Liability	\$1,000,000	\$1,500
Grand Total (for required and non required coverage)		\$12,000

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- o Name of the Selected Board Attorney:

Lisa Gordon Stella

- o Date of Review:

4-24-22

- o Signature of Board Members Present (Add Signature Lines as Needed):

- Brittany Wagy
- Wren Cook
- Dawn Meskil
- Alexander Shaw
- Dr. [Signature]
- Dawn Barnard
- [Signature]
- _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- o Name of the Selected Board Auditor: Phyllis Pearson

- o Date of Review: 4-25-22

- o Signature of Board Members Present (Add Signature Lines as Needed):

- Brittany Wagy
- Wren Cook
- Dawn Meskil
- Alexander Shaw
- Dr. [Signature]
- Dawn Barnard
- [Signature]
- _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

o Name of the Contact for Selected EMO/CMO:

o Date of Review:

o Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

o Name of the Contact:

o Name of the Selected Financial Service Provider:

o Date of Review:

o Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

o Name of the Contact:

o Name of the Selected PowerSchool Service Provider:

o Date of Review:

o Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

I, Wren Cook, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Two Rivers Public Montessori Charter School is true and correct in every respect.

Signature Wren Cook

Date 4-26-22

Full size chairs	8
Adjustable height table	1
Teacher desk	1
Projector	1
Projector screen	1
A/V setup	1
Percussion instruments	3
Piano keyboard	1
Mid height 6 bay shelf	1
AC window unit	1

English Language Learners and Special Education Students in Montessori Schools: The Case for Push-In Services

Key Points:

- Both education research and federal mandates point toward the desirability of well-implemented inclusion programs for English language learners (ELLs) and special education students.
- Within an inclusion model, bringing interventionists to the general education classroom, rather than separating students for support services, is increasingly viewed as an optimal model for supporting students with special educational needs.
- The logic of the Montessori method uniquely situates its classrooms both to support and benefit from a push-in model of special education and ELL instruction.

Montessori Classrooms Support a Push-in Model

“Push-in” refers to the practice of delivering ELL or special education services inside the regular classroom rather than “pulling out” identified students for services in a separate setting. Montessori programs are ideally suited for supporting this service model.¹ Montessori classrooms offer:

- **Mixed age groups and fully differentiated instruction**—A full array and level of materials is available within each multi-grade classroom. Instruction is differentiated for all students, making the differentiation for those with ELL and SPED needs an easily incorporated and natural part of the classroom.²
- **Individual and small group lessons**—The entire Montessori classroom is set up around one-on-one and small group work. When an interventionist comes in and offers such lessons, it fits well within the norm of the classroom and in no way disrupts or stands out from the usual flow of the classroom.³
- **Uninterrupted three-hour work period**—Montessori classrooms are structured around a three-hour work period during which students move freely between work areas and materials. This structure allows the interventionist to work with students at a mutually agreeable time, minimizing interruptions, supporting student choice and thereby enhancing learning.⁴
- **Materials that move from the concrete to abstract**—Montessori materials begin with concrete representations and then move to abstract for all students. These same materials are easily accessible to ELL and special education students and can be used by push-in teachers to reinforce regular lessons.

Benefits of Push-in for Montessori

At the same time, the impact of the Montessori model is strengthened through a push-in program and, in turn, weakened when students are pulled out of the classroom for services. Push-in services allow ELL and special education students to receive the services they need while reaping the same benefits of the Montessori program as their classmates.

Social integration: Push-in services within the Montessori classrooms benefit the social development of all students in the classroom.

- Exceptional students can be supported to work in small groups with typically developing students and native English speakers.⁵
- All students learn from each other and learn to see differences and individual needs as a normal part of classroom life.⁶

This brief was prepared for NCMPS by Annie Frazer, the founder and Executive Director of Montessori Partnerships for Georgia, a non-profit dedicated to supporting and promoting high quality Montessori schools and family centers for Georgia’s under-served communities.

Recommended citation: National Center for Montessori in the Public Sector. (2015). English language learners and special education students in Montessori schools: The case for push-in services. West Hartford, CT: National Center for Montessori in the Public Sector.

- Push-in services in the general classroom support peer engagement and friendships and reduce social stigma.⁷

Respect for workflow: During independent work time, skilled interventionists invite students to lessons as they are ready, rather than interrupting concentrated work or lessons from the classroom teacher.

- Respecting a student’s workflow by minimizing interruptions supports student concentration, self-direction and motivation and is a crucial component of a strong Montessori experience.
- Push-in services allow ELL and special education students to reap these essential benefits of the program.

Reduction of transitions: Montessori pedagogy minimizes stressors such as transitions in order to allow students to focus their full energy on learning. Push-in services create this environment for all students.⁸

- Consistent expectations: In a push-in model, interventionists can observe and follow the classroom teacher’s way of interacting with students.
- Consistent setting: Students learn in an environment with which they are already familiar and comfortable.

Increased independence: As students learn from interventionists how to navigate the environment independently, they increase their success and sense of self-efficacy within the Montessori classroom.

Limitations of the Push-In Model

Under some circumstances, attention to the needs of the child dictates that working with the child in a resource room or other quiet space away from the classroom is preferable to push-in support. Some Montessori communities label this as “step-out” support, as it is flexible and can be initiated by the child as well as by the interventionist.⁹

Circumstances in which step-out support might be preferable include:

- Speech and language services in which pronunciation and articulation are key to student learning
- A highly distracted child who benefits from having a first lesson in a separate environment before working on the material in the classroom
- A child with emotional disturbances who needs a quiet place to regain his or her composure before returning to work in the classroom

Even when a school primarily uses the recommended push-in approach, the availability of a resource room can help meet these specific needs.

Notes

¹ Cossentino, J. (2010). Following all the children: Early intervention and Montessori. *Montessori Life*, 22(4), 38-45.

² Katz, L. G. (1992). Nongraded and mixed-age grouping in early childhood programs. In L. E. Gronland (Ed.), *Striving for excellence: The national education goals* (Vol. 2, pp. 39-42). Retrieved from ERIC: <http://files.eric.ed.gov/fulltext/ED363932.pdf#page=43>

³ Tilly, W. D. (2008). The evolution of school psychology to science-based practice. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 17–36). Bethesda, MD: National Association of School Psychologists.

⁴ Lillard, A. S. (2007). *Montessori: The science behind the genius*. New York, NY: Oxford University Press.

⁵ Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392-416.

⁶ Ferguson, D. L., Desjarlais, A., & Meyer, G. (2000). *Improving education: The promise of inclusive schooling*. Retrieved from http://www.spannj.org/pti/Improving_Education_Promise_of_Inclusive_Schooling.pdf

⁷ Watnick, B., & Sacks, A. (2006). A snapshot of teacher perceptions on full inclusion in an international urban community: Miami-Dade County, Florida. *Journal-International Association Of Special Education*, 7(1), 67.

⁸ Swartz, S. (2004). *Working together: A collaborative model for the delivery of special services in general classrooms*. San Bernardino, CA: Foundation for Comprehensive Early Literacy Learning. Retrieved from <http://www.stanswartz.com/collaboration.html>

⁹ Leigh-Doyle, P., Maughan, J., & Joyce, M (2008). Whole-school approaches to Montessori special education. *NAMTA Journal* 33(2), 147-17.

Anticipated Racial/Ethnic	% of Economically Disadvantaged	% of Students with Disabilities	% of English Language
37% minority	27%	12%	2%

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 1, 2, 3, 4, 5	106
Year 2	K, 1, 2, 3, 4, 5, 6	127
Year 3	K, 1, 2, 3, 4, 5, 6, 7	148
Year 4	K, 1, 2, 3, 4, 5, 6, 7, 8	163
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8	176

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 1, 2, 3, 4, 5	106
Year 2	K, 1, 2, 3, 4, 5, 6	127
Year 3	K, 1, 2, 3, 4, 5, 6, 7	148
Year 4	K, 1, 2, 3, 4, 5, 6, 7, 8	163
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8	176



**119 Brevard Road
Asheville, NC 28806**

**Ph. 828-236-9441
www.fdnsc.net**

To whom it may concern,

04.26.2022

We at Francine Delany New School for Children have met with and agreed to mentor and support Two Rivers Public Montessori School in Asheville, NC. After founding our school, we know how challenging it is to begin the process of building a school from the ground up. We have great admiration for the people taking on this endeavor and will help in any way we can. Please feel free to contact us if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Buffy Fowler", is written over the printed name.

Buffy Fowler
Executive Council Representative

<u>Board Member Name</u>	<u>Board Title</u>	<u>County of Residence</u>
Ian Gibbs-Hall	Co-chair	Buncombe
Wren Cook	Co-chair	Buncombe
Brittany Wager	secretary	Buncombe
Dawn Meskil	vice chair	Madison
Dawn Barnard	treasurer	Buncombe
Sasha Skau		Buncombe
Shifra Ahlers		Buncombe

Current Occupation

Diversity, Equity, and Inclusion
Program Manager, The Jellyvision Lab,
Inc.

Volunteer

Early Learning Partners Occupational
Therapy Assistant

Preschool Exceptional Children Co-
ordinator for NCDPI

Financial Consultant, Vault Consulting
Company

volunteer (former educator in public
Montessori charter schools)

Co-owner, Momentum Gallery

Past or Present Professional Licenses He

NC Teaching License

Certified Occupational Therapy Assistant
Licensed

Birth-K Teaching License, School Social
Worker License, School Administrator
License

CPA licenses in NC and VA

American Montessori Society K-6 license;

California Preliminary Multiple Subject
license

Insurance (Life/Health, Long-term Care)

licenses; Securities (series 6, 63, 65) licenses

**Any disciplinary action taken
against any of these
professional licenses?**

no

no

no

no

no

no

no

Area of Proposed Coverage

Comprehensive General Liability
Officers and Directors/Errors and Omissions
Property Insurance
Automobile Liability
Crime Coverage - Minimum/Maximum Amount
Worker's Compensation
Other Coverage
Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence
\$1,000,000.00/occurrence
\$1,000,000.00/occurrence
\$250,000.00 | \$250,000.00
\$500,000.00

12,000

Cost (Quote)

	4,000
Included	1,200
	1,000
	300
	3000
	2,500

Signature Page

The foregoing application is submitted on behalf of the Board of Directors of Two Rivers Public Montessori. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

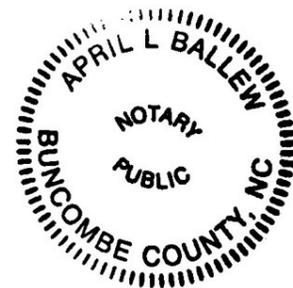
Print/Type Name: Wren G. Cook
Board Position: Co-chairperson
Signature: Wren G. Cook
Date: 4/27/22

Sworn to and subscribed before me this 27th day of April, 2022.

Notary Public: April L. Balley

Official Seal:

My commission expires: 4/19/2024, 20 .





Roles and Responsibilities

Classroom Lead Teacher		
Supported by: Curriculum Director Evaluated by: Curriculum Director and Lead Teachers	Directly supports: Assistant teacher	Key relationships: Children and Families; Teachers; Leadership team members
Key Responsibilities		
Guiding	Teaming	Growing
<ul style="list-style-type: none"> <input type="checkbox"/> Prepares children and families for success with shared procedures and Grace & Courtesy <input type="checkbox"/> Creates and keep a schedule of lessons to reach every child at least 4x/week <input type="checkbox"/> Plans and presents lessons according to shared curriculum <input type="checkbox"/> Records lesson plans, presentations, and observations in shared platform <input type="checkbox"/> Gives diagnostic lessons to identify children's skills in math, literacy, and writing in first 3 weeks <input type="checkbox"/> Evaluates children's academic progress by reviewing data from platforms and assessments <input type="checkbox"/> Plans additional skill-based lessons based on evaluation of children's progress <input type="checkbox"/> Identifies Key children in need of further support <input type="checkbox"/> Collaborates with families to implement Action Plans for children in Child Study <input type="checkbox"/> Communicates with every family at least weekly 	<ul style="list-style-type: none"> <input type="checkbox"/> Holds team check-in with assistant teacher at least weekly <input type="checkbox"/> Creates written notes of meetings, accessible by Coach <input type="checkbox"/> Participates in co-teacher meetings, team and school-wide planning and professional development <input type="checkbox"/> Collaborates with team to implement shared curriculum <input type="checkbox"/> Leads classroom family communication and meetings <input type="checkbox"/> Participates in Child Study & Curriculum Talk meetings <input type="checkbox"/> Holds conferences with families according to school schedule <input type="checkbox"/> Responds to colleagues and families within 24 hours M-F <input type="checkbox"/> Co-plans with special educators to align instruction and support children's growth 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects with Curriculum Director in regularly scheduled meetings at least weekly <input type="checkbox"/> Sets goals for improving practice weekly <input type="checkbox"/> Co-creates annual professional growth goals with school principal <input type="checkbox"/> Gives and receives written evaluation feedback at least once yearly <input type="checkbox"/> Participates in completing surveys <input type="checkbox"/> Sends surveys to families and analyze data to identify at least one change to your practice <input type="checkbox"/> Pursues opportunities for professional growth annually <input type="checkbox"/> Offers coaching/PD to others on your team

Classroom Assistant Teacher		
Supported by: Curriculum Director Evaluated by: Curriculum Director and Lead Teachers	Directly supports: Classroom children and Lead teacher	Key relationships: Children and Families; Teachers; Leadership team members
Key Responsibilities		
Supporting	Teaming	Growing
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in class learning <input type="checkbox"/> Plans and presents small group or individual lessons as requested by lead <input type="checkbox"/> Follows and supports Grace and Courtesy routines of the classroom <input type="checkbox"/> Supports children who need intervention with additional lessons as needed <input type="checkbox"/> Supports with technology as needed <input type="checkbox"/> Documents lessons and observations in shared platform as applicable <input type="checkbox"/> Assists with creation and distribution of materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in team check-in with lead teacher at least weekly <input type="checkbox"/> Keeps written notes of meetings, accessible by Coach <input type="checkbox"/> Participates in team meetings, school-wide planning and professional development <input type="checkbox"/> Collaborates with team to implement shared curriculum <input type="checkbox"/> Participates in classroom family communication and meetings as requested by lead guide <input type="checkbox"/> Participates in Child Study and Curriculum Talk meetings as applicable <input type="checkbox"/> Responds to colleagues and families within 24 hours M-F 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects with Curriculum Director in regularly scheduled meetings at least monthly <input type="checkbox"/> Sets goals for improving practice weekly <input type="checkbox"/> Co-creates annual professional growth goals with the Curriculum Director or lead guide <input type="checkbox"/> Gives and receives written evaluation feedback at least once yearly <input type="checkbox"/> Participates in completing surveys <input type="checkbox"/> Pursues opportunities for professional growth annually <input type="checkbox"/> Offers coaching/PD to others on your team

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	
Finance and Operations Director			1	1	1
Curriculum Director			1	1	1
Office Coordinator					1
Nautilus lead / Montessori coach			1	1	1
Lead Educators, LE, UE, MS			4	6	6
Lead Educators, Primary			2	2	2
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)			1	1	1.5
Student Support Positions (e.g. social workers, psychologists, etc.)			0.5	0.5	1
Teaching Aides or Assistants, LE, UE, MS			4	6	6
Teaching Aides or Assistants, Primary			2.5	2.5	2.5
School Operations Support Staff			1	1	1.5
Contracted positions					
Related services (OT, PT, SLP, Behavioral)					
Enhancements (Art, PE, Music)					

Year 4

Year 5

1

1

1

1

1

1

1

1

7

8

2

2

1.75

2

1

1

7

8

2.5

2.5

1.5

1.5



Curriculum Director and Montessori Coach/Nautilus Lead Roles and Responsibilities

<p align="center">Curriculum Director Public School Equity Lens with Montessori Experience and Understanding</p>	<p align="center">Shared responsibilities Both roles are <i>equally important</i> as we are a Public Montessori School with students/families enrolling from varied background experiences.</p>	<p align="center">Montessori Coach & Nautilus Lead Montessori Equity Lens with Public School Experience and Understanding</p>
<p>As the MTSS Coordinator:</p> <ul style="list-style-type: none"> Assist teachers and instructional staff in addressing student learning using the MTSS framework; provide guidance on strategies, tools, and techniques to effectively teach all students & strengthen academic instruction. Use data to identify students for Tier 2 and Tier 3 intervention support. Coordinate and facilitate the implementation of student support meetings & academic interventions for students in need of support towards meeting academic standards. Coordinate the selection and implementation of curriculum materials aligned with Montessori and grounded in the Science of Reading research. 	<p>Advisory Council members</p> <p>Standing Committee members</p> <p>PLC Team members</p> <p>Coordinate Assessments: Academic Specialist - MAP, NC EOG, WIDA Montessori Coach - MEFS, DERS</p> <p>Coordinate Teacher Evaluations / feedback (Title II?) - each conducts at least one round of NCEES observations, coordinate peer observations, plan and facilitate orientation, trainings, and reflection meetings for I.A.s</p> <p>Facilitate the work of aligning the NCSCS with Montessori Curriculum and Materials</p> <p>Collaborate with each other and Public Montessori in Action (PMA) to plan all aspects of regular staff meetings and staff development days (agendas, meeting spaces, calendars/schedules, etc)</p> <p>Community and Family Outreach and Education: Collaborate with Operations</p>	<p>The Montessori Coach holds a strong understanding of and passion for the Montessori pedagogy, works to support the implementation of the whole-school Montessori method, and supports educators and students through:</p> <ul style="list-style-type: none"> Observation: Does daily observations of the whole school in motion and monthly observations of each classroom Individual coaching: Holds one-on-one reflection meetings with Lead Montessori educators Team coaching: Facilitates regular meetings with protocols for professional learning communities around children, Montessori materials, Teachers' own practices, as well as other topics to support growth

<p>As the Reading Interventionist:</p> <ul style="list-style-type: none"> ● Provide individual and small group research-based interventions ● Monitor progress on how students are responding to intervention plans and make adjustments as needed ● Communicate with families regarding student progress and provide strategies families can use at home <p>Serve as the ESL Teacher and WIDA test administrator</p> <p>Oversee Teacher CEUs and license renewal process</p>	<p>Director and Lead Teachers to provide community and family education events. Maintain positive communication with stakeholders, including updating the website and social media platforms</p> <p>Assist the Operations Director in the completion of the school’s annual reports and the charter renewal process</p> <p>Maintain relationship with mentor school and partnering organizations to increase efficacy of TRPM</p>	<ul style="list-style-type: none"> ● Professional development: Coordinates and plans year-long interrelated professional development in collaboration with PMA ● System of Justness: Supports the ongoing implementation and school-wide consistency of responding to all learners ● Leadership: Holds both the authority and agency to support the day-to-day experiences of children, families, and school-based adults ● Utilizes tools and resources from Public Montessori in Action International <p>The Montessori Coach also serves as the Nautilus Lead, or co-Lead, in the years the school has a part-time Counselor, promotes the whole-school implementation of the Nautilus Approach (SEL Tier 1), and provides direct support to students and teachers.</p>
<p>Future Goals:</p>		
<p>Add additional part-time Interventionists as the budget allows.</p> <p>Add dedicated ESL Teacher as demographics deem necessary and budget allows.</p>	<p>Continue the work started with PMA.</p>	<p>Nautilus Lead shifts to School Counselor (“Director of Student and Family Support”) as this position becomes full-time.</p>

Director of Operations, Lead Teachers, and EC Specialist Roles and Responsibilities

<i>Director of Operations</i>	<i>Lead Teachers</i>	<i>EC Specialist</i>
(finance, operations, data, office)		
Advisory Council co-chair	Advisory Council (two-year terms on rotating schedule)	Advisory Council (two-year terms on rotating schedule)
Assisting in the completion of the school's annual reports and in the charter renewal process.	Standing Committees, if applicable	Standing Committees, if applicable
Oversee operations in a manner consistent with all applicable local, state and federal statutes and in compliance with the organization's by-laws, policies, and procedures	Teacher directorate chair and members	Teacher directorate chair and members
Maintain a safe and clean school environment - coordinate campus safety, maintenance of grounds, maintenance of facilities (custodial duties, emergency clean up, inventory of supplies, coordinate with contracted services as needed), manage and complete maintenance requests	School-based committee chairs and members	School-based committee chairs and members
Recruiting, hiring, and training administrative & operations personnel—in coordination with the Curriculum Director—including annual performance evaluation of administrative & operations personnel.	Community and Parent Outreach	Community and Parent Outreach
Develop recommendations regarding human resources policies and report such recommendations to the Teacher Directorate and Advisory Council.	Mentoring new/beginning teachers	MTSS Coordinator - attend district meetings, plan and facilitate leadership meetings, plan and facilitate prof dev, schedule/administer universal screening, oversee intervention structures and data
Developing and maintaining the	Experienced lead teachers will	

school's operational plan.	participate in NCEES evaluation training	
Coordinate code compliance - supervising and supporting all compliance-related reporting, working with health department and fire marshall to keep school in compliance, fire drills (paperwork and equipment compliance, emergency procedures, safety checklist)		
Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries		
Overseeing and implementing with the support of the curriculum coach, office managers, administrative assistants, the school's procurement process.		
Carrying out bookkeeping functions with support from the contracted financial consultant/accountant		
Ensure the timely implementation of all items on the school's monthly administrative calendar		
Use Power School to maintain all student data (e.g. enrollment, student records, attendance, academic reports)		
DPI contact		

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part of the year.

LEA #1:	111-Asheville City	What percentage of students from this LEA are projected to attend the school?
LEA #2:	110-Buncombe	What percentage of students from this LEA are projected to attend the school?
LEA #3:		What percentage of students from this LEA are projected to attend the school?

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	111	110		111	110	111
Kindergarten	17	4		17	4	
Grade 1	17	4		17	4	
Grade 2	17	4		17	4	
Grade 3	17	4		17	4	
Grade 4	6	2		17	4	
Grade 5	6	2		6	2	
Grade 6	5	1		6	2	
Grade 7	0			5	1	
Grade 8	0			0		
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	85	21	0	102	25	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
lose on the initial cover

ticular level.

he LEA selected above will qualify for EC funding? 12%

he LEA selected above will qualify for EC funding? 12%

he LEA selected above will qualify for EC funding?

Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
110		111	110		111	110		
4		17	4		17	4		
4		17	4		17	4		
4		17	4		17	4		
4		17	4		17	4		
4		17	4		17	4		
4		17	4		17	4		
2		17	4		17	4		
2		6	2		17	4		
1		6	2		6	2		
29	0	131	32	0	142	34	0	

set forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency’s average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		111-Asheville City		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,946.35	85	\$505,439.75	
Local Funds	\$7,730.86	85	\$657,123.10	
State EC Funds	\$4,800.62	10	\$48,966.32	
Federal EC Funds	\$1,514.35	10	\$15,446.37	
Total:			\$1,226,975.54	

LEA #2:		110-Buncombe		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,017.39	21	\$126,365.19	
Local Funds	\$2,798.28	21	\$58,763.88	
State EC Funds	\$4,800.62	3	\$12,097.56	
Federal EC Funds	\$1,514.35	3	\$3,816.16	
Total:			\$201,042.79	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 631,805	\$ 756,962	\$ 882,120	\$ 971,528
Local Per Pupil Funds	\$ 715,887	\$ 858,505	\$ 1,001,122	\$ 1,102,288
State EC Funds	\$ 61,064	\$ 73,161	\$ 85,259	\$ 93,900
Federal EC Funds	-	\$ 19,263	\$ 26,895	\$ 29,621
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,408,756	\$ 1,707,891	\$ 1,995,396	\$ 2,197,337

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a concern by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appen



on federal funding in

Year 5	
\$	1,048,973
\$	1,192,924
\$	101,389
\$	31,983
\$	2,375,269

additional questions
operating budget,
ment of these funds. If

dix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Curriculum Director	1	\$ 55,000	\$ 55,000	1	\$ 56,000	\$ 56,000	1	\$ 57,000	\$ 57,000	1	\$ 58,000	\$ 58,000	1	\$ 59,000	\$ 59,000
Finance and Operations Director	1	\$ 55,000	\$ 55,000	1	\$ 56,000	\$ 56,000	1	\$ 57,000	\$ 57,000	1	\$ 58,000	\$ 58,000	1	\$ 59,000	\$ 59,000
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical/Front Office Support		\$ -	\$ -		\$ -	\$ -	1	\$ 40,000	\$ 40,000	1	\$ 41,000	\$ 41,000	1	\$ 42,000	\$ 42,000
Food Service Staff	0.25	\$ 27,000	\$ 6,750	0.25	\$ 28,000	\$ 7,000	0.5	\$ 29,000	\$ 14,500	0.5	\$ 30,000	\$ 15,000	0.5	\$ 31,000	\$ 15,500
Custodians	0.5	\$ 27,000	\$ 13,500	0.5	\$ 28,000	\$ 14,000	0.5	\$ 29,000	\$ 14,500	0.5	\$ 30,000	\$ 15,000	0.5	\$ 31,000	\$ 15,500
Transportation Staff	0.25	\$ 27,000	\$ 6,750	0.25	\$ 28,000	\$ 7,000	0.5	\$ 29,000	\$ 14,500	0.5	\$ 30,000	\$ 15,000	0.5	\$ 31,000	\$ 15,500
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	3		\$ 137,000	3		\$ 140,000	4.5		\$ 197,500	4.5		\$ 202,000	4.5		\$ 206,500
Instructional Personnel															
Core Content Teacher(s)	4	\$ 49,000	\$ 196,000	6	\$ 50,300	\$ 301,800	6	\$ 51,600	\$ 309,600	7	\$ 52,900	\$ 370,300	8	\$ 54,200	\$ 433,600
Primary teachers (PreK through K)	2	\$ 35,000	\$ 70,000	2	\$ 35,650	\$ 71,300	2	\$ 37,300	\$ 74,600	2	\$ 37,500	\$ 75,000	2	\$ 38,000	\$ 76,000
Exceptional Children Teacher(s)	1	\$ 49,000	\$ 49,000	1	\$ 50,300	\$ 50,300	1	\$ 51,600	\$ 51,600	1	\$ 52,900	\$ 52,900	1	\$ 54,200	\$ 54,200
Instructional Support		\$ -	\$ -		\$ -	\$ -	0.5	\$ 40,000	\$ 20,000	0.75	\$ 41,000	\$ 30,750	1	\$ 42,000	\$ 42,000
Teacher Assistants	4	\$ 27,000	\$ 108,000	6	\$ 28,000	\$ 168,000	6	\$ 29,000	\$ 174,000	7	\$ 29,500	\$ 206,500	8	\$ 30,000	\$ 240,000
Primary Assistants (K)	2.5	\$ 16,000	\$ 40,000	2.5	\$ 18,500	\$ 46,250	2.5	\$ 19,000	\$ 47,500	2.5	\$ 19,500	\$ 48,750	2.5	\$ 20,000	\$ 50,000
Counselor / Social Worker	0.5	\$ 49,000	\$ 24,500	0.5	\$ 51,000	\$ 25,500	1	\$ 52,000	\$ 52,000	1	\$ 53,000	\$ 53,000	1	\$ 54,000	\$ 54,000
Montessori Coach	1	\$ 49,000	\$ 49,000	1	\$ 50,300	\$ 50,300	1	\$ 51,600	\$ 51,600	1	\$ 52,900	\$ 52,900	1	\$ 54,200	\$ 54,200
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	15		\$ 536,500	19		\$ 713,450	20		\$ 780,900	22.25		\$ 890,100	24.5		\$ 1,004,000
Total Admin, Support and Instructional Personnel:	18		\$ 673,500	22		\$ 853,450	24.5		\$ 978,400	26.75		\$ 1,092,100.00	29		\$ 1,210,500

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	2	\$ 6,943	\$ 13,886	2	\$ 7,221	\$ 14,441	3	\$ 7,510	\$ 22,529	3	\$ 7,810	\$ 23,430	3	\$ 8,122	\$ 24,367
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	2	\$ 1,650	\$ 3,300	2	\$ 1,716	\$ 3,432	3	\$ 1,785	\$ 5,354	3	\$ 1,856	\$ 5,568	3	\$ 1,930	\$ 5,791
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability	2	\$ 200	\$ 400	2	\$ 208	\$ 416	3	\$ 216	\$ 649	3	\$ 225	\$ 675	3	\$ 234	\$ 702
Medicare	2	\$ 3,300	\$ 6,600	2	\$ 3,432	\$ 6,864	3	\$ 3,569	\$ 10,708	3	\$ 3,712	\$ 11,136	3	\$ 3,861	\$ 11,582
Social Security	2	\$ 1,100	\$ 2,200	2	\$ 1,144	\$ 2,288	3	\$ 1,190	\$ 3,569	3	\$ 1,237	\$ 3,712	3	\$ 1,287	\$ 3,861
Vision	2	\$ 144	\$ 288	2	\$ 150	\$ 300	3	\$ 156	\$ 467	3	\$ 162	\$ 486	3	\$ 168	\$ 505
Dental	2	\$ 540	\$ 1,080	2	\$ 562	\$ 1,123	3	\$ 584	\$ 1,752	3	\$ 607	\$ 1,822	3	\$ 632	\$ 1,895
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:			\$ 27,754			\$ 28,864			\$ 45,028			\$ 46,829			\$ 48,702
Instructional Personnel Benefits															
Health Insurance	14	\$ 6,943	\$ 97,202	18	\$ 7,221	\$ 129,973	19	\$ 7,510	\$ 142,681	21	\$ 7,810	\$ 164,009	22	\$ 8,122	\$ 178,691
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	14	\$ 1,500	\$ 21,000	18	\$ 1,560	\$ 28,080	19	\$ 1,622	\$ 30,826	21	\$ 1,687	\$ 35,433	22	\$ 1,755	\$ 38,605
Social Security	14	\$ 900	\$ 12,600		\$ 936	\$ -		\$ 973	\$ -		\$ 1,012	\$ -		\$ 1,053	\$ -

Disability	14	\$ 200	\$ 2,800	18	\$ 208	\$ 3,744	19	\$ 216	\$ 4,110	21	\$ 225	\$ 4,724	22	\$ 234	\$ 5,147
Medicare	14	\$ 2,800	\$ 39,200	18	\$ 2,912	\$ 52,416	19	\$ 3,028	\$ 57,541	21	\$ 3,150	\$ 66,142	22	\$ 3,276	\$ 72,063
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Vision	14	\$ 144	\$ 2,016	18	\$ 150	\$ 2,696	19	\$ 156	\$ 2,959	21	\$ 162	\$ 3,402	22	\$ 168	\$ 3,706
Dental	14	\$ 500	\$ 7,000	18	\$ 520	\$ 9,360	19	\$ 541	\$ 10,275	21	\$ 562	\$ 11,811	22	\$ 585	\$ 12,868
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 181,818	\$ 226,269		\$ 248,393	\$ 285,521		\$ 311,082							
Total Personnel Benefits:		\$ 209,572	\$ 255,133		\$ 293,421	\$ 332,350		\$ 359,784							
Total Admin & Support Personnel (Salary & Benefits):	3	\$ 164,754	3	\$ 168,864	4.5	\$ 242,528	4.5	\$ 248,829.21	4.5	\$ 255,202					
Total Instructional Personnel (Salary & Benefits):	15	\$ 718,318	19	\$ 939,719	20	\$ 1,029,293	22.25	\$ 1,175,621	24.5	\$ 1,315,082					
TOTAL PERSONNEL:	18	\$ 883,072	22	\$ 1,108,583	24.5	\$ 1,271,821	26.75	\$ 1,424,450	29	\$ 1,570,284					

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Paper	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
Computers & Software	\$ 6,000.00	\$ 5,000.00	\$ 4,000.00
Communications & Telephone	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Copier leases	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Student Accounting	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00
Financial	\$ 12,000.00	\$ 15,000.00	\$ 15,000.00
Audit	\$ -	\$ 6,900.00	\$ 6,900.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	NA	\$ 76,376.00	\$ 100,000.00
Maintenance	\$ 10,000.00	\$ 10,000.00	\$ 12,000.00
Custodial Supplies	\$ 8,000.00	\$ 9,000.00	\$ 9,000.00
Custodial Contract			
Insurance Quotes	\$ 12,000.00	\$ 13,000.00	\$ 14,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 8,500.00	\$ 9,000.00	\$ 9,500.00
Gas	\$ 2,850.00	\$ 3,200.00	\$ 3,500.00
Water/Sewer	\$ 2,000.00	\$ 2,500.00	\$ 2,800.00
Trash	\$ 800.00	\$ 900.00	\$ 1,000.00

Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 20,000.00		
Gas	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Oil/Tires & Maintenance	\$ 8,000.00	\$ 19,000.00	\$ 20,000.00
Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 5,000.00	\$ 4,000.00	\$ 1,500.00
Child nutrition	\$ 106,800.00	\$ 125,944.00	\$ 145,089.00
Travel	\$ 1,000.00	\$ 1,000.00	\$ 1,500.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 237,450.00	\$ 339,820.00	\$ 388,289.00

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00
Testing software	\$ 8,000.00	\$ 4,500.00	\$ 4,500.00
Student tech (iPads or Chromebooks)	\$ 6,000.00	\$ 4,000.00	\$ 4,000.00
Instructional Contract			
Staff Development	\$ 25,000.00	\$ 28,000.00	\$ 30,000.00
Contracted EC Related Services	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Contracted Enhancements (Arts/Music/Comm)	\$ 33,000.00	\$ 35,000.00	\$ 37,000.00
Retention bonus			\$ 8,000.00
Books and Supplies			
Instructional Materials	\$ 85,000.00	\$ 35,000.00	\$ 20,000.00
Curriculum/Texts	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00
Copy Paper	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Testing Supplies	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 184,500.00	\$ 132,500.00	\$ 133,000.00
TOTAL OPERATIONS:			
	\$ 421,950.00	\$ 472,320.00	\$ 521,289.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	8,000.00	\$	8,500.00
\$	4,000.00	\$	4,500.00
\$	3,000.00	\$	3,000.00
\$	2,000.00	\$	2,000.00
\$	4,500.00	\$	4,500.00
\$	6,000.00	\$	6,000.00
\$	7,300.00	\$	8,600.00
\$	16,300.00	\$	17,600.00
\$	6,900.00	\$	6,900.00
\$	100,000.00	\$	100,000.00
\$	12,000.00	\$	12,000.00
\$	10,000.00	\$	10,000.00
\$	15,000.00	\$	16,000.00
\$	10,000.00	\$	10,500.00
\$	3,600.00	\$	3,700.00
\$	3,000.00	\$	3,200.00
\$	1,100.00	\$	1,200.00

\$ 10,000.00	
\$ 20,000.00	\$ 22,000.00
\$ 25,000.00	\$ 25,000.00
\$ 1,500.00	\$ 1,500.00
\$ 157,184.00	\$ 168,264.00
\$ 1,500.00	\$ 2,000.00
\$ 427,884.00	\$ 436,964.00

Year 4		Year 5	
\$	5,000.00	\$	5,500.00
\$	5,000.00	\$	5,000.00
\$	4,000.00	\$	3,000.00
\$	35,000.00	\$	35,000.00
\$	15,000.00	\$	16,000.00
\$	39,000.00	\$	41,000.00
\$	3,000.00	\$	4,000.00
\$	20,000.00	\$	20,000.00
\$	3,000.00	\$	3,000.00
\$	4,500.00	\$	5,000.00
\$	2,500.00	\$	3,000.00
\$	136,000.00	\$	140,500.00
\$	563,884.00	\$	577,464.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 883,072.00	\$ 1,108,582.80	\$ 1,271,820.77	\$ 1,424,450.07	\$ 1,570,284.15
Total Operations	M	\$ 421,950.00	\$ 472,320.00	\$ 521,289.00	\$ 563,884.00	\$ 577,464.00
Total Expenditures	N = J + M	\$ 1,305,022.00	\$ 1,580,902.80	\$ 1,793,109.77	\$ 1,988,334.07	\$ 2,147,748.15
Total Revenue	Z	\$ 1,408,755.81	\$ 1,707,891.15	\$ 1,995,396.29	\$ 2,197,336.76	\$ 2,375,268.77
Surplus / (Deficit)	= Z - N	\$ 103,733.81	\$ 126,988.35	\$ 202,286.51	\$ 209,002.70	\$ 227,520.62

Asheville Public Charter School Year-long PD Calendar 2023-24

Month	Leads	Assistant	Leadership	Families
August	Summer Institute: Ten day inservice for all staff providing orientation, training, professional development and classroom environment set up time			Back to School Night
September	System of Justness Overview	The Assistant's Role Observation	Systems Reflection BOY Appraisals	Four Planes of Development Montessori at Home
October	Montessori Planning & Recordkeeping Data Review	The Assistant's Role Language development	Appraisal schedule	Family Literacy Night Family Conferences
November	Montessori materials focus: Literacy		Culture Audit and Learning Environment Review	Gratitude Gathering
December	Step Back: Mission/Vision Surveys			Family Satisfaction Surveys
January	Jan In-Service: <i>including School-wide G&C Reflection, Data Review, Nautilus Refresher</i>			Dr. King Day of Service
February	Montessori Literacy		Leadership Roles Review	Montessori Materials Across the Ages
March	Seamless Transitions		Begin hiring Interviews	Family Game Night
April	Readying for next level	The Assistant's Role: Transitions and Observations	EOY Appraisals	Seamless Transitions
May	Portfolio preparation; Year-End Reflections		Culture Audit and Learning Environment Review	End of Year Celebration Family Conferences
June	Portfolio Passing Final Data Review		Review of: Year-End Reflections, PD Survey results, Family Feedback Survey	Summer with your Montessori Child Family Feedback Survey