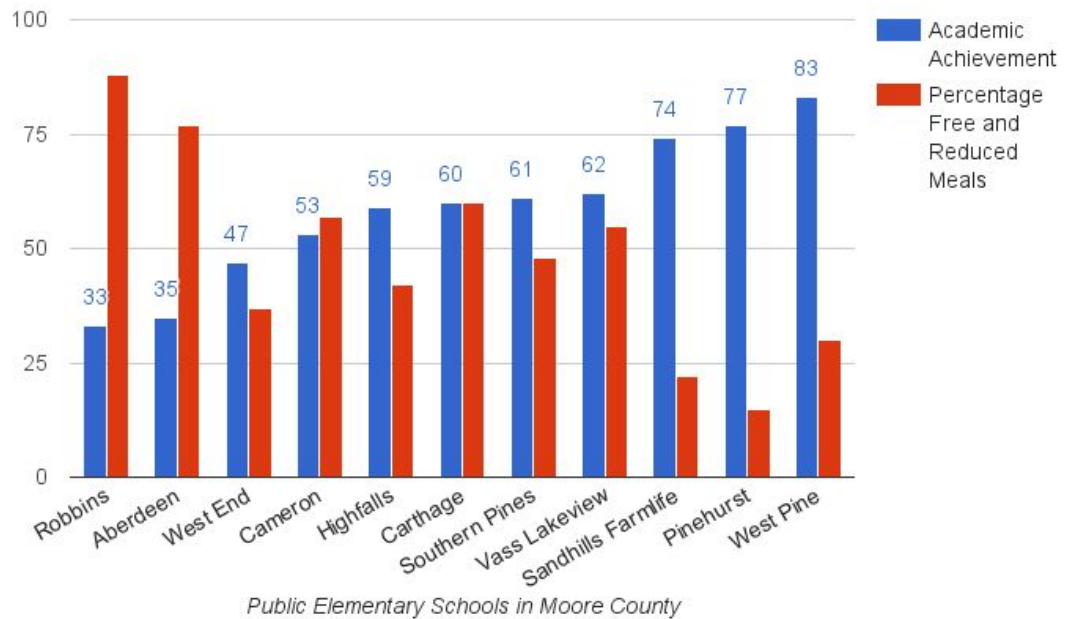


Appendix A: Evidence of Educational Need

The Opportunity Gap in Moore County Elementary Schools: Inverse Correlation between Academic Achievement and Student Income Level



Sources:

North Carolina School Report Cards 2015, <http://www.dpi.state.nc.us/src/>

National Center for Public School Statistics, <https://nces.ed.gov/ccd/schoolsearch/>

The above graph of Moore County's Elementary Schools illustrates a pattern in which schools' academic achievement is inversely correlated with the percentage of students qualifying for free and reduced-price meals at the school. In short, lower-income children are not receiving an equitable education in Moore County. For example, at Aberdeen Elementary, where 75 percent of students are low-income, academic achievement is 48 percentage points lower than nearby Pinehurst Elementary, where only 15 percent of students are low-income.

Moore Montessori Community School (MMCS) believes that all children deserve access to a high-quality education, regardless of zip code or income level. MMCS also believes that all children are capable of mastering the academic foundations necessary for success in the 21st century, especially when given access to excellent learning environments.

Evidence of Demand: MMCS Listening Tour & Survey Narrative

From our work over the past year to connect with families and community leaders, we see both *need* and *demand* for excellent, equitable public Montessori education in Moore County. Our Application Team has initiated contact with and collected data from over 150 Moore County families interested in Montessori since January 2015. In addition to sharing our vision with dozens of community members, elected officials, and local and state leaders, we visited the Boys & Girls Club of the Sandhills multiple times to meet with families and staff; attended the Garden Montessori Preschool's Open House; and connected with families via social media, such as Google Surveys and community Facebook pages.

In our outreach, we first listened to families in our community to better understand their aspirations for their children, as well as the educational challenges facing families. Then, we began conversations with interested families to educate them on the Montessori teaching method and high-quality charter schools. In response, we witnessed an overwhelming demand from parents with young children for our school and the personalized, hands-on learning that defines high-fidelity Montessori programs.

On August 22, 2016 the Aberdeen Town Board, elected by residents, voted unanimously for the Mayor to write a letter of support to the Office of Charter Schools for our proposed school to be located in the jurisdiction of the Town of Aberdeen (Appendix O).

Below we have included additional information and responses from our Listening Tour and School Satisfaction Survey. We will continue to build upon the initial phase of our community outreach per the schedule presented in the Marketing Plan in Section IV of the application.

Listening Tour Questions & Sample Responses:

What kind of experiences do you want your child to have in school?

- *Non-bullying, positive discipline when necessary, hands-on learning.*
- *Greater learning experiences.*
- *More hands-on.*

What do you want your school to provide for your child this year?

- *Safe learning environment, more learning, hands-on.*
- *Encourage child's weakness, embrace failure, perfection is not the goal.*
- *Less classroom interruptions, they are disruptive for learning.*

What types of jobs would you like your child to be prepared for when he/she finishes school?

- *Encourage their passion and dreams, but educate them on life skills such as stocks, bonds and checking accounts.*
- *Educators & Lawyers.*
- *They need 'real life learning' to prepare them to be adults.*

Learnings from Listening Tours:

The above questions helped us engage with families in conversation. Generally, parents and children were eager to talk about school experiences. Many parents expressed concerns about the rigor and depth of learning at school. Children reported being bored at school and only enjoying lunch and recess.

Our listening tour tables had Montessori math materials on display. Children, without prompting from adults, often delighted in using the beads to count and compute. With the Fraction Skittles, a Montessori material that demonstrates fractions as parts of a whole, children took them apart, held them, counted, and carefully reassembled them. Families reflected that math worksheets would not have garnered the same response from their children. Children and parents expressed enthusiasm for opportunity to learn math with Montessori hands-on materials.

School Satisfaction Survey Results:

As of September 3, 2016, our Google School Satisfaction Survey has 106 family responses. The following key results demonstrate a demand for high-quality Montessori school in our community:

- 95% of families who took the School Satisfaction survey were likely (4) to very likely (5) to enroll their child in a public Montessori school.
- 83% of families who took the School Satisfaction are very interested (5) in a Montessori education for their children.
- 48% of families who took the School Satisfaction survey are willing to work actively to support a public Montessori school in our community.

Waitlists at Montessori Preschool & Area Charter Schools:

- As of July 2016, The Garden Montessori Preschool had a waitlist of 58 children.
- As of July 2016, two charter schools in the area had waitlists for 2016-2017.

Moore Montessori Community School Curriculum Guide

I. Montessori Scope & Sequence: Math & Language Arts

MMCS will use the traditional Montessori Scope and Sequence, which meets and exceeds both North Carolina Standard Course for Learning and Common Core Standards. Upon entering school, each child will be diagnostically assessed in order to start on the curriculum at the appropriate level. Students must demonstrate mastery of concepts before the teacher moves them on to new concepts. Students will build strong foundational skills in literacy, math, and critical thinking, in addition to dynamic understandings of history, art and culture, and science.

II. Examples of Montessori Materials & Methods to Teach Standards

The following guide highlights a few of the hundreds of lessons and materials that make up the entire Montessori curriculum. The Association of Montessori International (AMI) has mapped each Common Core Standard to a material and or activity in the Montessori academic program. Montessori-trained teachers are effective in presenting the sequenced lessons, activities and materials in ways that drive deeper learning for children. MMCS will use Montessori Compass, an online performance management tool, or a similar data-driven classroom management application that has mapped Montessori lessons and activities to Common Core standards, in order to track each child's progression through the curriculum, as well as to assist teachers in lesson planning, data collection, and progress reports for families.

III. Work Journal Sample

Also included is a sample Work Journal page that Lower and Upper Elementary children will be responsible for maintaining. Each week, the teacher will conference with the child to determine what lessons he/she will receive that week, as well as the work he/she needs to accomplish. The Work Journal page includes a section for the teacher and child to both reflect on the quality of work accomplished that week.

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Fundamentals of the decimal system							
Count to 10 by units	■	■					
Associate number to numeral (1-10)	■	■					
Identify odd and even numbers/numerals and counters(1-10)	■	■					
Concept of odd and even numbers	■	■	■	■			
Count from 11 to 19 by units	■	■					
Count from 1 to 100 by units	■	■					
Count by tens to 100 combining quantity and symbol	■	■					
count from 1 to 1000	■	■	■				
Identify and distinguish between multiple uses of numbers (ie.cardinal numbers and ordinal numbers)	■	■					
Represent order and compare numbers using expanded notation (ie. 1572, 1 thousand+5 hundreds+7 tens+2 units)	■	■	■	■			
Round whole numbers to the nearest 10s, 100s, 1000s			■	■	■	■	■
Estimate number of objects and verify using objects and drawings to solve related addition and subtraction problems to ten	■	■	■	■	■	■	■
Select and use a variety of strategies (front-end, rounding and regrouping) to estimate quantities		■	■	■	■	■	■
Compare whole numbers using terms and symbols ie.none, one more than, fewer than, same number of and one more than. Identify "Greater than..(>), Less than...(<), and E	■	■	■	■			
Identify the relationships between quantities involving multiple operations (3x4>2+3)		■	■	■	■	■	■
Identify and distinguish between multiple uses of numbers (ie. As labels ab=nd measurements)		■	■	■	■	■	■
Apply the order of operations for expressions involving addition, subtraction, multiplication, and division (PEMDAS and FOIL)		■	■	■	■	■	■
Numerical place value							
Recognize quantities up to 9,999	■	■	■	■			
Identify numbers by place value	■	■	■	■	■		
Recognize quantities up to 9,999,999		■	■	■	■		
Recognize quantities up to 999,999,999				■	■	■	■
additional topics							
Recognize irrational numbers (ie. A number without a repeating pattern pi)					■	■	■
Identify Roman numerals (enrichment)		■	■	■	■		
Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten.					■	■	■
Rounding off numbers							
Round whole numbers off to nearest unit of tens, hundreds, thousands			■	■	■		
Round whole numbers off to nearest unit of ten thousand to million				■	■	■	■
Round mixed numbers off to the nearest whole numbers				■	■	■	■
Round whole numbers off to nearest unit of tenths, hundredths, or thousandths				■	■	■	■
Estimate, calculate, and solve problems involving addition and subtraction of two digit numbers. Describe differences between estimates and actual calculations		■	■	■	■	■	■
Estimate sums, differences, products, or quotients, using very large sums or very small				■	■	■	■

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Power of numbers							
Name the square of the numbers 1-10	■	■	■	■	■	■	■
Name the cubes of the numbers	■	■	■	■	■	■	■
Calculate the square of a binomial				■	■	■	■
Calculate the square of a trinomial					■	■	■
Calculate the cube of a binomial					■	■	■
Calculate the cube of a trinomial						■	■
Calculate square roots		■	■	■	■	■	■
Calculate the square root of binomial					■	■	■
Calculate the square root of a trinomial						■	■
Calculate cube roots							■
Calculate the cube roots of binomials and trinomials							■

Negative numbers							
Explore negative numbers		■	■	■	■	■	■
Order positive and negative numbers			■	■	■	■	■
Name additive inverses for positive and negative numbers					■	■	■
Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers					■	■	■
Add and subtract integers, with the exception of subtracting negative integers					■	■	■
Multiply positive and negative numbers					■	■	■
Name reciprocals for positive and negative numbers						■	■
Divide positive and negative numbers						■	■
Simplify expressions using two or more operations and positive and negative numbers						■	■

Operations with Whole Numbers							
Addition with materials							
Identify the process of addition using proper nomenclature (addend, plus, combine with, more)	■	■	■	■			
Write number sentences using + - < > =	■	■	■	■			
Add two 1, 3 and 4 digit addends without exchanging	■	■	■	■			
Add two 1, 3 and 4 digit addends with exchanging	■	■	■	■			
Add multiple addends	■	■	■	■			
Work on exercises leading to the memorization of addition facts tables	■	■	■	■			
Use and explain the commutative law	■	■	■	■	■		
Use and explain the associative law				■	■	■	

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Calculate addition problems without material							
Add numbers up to 5 to 7 digits with or without exchanging							
Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for addition (up to 5 digit numbers)							
Subtraction with materials							
Identify the process of subtraction using proper nomenclature (minuend, subtrahend, how much less)							
Subtract two 5 to 7 digit numbers with or without exchanging							
Work on subtraction activities leading to the memorization of subtraction facts							
Understand and use the inverse relationship between operations ($8+6=14$ $14-6=8$)							
Calculate subtraction problems without material							
Subtract numbers up to 4 digits with or without exchanging							
Subtract numbers up to 5 to 7 digits with or without exchanging							
Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for subtraction (up to 5 digit numbers)							
Multiplication with materials							
Identify the process of multiplication using proper nomenclature (multiplicand, multiplier and product)							
Multiply a 2 to 4 digit number by 1 digit multiplier static							
Multiply a 2 to 4 digit number by 1 digit multiplier							
Multiply a 3 to 7 digit number by 1 digit multiplier							
Multiply a 3 to 7 digit number by 2 digit multiplier							
Work on multiplication activities leading to the memorization of multiplication facts							
Use and explain the commutative law							
Use and explain the associative law							
Use and explain the distributive law							
Study of cardinal directions							
Calculate multiplication problems without material							
Memorize basic multiplication facts: Tables 1-10							
Memorize basic multiplication facts: Tables 1-12							
Understand and use the inverse relationship between division and multiplication operations							
Multiply numbers up to 4 digits by 1 digits							
Multiply numbers up to 7 digits by 1 digits							
Multiply numbers up to 7 digits by 2, 3, or 4 digits							
Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for multiplication (up to 3 digits by 2 digits)							

Primary	Lower Elementary			Upper Elementary		
K	1	2	3	4	5	6

Division with materials

Identify the process of division	█	█	█	█		
Divide a 4 digit number by 1 digit divisor with no remainder	█	█	█	█		
Divide a 4 digit number by 1 digit divisor with a remainder	█	█	█	█		
Divide a 7 digit number by 1 digit divisor with or without a remainder				█	█	
Divide a 7 digit number by a 2 digit divisor with or without a remainder			█	█	█	
Divide a 7 digit number by a 3 to 4 digit divisor with or without a remainder				█	█	
Work on division exercises leading to the memorization of division facts Tables 1-12		█	█	█		

Calculate division problems without material

Calculate numbers up to 4 digits divided by a 1 digit divisor with no remainder			█	█	█	
Calculate numbers and demonstrate an understanding up to 3 or 4 digits divided by a 1 digit divisor with or without a remainder			█	█	█	
Calculate numbers up to 7 digits divided by a 1 digit divisor with or without a remainder		█	█	█	█	
Calculate numbers up to 7 digits divided by a 2 digit divisor with or without a remainder			█	█	█	█
Calculate numbers up to 7 digits divided by a 3 or 4 digit divisor with or without a remainder			█	█	█	█

Solving word problems

Solve simple word problems using pictures or manipulative materials up to 10		█	█	█		
Solve addition word problems		█	█	█		
Solve subtraction word problems		█	█	█		
Solve multiplication word problems			█	█	█	
Solve division word problems			█	█	█	
Solve word problems involving measurement			█	█	█	
Solve word problems involving percents and decimals				█	█	█
Identify two operations in the same problem: addition and subtraction		█	█	█	█	█
Identify two operations in the same problem: addition, subtraction, multiplication or division		█	█	█	█	█

Money

Identify coins	█	█	█			
Identify bills	█	█	█			
Count money	█	█	█			
Make change		█	█	█		
Apply money to real situation where expenditures and balances are taken into account			█	█	█	█

Fraction

Introduction to fractions	█	█	█			
Recognize fractions: concrete material and symbol	█	█	█			

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Understand the concept of whole and half							
Understand the concept of 1/3 and 1/4							
Identify and represent common fractions as parts of groups							
Identify fractions as numbers on a number line							
Identify equivalences							
Ability to order and apply $< > =$							

Operations with fraction

Add fractions that share a common denominator using concrete objects and visual models							
Subtract fractions that share a common denominator							
Multiply a whole number by a simple fraction							
Divide a fraction by a whole number							
Add fractions that have different denominators							
Subtract fractions that have different denominators							
Multiply a fraction by a fraction							
Divide fractions by fractions							

Improper fractions: mixed numbers

Simplify improper fractions as whole numbers: $12/6 = 2$							
Simplify improper fractions as mixed numbers: $15/6 = 2 \frac{1}{2}$							
Add mixed numbers							
Subtract mixed numbers							
Multiply mixed numbers							
Divide mixed numbers							
Identify and use number lines							

Decimal fraction

Introduction to decimal fractions							
Identify nomenclature and recognize decimal fractions to .9999							
Identify equivalences to regular fractions: $1/2$ to $1/10$							
Identify equivalences to any other regular fractions							
Ability to order and apply $(< > =)$ decimal fractions using the decimal checkerboard							

Operations with decimal fraction

Add decimal fractions							
Subtraction decimal fractions							
Multiply decimal fractions							

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Identify nomenclature and recognize decimal fractions to .999999							
Convert fractions (less than 1) to percent equivalents							
Convert percents (less than 1) to fraction equivalents							
Ratios & percents							
Write the ratio of two quantities as a fraction							
Solve for a missing term in a proportion							
Write a ratio with a denominator of 100 as a percent (%) and a percent as a ratio with a denominator							
Write a decimal (less than 1) as a percent and a percent (less than 100%) as a decimal							
Write a percent as a fraction in simplest form and a common fraction as a percent							
Find a percent (greater than 1% but less than 100%) of a given number							
Write a decimal (greater than 1) as a percent and a percent (greater than 100%) as a decimal							
Use a proportion to determine the number of which a given number is a percent							
Identify and position percentages and mixed numbers on a number line							
Use the number line to model addition and subtraction of integers with the exception of subtraction negative integers							
Data analysis , Statistics & Probability							
Graph							
Collect, sort, organize and draw conclusions about data collected (using tally marks)							
Read graphs and make inferences from the information graphically displayed							
Read picture graphs							
Read circle graphs							
Read bar graphs							
Read line graphs							
Prepare picture graphs from gathered data							
Prepare circle graphs from gathered data							
Prepare bar graphs from gathered data							
Prepare line graphs from gathered data							
Prepare graphs for two variables							
Prepare circle using a different scale							
Tabulate data into a table							
Coordinate graphs							
Show location on a 2-axis grid as blocks over or up from one axis							
Identify the location of a given ordered pair on a grid							
Give location on a grid and identify the ordered pair							
Locate points for given coordinates and name the coordinates of a given point in any of the four							

Primary	Lower Elementary			Upper Elementary		
K	1	2	3	4	5	6

Introduction to statistics

Determine the "average" for given data						
Determine the "mean" for given data and identify it on a graph						
Determine the "median" for given data and identify it on a distribution table						
Construct a frequency table						
Calculate probability						

Patterns, relationships & algebra

Sort and classify objects by color, shape, size, numbers, and other properties						
Identify, reproduce, describe, extend and create patterns: color, rhythmic, shape						
Identify, reproduce, describe, extend and create number patterns (addition and subtraction patterns)						
Count by 2's, 5's and 10's						
Count by 3's, 4's and 6's						
Count by 7's, 8's and 9's						
Identify different patterns on the 100 board						
Identify different patterns on the Pythagoras board						
Identify different patterns using the Montessori boards for memorization						
Apply the fundamental operations to solve open sentences and word problems using real numbers						

Pre-algebra

Construct and solve open sentences that have variables ($\square + 7 =$)						
Use symbols and letter variables to represent unknowns or quantities that vary in expressions and in equations or in equalities ($+ < >$)						
Solve values using multi-variable equations in multiplication and division						

Factors

Identify multiples						
Identify lowest common multiple						
Factor numbers from 1 to 50						
Identify the prime numbers from 1-50						
Know the rules of divisibility for 2's, 5's, 10's and 9's						

Measurement of the physical properties of matter

Identify multiples						
Identify lowest common multiple						
Factor numbers from 1 to 50						
Identify the prime numbers from 1-50						

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Know the rules of divisibility for 2's, 5's, 10's and 9's							

Measurement conversions

Identify and convert English measurement							
Identify and convert Metric measurement							

Measurement/volume

Calculate volume using appropriate containers							
Solve word problems involving the measurement of volume							
Liquid measurements (pints quarts, gallons)							
Compare and contrast standard and liter liquid measures							
Use volume in practical applications: Cooking, science, etc.							

Weighing/ temperature

Compare concrete objects using nomenclature (heavier than, lighter than) use scale as proof							
Read weight measurement (grams, kg.)							
Read weight measurement (oz. lbs.)							
Introduction to thermometers							
Read Fahrenheit measurement							
Read Centigrade measurement							
Solve word problems involving the measurement of temperature							
Use a conversion table to determine Fahrenheit/Centigrade equivalent temperature							
Make and use estimates of measurement in everyday life							

Geometry

Identify basic two-dimensional geometric shapes							
Recognize similar figures							
Construct geometric figures							
Identify types of triangles by their sides: scalene, isosceles, equilateral							
Identify types of triangles by their angles: right, obtuse, acute, equilateral							
Identify regular polygons through the decagon							
Identify irregular polygons							
Identify all of the quadrilaterals							
Differentiate between a circle, ellipse, and oval							
Identify a cube, sphere, cylinder, pyramid and cone							
Identify a rectangular prism, triangular prism, ovoid, and ellipsoid							
Identify the faces, edges and surfaces of solid geometric objects							

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Identify congruent shapes by matching	■	■	■	■	■		
Identify the parts of a circle: radius, diameter, circumference					■	■	■
Identify the parts of a triangle		■	■	■			
Demonstrate line symmetry in a given shape by folding along its center line	■	■	■	■			
Identify symmetrical and assymetrical shapes	■	■	■	■			
Identify similarities and congruence		■	■	■	■		
Measure angles with a Montessori protractor				■	■	■	■
Add angles				■	■	■	■
Recognize equivalent figures			■	■	■	■	■
Identify angles as being acute, right, obtuse and straight		■	■	■	■	■	■
Identify the relations between two straight lines: parallel and perpendicular		■	■	■	■	■	■
Name angles formed by two straight lines cut by a transversal					■	■	■
Name the relationships between two angles					■	■	■
Identify the sum of the interior angles of a triangle or regular polygon					■	■	■
Construct an angle of a given measure with a protractor and straightedge						■	■
Bisect an angle with a compass and straightedge							■
Bisect a line segment with a compass and straightedge							■
Draw a line perpendicular to another line with a straightedge, compass, and protractor							■
Draw a line parallel to another line with a straightedge, compass, and protractor							■
Construct a square with a protractor and straightedge							■
Construct a circle with a compass							■
Measure the radius and diameter of a circle					■	■	■
Calculation of area							
Calculate the area of a square						■	■
Calculate the area of rectangle						■	■
Calculate the area of a triangle						■	■
Calculate the area of a parallelogram						■	■
Introduce concept of area of polygons using equivalence insets						■	■
Calculation of volume							
Calculate the volume of a cube							■
Calculate the volume of a rectangular prism							■
The pythagorean theorem							
Recognize the 3-4-5 case of the Pythagorean Theorem							■
Recognize the isosceles right case of the Pythagorean Theorem							■

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Asks and/or answers questions about familiar topics	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Give one step directions	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Construct sentences for original statements using basic and constructive sentences	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Participate in group discussions/Follow agreed upon rules	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Participates in limited discussion using appropriate and adequate words and phrases	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Expresses imagination through storytelling and word games	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Describes how two things within academic content are alike or different , compare & contrast	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Rephrases ideas and thoughts to express meaning, uses correct grammar	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Deliver well-organized oral reports with graphic organizers	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
“Read” a dramatic part in a play. Recite short poems from memory. Rehearse and dramatize stories and plays and or poems using eye contact and voice appropriate to audience.	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Tell stories in logical sequence and summarizes	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Expresses personal opinions and elaborates on personal stories	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Present formal speeches to inform, demonstrate, or entertain, using basic and complex sentence structures	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Participates in classroom discussions and activities when frequent clarification is given	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Uses specific or abstract vocabulary words phrases and sentences	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Supports a conclusion by orally giving facts or logical reasons	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Responds to factual and inferential questions based on academic content.	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple

Listening Skills

Understand ideas expressed by others.	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Understands selected grade level content vocabulary using pictures, actions and objects.	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Understands words and phrases related to basic personal and school related information.	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Follow oral instructions: simple and complex commands.	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Listen purposefully and respond appropriately to text as well as oral presentations Understands simple story or poem.	Green	Cyan	Cyan	White	White	White	White
Listen purposefully and respond appropriately to text as well as oral presentations. Understands simple story or poem beginning, middle and end.	White	Cyan	Cyan	Cyan	Purple	Purple	Purple
Identify characters in story with traits, behaviors, feelings	White	Cyan	Cyan	Cyan	Purple	Purple	Purple
Summarize plot of story and identify important information.	White	Cyan	Cyan	Cyan	Purple	Purple	Purple
Summarize story in chronological order	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Make reasonable predictions about what will happen next in a story	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Antonyms Understands frequently used antonyms	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Synonyms Understands frequently used synonyms	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Understands the attitude of a speaker to a subject.		Cyan	Cyan	Cyan	Purple	Purple	Purple

Handwriting

Refine fine motor control in preparation for handwriting.	Green						
Write in print form: lower and upper case letters with proper formation	Green	Cyan	Cyan	Cyan			
Write in cursive: lower case letters/upper case letters			Cyan	Cyan	Purple	Purple	Purple

Decoding Skills

Identify beginning consonant sounds	Green	Cyan					
Identify ending consonant sounds	Green	Cyan	Cyan				
Identify short vowel sounds	Green	Cyan	Cyan				
Know the names of the letters of the alphabet	Green	Cyan	Cyan				
Know the symbols of the letters of the alphabet	Green	Cyan	Cyan				
Know the sounds of the letters of the alphabet	Green	Cyan	Cyan				
Know the order of the letters in the alphabet	Green	Cyan	Cyan				
Read 3-4 letter phonetic words	Green	Cyan	Cyan				
Read beginning sight words (the, a, said)	Green	Cyan	Cyan				
Read consonant blends and diagraphs	Green	Cyan	Cyan				
Read words ending with a silent "e"	Green	Cyan	Cyan				
Read other long vowel combinations	Green	Cyan	Cyan	Cyan			
Identify and read phonograms	Green	Cyan	Cyan	Cyan			
Read advanced sight words (through, light, thought)		Cyan	Cyan	Cyan	Purple	Purple	Purple
Read previously learned words that have been classified by themes or topics		Cyan	Cyan	Cyan	Purple	Purple	Purple

Grammar & Syntax

Identify each part of speech	Green	Cyan	Cyan	Cyan	Purple		
Noun	Green	Cyan	Cyan	Cyan	Purple		
Article	Green	Cyan	Cyan	Cyan	Purple		
Adjective	Green	Cyan	Cyan	Cyan	Purple		
Conjunction		Cyan	Cyan	Cyan	Purple		

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Preposition		■	■	■	■		
Verb	■	■	■	■	■		
Interjection		■	■	■	■		
Adverb		■	■	■	■		
Pronoun		■	■	■	■		

Sentence Analysis

Use Montessori Sentence Analysis Charts to diagram			■	■	■	■	■
Diagram simple sentences		■	■	■	■	■	■
Construct sentences for diagramming		■	■	■	■	■	■
Diagram complex sentences				■	■	■	■
Construct complex sentences for diagramming				■	■	■	■

Grammar Study

Identify different types of nouns	■	■	■	■			
Identify different types of adjectives		■	■	■	■	■	■
Identify different types of verbs		■	■	■	■	■	■
Identify different types of adverbs				■	■	■	■
Analyze simple sentences	■	■	■	■			
Analyze compound sentences				■	■	■	■
Analyze complex sentences					■	■	■
Use correct words and phrases that indicate location and direction e.g. up, down, near, far, left, right, straight, back, behind, and in front of.	■	■	■	■			
Identify main and subordinate clauses in a sentence					■	■	■

Reading

Match phonetic words to pictures and objects Understands selected grade level content vocabulary using pictures, actions and objects.	■	■	■				
Read simple sentences	■	■	■				
Read phonetic readers.	■	■	■				
Read leveled readers.		■	■	■			
Read to others with confidence and correct pronunciation	■	■	■	■	■	■	■

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Demonstrate fluency as a reader, using different rates and approaches for different purposes.							
Read with increasing comprehension.							
Use questioning strategies when reading							
Summarize plot, beginning, middle, end of a story							
Name characters and analyze their behaviors and feelings							
Indicate chronological order of events							
Make reasonable predictions about what will happen next in the story and provide proof from the text using title, illustrations and personal experience							
Describe setting, characters and events and supports opinions with proof from the text using title, illustrations and personal experience							
Support individual interpretations or conclusions using evidence from a literary or informational text							
Identify the main idea/ event in a paragraph, short essay and text							
Applies knowledge of word context and phrases to gain meaning from the text							
Locates topic and supporting sentences in an informational paragraph							
Uses knowledge of synonyms and antonyms to comprehend knowledge of new words							
Read for appreciation							
Use word analysis to gain meaning from a text.							
Identify examples of authors' techniques in genres such as poetry and literature							
Identify imagery in a literary text							
Perform readings of selected texts for an audience							
Read short stories, poetry, and chapter books with comprehension							
Read folktales, mythologies, traditional literature and novels with comprehension							
Read biographies, plays and essays with comprehension							
Read and identify facts in informational/ non-fiction text with comprehension							
Identify rhyme and rhythm of poetry							
Identify repetition, similes and sensory images							
Compare and contrast themes across different genres							
Distinguish cause from effect							
Distinguish fact from fiction							
Be able to respond to reading in writing: make reading/writing connections							
Compare and contrast authors' and illustrators' styles and themes							
Draw conclusion from the text							

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Categorizes information using graphic organizers		■	■	■	■	■	■
Recognizes uses of arguments for and against an issue.			■	■	■	■	■

Word Study

Rhyming Words	■						
Word Families	■	■	■				
Compound words	■	■	■	■			
Antonyms Understands frequently used antonyms	■	■	■	■	■	■	■
Synonyms Understands frequently used synonyms	■	■	■	■	■	■	■
Homophones			■	■	■	■	■
Contractions		■	■	■	■	■	
Prefixes- Uses knowledge of prefixes to determine word meaning			■	■	■	■	■
Suffixes Uses knowledge of suffixes to determine word meaning			■	■	■	■	■
Homograph		■	■	■			
Idioms and figurative phrases (puns, jokes, palindromes)		■	■	■	■	■	■
Hyphenated words		■	■	■	■		
Recognize and use common abbreviations		■	■	■	■	■	■

Spelling

Spell 3-4 letter phonetic words	■	■					
Spell beginning puzzle/sight/popcorn words (the, a, why, how)	■	■					
Use correct consonant blends and diagraphs in writing	■	■	■	■			
Spell words ending with a silent "e"	■	■	■	■			
Use correct long vowel combinations in writing (oa, ee, ea)	■	■	■	■	■		
Spell advanced puzzle words (through, light, thought)		■	■	■	■		
Complete accurately developmentally appropriate spelling words		■	■	■	■	■	■
Use dictionary with facility		■	■	■	■	■	
Greek and Latin roots of words		■	■	■	■	■	■
Uses correct spelling of frequently used words		■	■	■	■	■	■

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Punctuation & Mechanics of Writing							
Understand that spoken words are represented by a sequence of letters	Green	Cyan					
Understand and use syllabication	Green	Cyan	Cyan				
Understand the difference between a sentence and a phrase	Green	Cyan	Cyan	Cyan	Purple		
Capitalize initial words in sentences and proper nouns / pronoun "I"	Green	Cyan	Cyan				
Follow correct rules of capitalization	Green	Cyan	Cyan	Cyan			
Punctuate sentence endings: period, question mark, exclamation point	Green	Cyan	Cyan	Cyan			
Correctly use a comma, quotation marks, colon, semicolon, hyphen			Cyan	Cyan	Purple	Purple	Purple
Correctly use an apostrophe			Cyan	Cyan	Purple		
Identify and use common abbreviations (Dec., Mr., Ave.)		Cyan	Cyan	Cyan			
Punctuate letters and envelopes		Cyan	Cyan	Cyan	Purple		
Identify run-on sentences				Cyan	Purple	Purple	Purple
Construct paragraphs logically	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Writing							
Draw pictures to convey information	Green	Cyan	Cyan				
Sustained independent writing time	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Organize or dictate ideas for a brief response to a reading	Green	Cyan	Cyan				
Organize ideas or plot events in logical or sequential order leading to the climax of story or purpose in writing	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Write logical noun phrases (subject and verb agreement)		Cyan	Cyan	Cyan	Purple	Purple	Purple
Write logical, complete simple sentences	Green	Cyan	Cyan	Cyan	Purple		
Identifies and applies correct sentence structure and usage when editing sentences				Cyan	Purple	Purple	Purple
Write logical compound sentences				Cyan	Purple	Purple	
Write logical complex sentences				Cyan	Purple	Purple	
Write captions for pictures	Green	Cyan	Cyan				
Write story using beginning, middle and end	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Organize and arrange events in order	Green	Cyan	Cyan	Cyan	Purple		
Write creative longer stories that follow an organized plot with descriptive details about setting, characters, and events				Cyan	Purple	Purple	Purple
Organize ideas and information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail and a concluding sentence across genres				Cyan	Purple	Purple	Purple
Use a word list or thesaurus to improve word choice		Cyan	Cyan	Cyan	Purple	Purple	Purple

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Edit writing for spelling and sentence structure		■	■	■	■	■	■
Revise writing for clarity and expression and use transition words	■	■	■	■	■	■	■
Write well-organized written report/story using an established rubric			■	■	■	■	■
Write creative poems		■	■	■	■	■	■
Write informal letters to friends		■	■	■	■	■	■
Write "formal" letters to industry, agencies or government officials					■	■	■
Write reviews				■	■	■	■
Write interviews			■	■	■	■	■
Identify previously learned words that are related to themes or topics of the writing task	■	■	■	■	■	■	■
List details that describe story event		■	■	■	■	■	■
Write a book report that includes personal interpretation of a literary text that includes topic, statement, supporting details from text and conclusion				■	■	■	■
Write a biographical essay				■	■	■	■
Write formal essays				■	■	■	■
Write instructions		■	■	■	■	■	■
Research Skills							
Glean notes from informational text/multi-media	■	■	■	■	■		
Creating presentations using computer technology, images, sound and/ or graphics			■	■	■	■	■
Apply rules of alphabetization by: first letter only	■	■					
By first two letters		■	■				
By entire word		■	■	■			
Develop and use basic dictionary skills: locating words, guide words, simple definition, multiple definitions, entry/base word		■	■	■	■	■	■
Generate questions and gather information from several sources in the classroom, school and internet	■	■	■	■	■	■	■
Initiate a plan for searching for information and locate resources	■	■	■	■	■	■	■
Take subject notes from reference books, reference sites, and informational text paraphrasing into notebooks			■	■	■	■	■
Use encyclopedia to locate information on a given topic		■	■	■			
Use additional books as sources of information about a topic		■	■	■	■	■	■
Use the Internet appropriately for research			■	■	■	■	■
Identify information on title page	■	■	■	■			
Use table of contents and index	■	■	■	■	■	■	■

	Primary	Lower Elementary			Upper Elementary		
	K	1	2	3	4	5	6
Analyze and interpret information from informational text, graphics, illustrations and diagrams	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Paraphrase and summarize information from a resource book into a simple written report	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Write brief research reports with clear focus and supporting detail	White	White	Cyan	Cyan	Purple	Purple	Purple
Applies knowledge of organizational structures in a nonfiction text to determine meaning	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Describe essential features of an effective research report or project : Outline information	White	White	White	Cyan	Purple	Purple	Purple
Describe essential features of an effective research report or project : Prepare bibliography for a report	White	White	Cyan	Cyan	Purple	Purple	Purple
Describe essential features of an effective research report or project : Prepare table of contents and index	White	Cyan	Cyan	Cyan	Purple	Purple	Purple
Uses online information resources for collaboration, research and problem solving.	White	White	White	White	Purple	Purple	Purple
Persuasion in Print							
Participate in argument and debate: written and oral:	White	White	White	White	Purple	Purple	Purple
Summarize the main thrust of a writer or speaker's position	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple
Identify the writer or speaker's apparent point of view	White	White	White	Cyan	Purple	Purple	Purple
Identify the factual information that the writer or speaker offers to support his/her position	White	White	White	Cyan	Purple	Purple	Purple
Identifies and follows classroom conventions such as taking turns	Green	Cyan	Cyan	Cyan	Purple	Purple	Purple

Adapted with permission from Shrewsbury Montessori.

MMCS Montessori Curriculum: Practical Life & Sensorial Kindergarten Year

Sensorial

Young children learn best through hands-on materials that can be manipulated and engage their senses. The Sensorial Curriculum includes materials that involve touch, sound, and sight, many of which are precursors to math. The hands-on approach accommodates different learning styles, particularly those of Exceptional Children and English Language Learners. Montessori materials are called materialized abstractions because they are a physical creation of an abstract concept. For example, in Kindergarten the algebraic equation $(a+b)^3$ is presented as a two-level **binomial cube** puzzle that is the visualization of the theorem. Later, at the Elementary level the cubes reappear, the algebra completed, and the components of the answer made visible. Boxes of **wooden triangles** are used at first as a puzzle to make geometric shapes; later at the Elementary level, the child examines them at a more academic level to learn the rules of geometry.



Binomial Cube



Wooden Triangles

Practical Life

Dr. Maria Montessori created the Practical Life Exercises after observing how young children wanted to participate in meaningful work and the personal satisfaction they derived from functional independence. These exercises include care self and care of the environment with materials for sweeping, dusting, washing, polishing, and care of plants and animals. The activities in Practical Life require following multi-step directions, improve accuracy, and refine gross and fine motor skills. At a critical stage in brain development, these exercises strengthen executive function.

Grace and Courtesy lessons are presented initially through role play and repeated often throughout the year. Adults must consistently use proper etiquette and good manners to instill in the children respect and appreciation for the world around them. Just a few of the lessons are rising and sitting, inviting others to join you, accepting and refusing invitations, welcoming guests, passing and handing objects to others, asking and refusing help, avoiding interrupting others, talking and giving messages, responding when spoken to, setting a table, serving others, speaking softly, waiting for turns, and covering a sneeze, yawn or cough.



Child-sized House Cleaning Tools



Handwashing Station

MMCS Montessori Curriculum Aligned to North Carolina Standards: Kindergarten English Language Arts

Montessori Materials and Methods to Teach Language Arts Standards

The Language Program continues the hands-on sensorial approach characteristic of the Montessori Curriculum. There are no workbooks in the Montessori environment. All of language is explored and discovered with movement, games, friends and repetition. The child's vocabulary is enriched continually through conversations and the language- and print-rich classroom environment. Teachers read the best in children's books and quality poetry to the class, while children learn the art of conversation and practice these skills daily with lunch companions. Language materials are available in all areas of the integrated curriculum, including labels and paragraphs for Sensorial, Math, Geography, Science, Art and Music activities.

Children listen and play with sounds in words through Spoken Language games. Using **Sandpaper Letters**, children connect sounds to letter shapes using the senses to see, trace, and hear the letter sound (3.a). After that connection is established, children begin to construct simple phonetic words on a mat with a box of **moveable alphabet letters** (2.d). At this stage, a child is not yet required to hold a pencil and physically write. However, children are invited to play and experiment with the moveable alphabet letters to write words, then phrases, sentences and later paragraphs. Concurrently, children are using the Practical Life Exercises and other materials to strengthen and prepare the hand and wrist for physical writing. After children have traced the Sandpaper letter shapes many times, they begin writing on a portable tabletop chalkboard, which encourages practice with easy erasing to avoid frustration. Children move to paper-writing when ready.

When the child is writing with the moveable alphabet the teacher will hear him sounding out the words which is a sign that he is ready to read. The progression begins with the teacher playing a game, asking the child "Can you tell what I am thinking?" while writing phonetic words that can be sounded out easily. There are various games that the child then plays involving phonetic words. Once phonetic reading is progressing the child can move to sight words and other common irregularities such as long vowel combinations, digraphs and letter combinations. Easy read books are available and when mastered offers the child a great sense of pride (4.).

The Montessori Language Curriculum has a specific sequence which is easily followed to assure success. Teacher's guide each child through the Language Program by working one-on-one or in small groups and recording progress. Language work occurs constantly in the classroom, with children learning from each other and together. Children are encouraged to reveal their knowledge by reading to one another, presenting their projects, or sharing their stories.

North Carolina Standards for English Language Arts: Kindergarten

Phonics and Word Recognition

3.(a) Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Phonological Awareness

2.(d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*

Fluency

4. Read emergent-reader texts with purpose and understanding.



Movable alphabet letters



Sandpaper Letters

MMCS Montessori Curriculum Aligned to North Carolina Standards: Kindergarten Math

B21

Montessori Materials and Methods to Teach Math Standards

The Math curriculum is sequential, logical, hands-on, individualized, interesting to the children, and advanced. Math concepts are made visible through hands-on materials. Materials are color coded, have a built in control of error, and are present in classrooms from early Kindergarten through Elementary to provide continuity.

Math begins with various exercises in counting to ten. Just as in language, the verbal counting comes before the visual number is presented and then the connection between the two is established. From there, the child moves in two directions: to higher counting, as well as to the decimal system, which introduces new language and symbols for units, tens, hundreds and thousands. **Golden Bead Materials** contain a bank of unit beads, ten bars, hundred squares, and thousand cubes. Children physically go to the “bank” and carry back the amount of golden beads the teacher has requested (**K.OA.1**). After continued repetition, children are introduced to symbolic amounts, which eventually leads to reading and bringing four digit numbers. Children build their conceptual understanding of addition, subtraction, multiplication, and division using the golden beads, working in small groups to bring specific amounts to the teacher to physically perform the process together. These types of exercises lead toward abstraction and finally the recording and memorization of math facts.

Higher counting is also learned by working with **Colored Beads**, a set of materials that proceed through teens to 100 and 1000. Patterns in math and skip counting are shown using chains representing the squares and cubes of numbers, as well as bead bars to represent multiples of numbers, which children count and label (**K.NBT.1**).

Students learn geometry through a cabinet of plane geometric shapes as well as **Geometric Solids**. Games are used to relate the shapes to the everyday world, and boxes of various shaped triangles are designed for experimentation to make geometric shapes (**K.G.4**).



Golden Beads



Colored Beads



Geometric Solids

North Carolina Standards for Math: Kindergarten

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

(K.G.4) Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).

MMCS Montessori Curriculum Aligned to North Carolina Standards 1st, 2nd and 3rd Grade Operations & Algebraic Thinking

Montessori Materials and Methods to Teach Math Standards

After children have mastered Golden Beads materials, they make the move from real quantities to symbolic ones using **Bead Frames**, which represents 10, 100, and 1000 using the same colors as the number cards for the Golden Beads. This material helps children understand the place value of digits **(1.OA.1)(2.OA.4)**.

The **Stamp Game** introduces distributive division. Moveable stamps are colored in accordance with the Bead Frames and cards are used to represent place value. “Skittles” are used to represent divisors, allowing children to manipulate the stamps, distributing them evenly between the skittles to create a concrete understanding of the concept of division. Students also begin to learn group division with the Stamp Game **(3.OA.2)**.

The **Racks and Tubes** serve as a hierarchal material to look at quantities which must be considered according to relative value. This material is used to carry out the physical process of multi-digit divisor and dividend division, by distributing beads and exchanging. As children become familiar with the process, they can begin to record their answers step-by-step to represent the division process with an equation **(3.OA.2)**.



Bead Frame



Long Division Stamp Game



Racks and Tubes

North Carolina Standards for Math

(1.OA.1) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

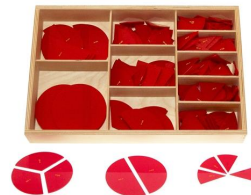
(2.OA.4) Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

(3.OA.2) Interpret whole-number quotients of whole numbers, e.g. interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

MMCS Montessori Curriculum Aligned to North Carolina Standards 1st, 2nd & 3rd Grade Geometry & Measurement and Data

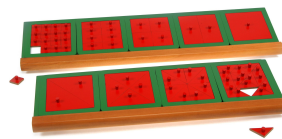
Montessori Materials and Methods to Teach Math Standards

Children can see equivalence of fractions when they manipulate **fraction pieces**. With this material, children are introduced to idea that pieces are part of a whole. Fraction pieces correspond with the colored bead bar that associates the number one with the color red. Children are encouraged to imagine taking the single red bead and flattening it into one large red circle, “If we cut this circle into equal parts, we get pieces of the whole, or fractions.” From this introduction, they can begin comparing fractions, as well as adding and subtracting **(1.G.3)**.



Fraction pieces

The **geometry cabinet** has six drawers with triangles, circles, rectangles, quadrilaterals, polygons, curved figures, as well as a drawer for basic geometric shapes. All shapes are blue, in order to do what Dr. Montessori called, “isolating difficulty.” The shapes are organized by category and have a knob in the center, allowing the children to take them out and trace them, reinforcing the angles and sides that make up each shape, while simultaneously increasing fine-motor skills **(2.G.1)**.



Insets of Equivalence

The goal of working with the **insets of equivalence** is to create an understanding of why some figures that are known as equivalent are such because of their relationship in terms of lines. The insets are used in different levels for equivalence, relationship of lines and their consequence, leading to the calculation of area **(3.MD.8)**.



Geometry cabinet

Calculation of area is presented to complete a 4-step process of showing equivalence, identifying figures, nomenclature of lines, and recognizing the relationship according to lines. The calculation of area is then presented, which is the measurement of a surface. With the **yellow area material with gridline** the children are able to examine a rectangle, common parallelogram, triangle, square, rhombus, trapezoid, regular polygons, and irregular polygons **(3.MD.8)**.



Yellow area material with gridline

North Carolina Standards for Math

(1.G.3) Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters. Describe the whole as two of, or four of the shares.

(2.G.1.) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

(3.MD.8) Solve real world and mathematical problems involving perimeter of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

MMCS Montessori Curriculum aligned to North Carolina Standards 1st, 2nd & 3rd Grade English Language Arts

Montessori Materials and Methods to Teach Math Standards

The **moveable alphabet** is used to introduce consonants and short vowels in three letter words. Children use the moveable alphabet as they did in Kindergarten to create a visual understanding of the uses for long and short vowels and consonants. The bicolored moveable alphabet is used to help children isolate specific phonetic rules, such as consonant blends, suffixes/prefixes, compound words, digraphs, diphthongs, murmur diphthongs, -le endings, and affixes (**GRADE 2,a**).

Children are encouraged to interact with their environment when making word connections. Children identify whole words on command cards that have a single verb on each card (ex. blink, hop, walk, or sit). Then, they match words to miniature environments such as the **small barn with miniature animals**, or walk around labeling their immediate environment (ex. desk, mat, door, or chair).

Montessori children are introduced to grammar very early. **Grammar symbols** help children recognize parts of speech and their uses. Children use the symbols to create and analyze sentences (**GRADE 3**).

Grammar analysis is the foundation of literature analysis. Children begin analyzing sentence structure with **logical analysis material**, cutting up sentences to categorize subject, predicate, direct object, and indirect object. This material builds towards sentence analysis by asking “who, what, where, when, and why.” Children then begin to analyze full paragraphs, short stories, and books (**GRADE 2,b**).



Moveable alphabet



Grammar Symbols



Logical analysis material



Miniature Farm & Animals

NC Standards for English Language Arts

Phonics and Word Recognition

Grade 2,a: Decode and regularly spelled two-syllable words with long vowels.

Conventions of Standard English

Grade 3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Reading Standards for Literature Key Ideas & Details:

Grade 2,b: Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

MMCS Montessori Curriculum aligned to North Carolina Standards 1st, 2nd & 3rd Grade Science & Social Studies

Montessori Materials and Methods to Teach Science and Social Study Standards

The Science curriculum is built on the orderliness of nature to help students organize and categorize their world. It begins with the big picture realization that everything in the universe is either living or non-living. From there it continues breaking down science into organized categories (plant/animal; vertebrate/invertebrate, solar system) **(3.E.1.1)**. The work is hands-on, often becoming long-term project with experiments **(3.P.2.2),(3.L.2.4)**.

The Social Studies curriculum also begins with the big picture. Students use wooden maps of the world, continents, and the U.S. Maps are used first as puzzles, then for labelling and the study of the flags, **land and water forms**, cultures, and governments.

Montessori observed that elementary children are often attracted to heroes, so the Lead Teacher guides a child to explore role models that inspire them through extensive research projects **(1.H.1)**. Elementary children are also developing a sense of morality and justice. To support the emergence of these abstract concepts, children work together each year to identify, plan and implement a project that makes a positive contribution to the school and to the community each year **(3.C & G.2.3) (2.G.2.2)**.

Elementary children plan 'Going Out' trips to explore areas of interest in the community. A small group of children identify a destination or expert in the community and through formal correspondence (letter writing, telephone calls) are responsible for organizing the outing, which includes transportation, costs, and securing adult chaperones. Afterwards, students prepare a formal report on the experience and share it with the community.



Puzzle Map of United States



Land and Water Form Cabinet



Flags of North and South America

NC Standards: Science and Social Studies

(3.P.2.2) Compare solids, liquids and gases based on their basic properties.
(3.E.1.1) Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.
(3.L.2.4) Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of the soil to support growth and survival of plants.

(1.H.1) Understand that history tells the story of how people and events changed society over time.
(2.G.2.2) Explain how people positively and negatively affect the environment.
(3.C&G.2.3) Apply skills in civic engagement and public discourse (school, community)

MMCS Montessori Curriculum: Sample Work Journal Record

Lower Elementary Children

Work Record for the Week of: _____

Name: _____

		M	T	W	Th	F	M	T	W	Th	F	
Reading	<ul style="list-style-type: none"> • Word Study • Book Club • Commands • Interpretive Cards • Reading Cards 											
	<ul style="list-style-type: none"> • Handwriting • Function of Words • Grammar Box • Sentence Analysis 											
	Writing Process: Topic and Stage											
Math: Operations	<ul style="list-style-type: none"> • Golden Beads • Stamp Game • Large Bead Frame • Checker-board • Racks and Test Tubes • Flat Bead Frame • Decimal Numbers 											
	<ul style="list-style-type: none"> • Number Line • Addition/Subtraction Strip Boards • Multiplication/Division Bead Boards • Blank boards • Snake Game • Bead Bar Layout • Multiples • Factors 											
Fractions	<ul style="list-style-type: none"> • Naming • Equivalence • Operations 											

		M	T	W	Th	F	M	T	W	Th	F	
Algebraic Reasoning	<ul style="list-style-type: none"> • Word Problems • Rounding • Squaring • Cubing 											
Measurement & Data	<ul style="list-style-type: none"> • Measurement • Time • Money • Graphing 											
Geometry	<ul style="list-style-type: none"> • Lines • Angles • Polygons • Triangles • Quadrilaterals • Solids • Equivalence • Area • Volume 											
Geography & History	<ul style="list-style-type: none"> • Three States of Matter • Sun & Earth • Work of Water • Work of Air • Pin Maps • Fundamental Needs • Timeline of Life • Timeline of Humans 											
Biology	<ul style="list-style-type: none"> • Animal Question Cards • Who am I? • Body Systems • Botany Cards • Experiments 											
Expression	<ul style="list-style-type: none"> • Handwork • Tonebars • Rhythm • Paint • Watercolors • Sketch 											

Needs Practice Needs refinement Mastered Complete / In Progress

Personal Evaluation:

MMCS Proposed 2018/19 School Calendar

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
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23	24	25	26	27	28	29
30						

October 2018						
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28	29	30	31			

November 2018						
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December 2018						
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23	24	25	26	27	28	29
30	31					

January 2019						
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27	28	29	30	31		

February 2019						
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March 2019						
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31						

April 2019						
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28	29	30				

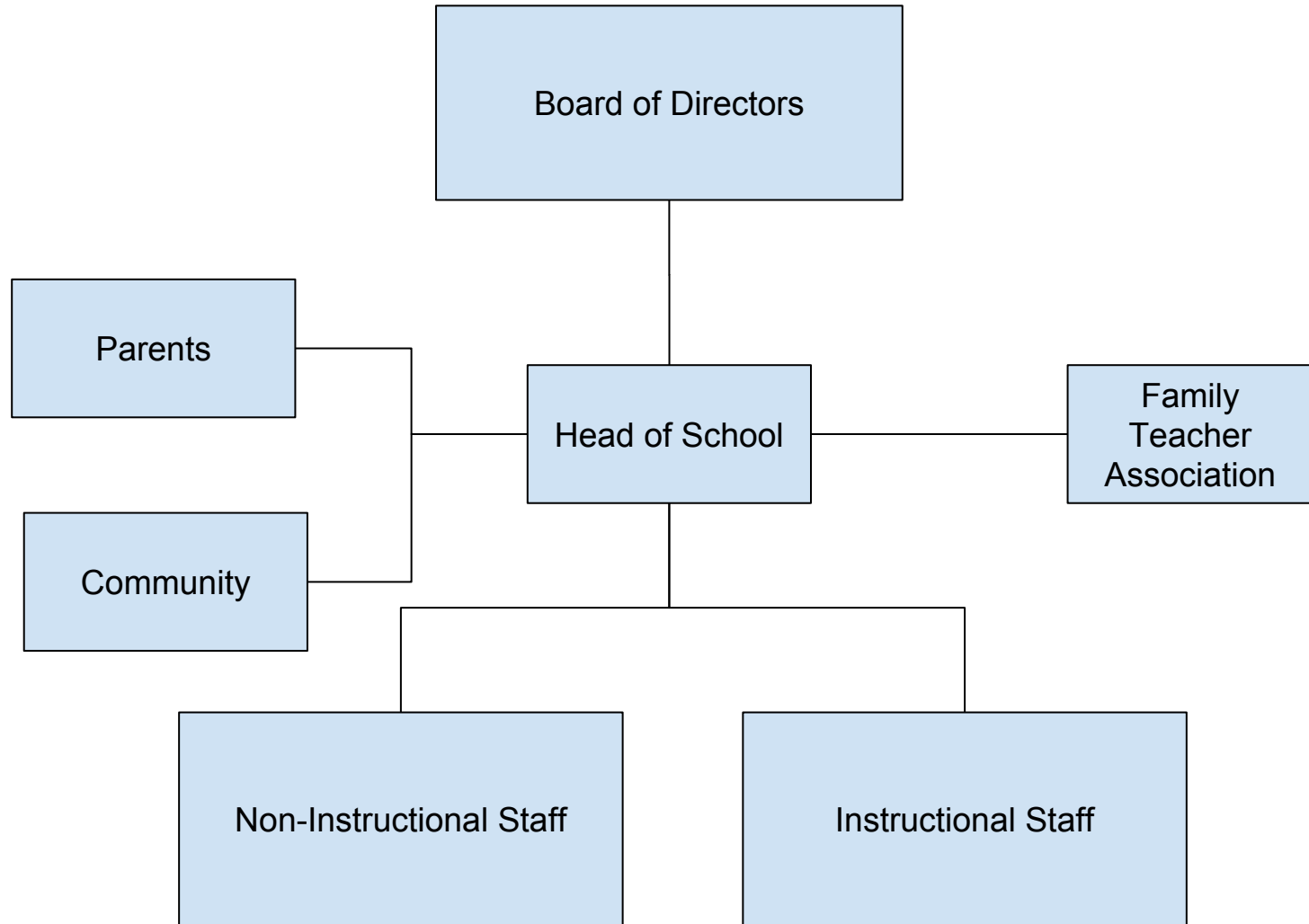
May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31	

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
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July 2019						
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28	29	30	31			

- 185 Days of School**
- First/Last Day of School
- Teacher Work Day
- Parent/Teacher Conference
- Winter Break/Spring Break
- Holiday School Closed

Moore Montessori Community School Organizational Chart



Proposed Bylaws of the Non-Profit Corporation
Moore Montessori Community School, Inc.

Article I: NAME

The name of the Corporation is Moore Montessori Community School, Inc. (hereinafter MMCS)

Article II: Purpose

MMCS is a private non-profit corporation (hereinafter “the Corporation”) whose purpose is to provide and operate a Charter School and to pursue related educational endeavors in the state of North Carolina. The Corporation, which is organized under the Non-Profit Corporation Act of North Carolina, shall operate exclusively for charitable and educational purposes and in a manner consistent with Chapter 55A of the General Statutes of North Carolina and Section 501 (c) (3) or successor provisions of the Internal Revenue Code. It shall be the policy of the Board of Directors (hereinafter “the Board”) and the school not to discriminate in admissions and hiring practices in violation of the law.

Article III: Members

MMCS shall have no members, certificate holders or shareholders. All functions and affairs of MMCS shall be conducted and performed entirely by the Board.

Article IV: Offices and Registered Agent

The Corporation shall maintain a continuous, registered office and registered agent as such place in the State of North Carolina as may be established by the Board. The Board may change the registered agent from time to time as necessary and in compliance with the North Carolina Nonprofit Corporation Act. The Board may have offices at such other places as the Board may from time to time determine or as affairs of the Corporation may require.

Article V: Board of Directors

Section 1. General Powers.

The property, business, and affairs of the Corporation shall be managed, controlled and directed by the Board or such committees as the Board may establish. The Board shall decide matters related to the operations of the school, including budgeting, curriculum, and operating procedures in accordance with G.S. 115.C-238.29E(d).

Section 2. Number.

The number of persons constituting the Board who have voting authority shall be no fewer than five (5) but no more than eleven (11), not including the Head of School, who shall serve as an ex officio, non-voting member of the Board. The number of Board members may be increased by majority vote of the Board.

Section 3. Term.

Board members shall serve for a staggered term of three years. The term of half of the initial Board shall expire June 30 of each odd numbered year, while the term of the remaining initial Board shall expire June 30 of each even number year. The Head of School shall serve as an ex officio, non-voting member of the Board for his or her term of employment. The number of successive terms is not limited.

Section 4. Voting.

All matters before the Board shall be approved by a majority vote of all Board members. Electronic vote by the Board members will be accepted and counted. The Board shall elect a chairperson from the members of the Board at each annual meeting of the Board.

Section 5. Compensation.

All members of the Board shall serve without compensation. However, a person who is a non-voting member by virtue of being an employee of the Corporation may receive compensation for serving in such capacity at the Corporation.

Section 6. Vacancies.

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.

Section 7. Removal.

Board members may be removed with or without cause by a vote of a majority of the Board. In the event that any member of the Board is removed, a new member may be elected at the same meeting.

Section 8. Resignation.

A member of the Board may resign at anytime by giving notice thereof to the Chairperson of the Board, in writing.

Section 9. Duties of the Board of Directors.

The Board is committed to the education of all students and will see that the policies of the Corporation are carried out with dedication. The duties of the Board shall consist of the following:

1. To provide leadership in order to carry out the goals and objectives of the Corporation.

2. To develop clear governing roles and responsibilities for all Board members and review them annually.
3. To govern the school in accordance with Federal and State Law, including compliance with the State Board of Education and all North Carolina laws governing charter schools.
4. To meet at such times and places as required by the Bylaws.
5. To appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided herein, prescribe the duties and fix the compensation of the officers, agents, and the lead administrator: the Head of School.
6. To ensure adequate resources for the Corporation.
7. To approve compensation arrangements and document the decision in minutes.
8. To provide proper financial and personnel oversight as a fiduciary of the Corporation.
9. To provide enhancement of the Corporation's public standing.
10. To track, be aware of, and be prepared to accommodate new legislative requirements.
11. To regularly evaluate the Board's effectiveness pertaining to communication, support, finance management, policy development, dedication to the mission, and relationship building.
12. To provide all Board members with the information and training needed to perform effectively.
 - a. Develop a Board member manual.
 - b. Develop a variety of orientation/training strategies, which may include but not limited to the following:
 - i. New Board member orientation.
 - ii. Ongoing Board education training.
 - iii. Mini-seminars on special interest topics.
 - iv. Access to pertinent publications and conferences.

Article VI: Meetings by the Board of Directors

Section 1. Regular Meetings of Board of Directors.

The Board shall hold regular monthly meetings as follows:

1. All regular meetings by the Board shall be at a time and place as advertised by the Chairperson of the Board.
2. All regular meetings shall take place at the school's administration building or other appropriate place as designated by the Chairperson of the Board.
3. At each annual regular meeting of the Board, the Board shall adopt a schedule for the upcoming year stating the date, time, and place for each regular meeting.

Section 2. Special Meetings of Board.

The Board shall hold special meetings as follows:

1. On the request of three or more Board members, or the Head of School in accordance with state law.
2. Each special meeting must be advertised to the public and at a minimum include the posting of a written notice for at least 48 hours at the place of regular meetings and by

giving written or oral notice at least 48 hours in advance at the front door of the administration building.

3. All special meetings require all Board members to be provided at least 48 hour notice of the special meeting.
4. When reasonably practicable, all Board members shall be provided a list of all topics to be discussed at the special meeting.

Section 3. Emergency Meetings of Board of Directors.

The Board shall hold emergency meetings as follows:

1. Emergency meetings may be held by the Board of Directors immediately after ALL Board members are notified on the occasion of special circumstances as declared by the Board.
2. Forty-eight (48) hour notice is not required for emergency meetings. However, all Board members and the public should be provided as much notice as is reasonably possible under the circumstances of the date, time, and topics to be covered.
3. At the meeting the Board shall document the reason for the meeting, the nature of the notice given, and the approval of the Board of Directors, which declares such meeting as an emergency meeting.

Section 4. Requirements of all Meetings of the Board of Directors.

All meetings by the Board shall be governed by the following provisions:

1. The members of the Board are committed to adhere to the letter and the intention within North Carolina's Open Meetings Law when Moore Montessori Community School becomes a public body as defined in G.S. 143-318.10 (b).
2. Advance notice date, time, and location of regular meetings will be posted on the MMCS website and other media approved by the Board seven days prior to meeting.
3. All notice of any meeting classification shall be made by email, or any other available form of written communication to all members of the Board.
4. All notice to the public will be displayed in the school administration office and school website.
5. Board meeting minutes will be approved and kept available to the public.
6. Board members should attend at least 80% of meetings. Failure to attend the required number of Board or Committee meetings can result in the removal of the Board member.

Section 5: Closed Meeting

1. A closed meeting shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed meeting and exclude the public only when a closed session is required in accordance with NC Open Meeting Law (G.S. 145- 318.11).
2. A closed meeting may be held only upon a motion duly made and adopted at an open meeting.
3. Every motion to close a meeting shall cite one or more of the permissible purposes list in NC Open Meeting Law (G.S. 145-318.11) section (a).

Section 6: Quorum.

A quorum will be established, as two-thirds of all board members shall be required for all meetings.

Section 7: Participation

Any Board member can participate in a meeting of the Board by means of communication through which all persons participating in the meeting can simultaneously hear each other during the meeting. A Board member participating in a meeting through this alternate means is deemed to be present and in person at the meeting.

Section 8: Presumption of Assent

A Board Member who is present at a meeting of the Board at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent has been entered in the minutes of the meeting or unless he or she has filed his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Board member who voted in favor of such action.

Section 9: Board Voting.

Except as otherwise stated by statute or these Bylaws, the action of a simple majority of all Board members shall be the action of the Board of Directors. Board member votes can be collected electronically.

Article VII: Officers

Officers of the Corporation shall be Chairperson, Vice Chairperson, Secretary, Treasurer and Head of School. Any two offices, except the office of Chairperson may be held by one person. However, no officer shall sign or execute any document in more than one capacity.

Section 1. Chairperson

1. The Chairperson shall preside at all meetings of the Board of Directors.
2. The Chairperson shall work closely with the Head of School and the Board of Directors. The Chairperson shall keep abreast of the needs of the school and will serve as a liaison between the school and the board to assure smooth and accurate communication.
3. The Chairperson shall be principal executive officer of the Corporation and subject to control of the Board of Directors.
4. The Chairperson shall supervise the control and management of the Corporation in accordance with these bylaws.
5. The Chairperson shall also perform such other duties as are assigned by the Board of Directors.

Section 2. Vice Chairperson

1. The Vice Chairperson, unless otherwise determined by the Board of Directors, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of that office.
2. The Vice Chairperson shall perform such other duties and have such other powers as the board shall designate.

Section 3. Secretary

1. The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board of Directors.
2. The Secretary shall be responsible to give all notices required by law and these Bylaws, unless otherwise stated in these Bylaws.
3. The Secretary shall have general charge of the Corporate Books and Records and of the Corporate Seal and shall affix the Corporate Seal and shall affix the corporate seal to any lawfully executed instrument requiring it.
4. The Secretary shall also perform such other duties as are assigned by the Board.

Section 4. Treasurer

1. The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive deposit or disburse the same under the direction of the Board of Directors.
2. The Treasurer shall keep full and accurate accounts of the finances of the Corporation in books especially provided for that purpose. This person shall cause a true statement of the Corporation's assets and liabilities as of the close of each fiscal year, of the results of its operations, and of changes in surplus for such fiscal year, all in reasonable detail, to be made and filed at the registered or principal office of the Corporation within four months after the end of such fiscal year. The statement so filed shall be kept available for inspection by any member of the Board for a period of 10 years, and the Treasurer shall mail or otherwise deliver a copy of the latest statement to any member of the Board upon their written request therefore.
3. The Treasurer shall, in general, perform all duties incident to the office and such other duties that may be assigned to him or her from time to time by the Chairperson or by the Board of Directors.

Section 5. The Head of School

The Head of School shall be:

1. Responsible, in general, for the overall operation of the school.
2. Authorized to oversee all employees.
3. Authorized to recommend the hiring and the dismissal of non-instructional employees to the Board of Directors.
4. Responsible for the compliance with the charter of the state of North Carolina.
5. Working closely with colleagues in establishing school policies and procedures.

6. Responsible for keeping the Board informed of overall progress of the school as well as its financial and material needs.
7. Coordinating fundraising activities. The Corporation will apply and obtain a license from the North Carolina Secretary of State to solicit donations prior to undertaking fundraising efforts.
8. Ensuring that MMCS is in compliance with all North Carolina Department of Public Instruction testing regulations.
9. Responsible for performing such other duties as are assigned by the Board.

Section 6. Requirements for All Officers.

1. A person needs to be at least twenty-one (21) years old to hold any position as an officer of the Corporation.

Section 7. Election and Removal of Officers

1. All officers will be elected, removed, and evaluated by the Board of Directors. At its regular meeting each year, the Board shall organize and elect each officer. In the event an officer position is vacant before the regular meeting of the Board, the Board shall call a special meeting to replace such vacancy.
2. All officers may be removed by simple majority vote of the Board with or without a cause.
3. Any officer, except the Chairperson or Secretary, may resign at any time by giving notice in writing to the Chairperson or Secretary. The Secretary may resign at anytime by giving notice in writing to the Chairperson. The Chairperson may resign at any time by giving notice in writing to the Board. Such resignation shall take effect at the time specified, or if no time is specified, at the time the notice is received.
4. All officers shall be appointed by the Board by entering into a contract with the Board to serve in that capacity. The contract shall specify the period of time for which the person is employed as well as their authority and duties.

Article VIII: Code of Conduct and Conflict of Interest

Section 1. Purpose.

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

Section 2. Acknowledgement.

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 as incorporated herein. Each individual covered by this policy shall submit an annual Certificate of Compliance to the Chairperson of the Board, along with

permission for the Corporation to obtain a personal background check within ten (10) days of the start of each school year.

Section 3. Definitions.

1. Interested Person: 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 below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
 - a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement.
 - b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
 - d. 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.
3. Compensation: Direct and/or indirect remuneration as well as gifts or favors that are not insubstantial.

Section 4. Procedures.

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.
2. Determining whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a possible conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest:
 - a. An interested person may make a presentation at the governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous

transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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

4. Violations of the Conflicts of Interest Policy.

- a. If the governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5. Records of Proceedings.

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

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 6. Compensation.

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

1. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
2. No voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the

Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Nepotism Policy.

All employees shall be hired, evaluated and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, national origin, or any other factors not involving professional qualifications and performance. The following restrictions shall be observed with respect to personnel matters to avoid the possibility of favoritism based on family or personal relationships:

1. Related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.
2. No one with supervisory responsibility shall hire or supervise any related employee.
3. Related persons currently employed shall immediately disclose all family and personal relationships with other school employees. All persons wishing to be considered for employment shall disclose family and personal relationships with any then current employee.
4. No Board member, member of the school administration or faculty member shall engage in recommendations discussions, or otherwise participate in any final decision or recommendation relating to an appointment, promotion, retention, tenure, raise or other condition of employment of a related person.

Section 8. Annual Statements.

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

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 9. Periodic Reviews.

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

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies are properly recorded, reflect reasonable

investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or an excess benefit transaction.

Section 10. Use of Outside Experts.

When conducting the periodic reviews as provided for in Article VIII Section 9, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Article IX: Liability and Indemnification

Section 1. Indemnity of Board of Directors, Officers and Others.

1. The Corporation shall indemnify any present or former members of the Board, Officers, Head of School, or any other employee or agent against liabilities and reasonable litigation expenses, including attorneys fees, incurred in connection with any action, suit, or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, Head of School, or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding to have acted in bad faith, to have been liable or guilty by reason of willful misconduct in the performance of duty, to have taken actions known or believed by the person to be clearly in conflict with the best interest of the corporation, to have received an improper personal benefit, or in connection with the proceeding by or in the right of the Corporation, where the person was adjudged liable to the corporation.
2. The indemnification shall be in addition to that permitted by the North Carolina General Statutes.
3. The Corporation will purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Head of School, or other employee or agent of the corporation, or is or was serving at the request of the Corporation.
4. Expenses incurred by a member of the Board, Officer, or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors.

Section 2. Liability of Directors and Officers.

1. A member of the Board and any officer shall be subject to the liabilities imposed by law upon them.
2. All Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the articles of incorporation, or bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution.
3. All Officers shall stand in a fiduciary relationship to the Corporation and shall discharge the duties of their respective positions in good faith, and with the diligence and care which a reasonably prudent person would exercise in similar circumstances and like positions.

Article X: Committees

The Board may create such committees as are necessary from time to time to assist the Board of Directors. Future committees will be added based on need.

Section 1. Executive Committee

1. The Executive Committee shall consist of the Chairperson, Vice-Chairperson, Secretary, and Treasurer and will carry on the business affairs of the Corporation as delegated by the Board of Directors.
2. The Executive Committee cannot be delegated powers to election of officers, appointment of committee members (even to fill vacancies), distribution of assets, dissolution or merger, sale of substantially all of the assets, or amendments or repeal of the corporate articles of incorporation or bylaws.
3. The Executive Committee will inform the Board of any actions taken by the Executive Committee since the last Board meeting.

Section 2. Nominating Committee.

1. A nominating committee shall be established which shall consist of the Vice-Chairperson and three Board members designated by the executive committee.
2. The purpose of said committee shall be to assist the Board in researching candidates to serve as officers of the Corporation.
3. Members of the nominating committee shall serve until the defined task has been completed.

Section 3. Finance Committee.

1. The Finance Committee shall be established which shall consist of non-employee Board Members who have the appropriate expertise and independence.
2. Members of the Finance Committee will include but not be limited to the Chairperson and Treasurer.
3. The responsibilities of the Finance Committee is to:
 - a. Work with the Head of School and other staff to prepare a detailed annual budget that aligns hiring and other variable expenses with a conservative projection of student enrollment.
 - b. Develop strategic financial plans to ensure financial viability and future success of the Corporation.
 - c. Monitor the cash flow and overall financial health of the Corporation and adjust accordingly to ensure fiscal health at all times.
 - d. Monitor General Fund Balance and ensure the Corporation meets its target General Fund contributions annually.
 - e. Obtain and monitor a contingency funding line of credit with a local financial institution.
 - f. Monitor compliance to all reporting requirements.

Section 4. Audit Committee.

The Board will establish an Audit Committee to oversee the audit work and perform the following functions.

1. Solicit at least three (3) bids for audit services through Request for Proposal (RFP) process in accordance with Article XI. To prevent conflict of interest issues and provide sufficient checks and balances, accounting and auditing services will be provided by separate firms. Obtain Board approval and appoint Auditors.
2. Establish the audit fees.
3. Approve the audit plan.
4. Review all material written communication between the external auditors and management.
5. Review with the Board and management annual financial statements and audit results.
6. Evaluate the performance of external auditors on an annual basis.
7. Review and obtain approval of the Board on the Return of Organization Exempt from Income Tax (Form 990).

Article XI: Contracts, Loans, Checks, Deposits

Section 1. Authority.

The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver and instrument on behalf of the Corporation, and such authority may be general or confined to a specific instance.

Section 2. Bid Process.

The Head of School or members of the Board will solicit at least three (3) bids through a Request for Proposal (RFP) process for provision of contract services. The RFP will include submission of client references, accreditation, insurances, and costs for services. Bids will then be submitted and approved by the Board of Directors.

Section 3. Loans.

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Sections 4. Check, Draft and other payments.

All checks, drafts, or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 5. Deposits.

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories, as the Board shall direct.

Section 6. Audit Request.

Upon request of the majority of the Board, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

Article XII: General Provisions

Section 1. Principal Office.

The Corporation shall keep at its principal office the following documents:

1. A copy of the Corporation's Articles of Incorporation and these Bylaws as amended at date.
2. A record of its Board and any officers, including their names and addresses and telephone numbers, email addresses, dates of election to the Board, and if applicable dates of election to office.
3. A record of its committees and committee members, as well as any committee minutes.
4. Minutes of all meetings of the Board.
5. Every member of the Board shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records, and properties of this Corporation as may be required.

Section 2. Seal.

The corporate seal of the Corporation shall be in such form as approved by the Board.

Section 3. Waiver of Notice.

Whenever any notices required to be given to any member of the Board or offices, under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Bylaws of this Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 4. Fiscal Year.

Unless otherwise ordered by the Board of Directors, the fiscal year of the Corporation shall be from July 1 to June 30.

Section 5. Amendments.

The Bylaws may be amended or repealed and new Bylaws enacted at any regular or special meeting upon a simple majority vote of all the members of the Board of Directors.

Article XIII: Election As a Section 501 (c)(3) Corporation

Section 1. Purpose of the Corporation.

The Corporation is organized exclusively for charitable and educational 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, or the corresponding section of any future federal tax code.

Section 2. Prohibited Activities

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for the services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Three hereof. 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 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 Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 3. Dissolution

Upon the dissolution of the Corporation, the Board shall, after paying or making provision for the payment of all of the liabilities of the Corporation, the Corporation's remaining assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.



NORTH CAROLINA

Department of the Secretary of State

H1

To all whom these presents shall come, Greetings:

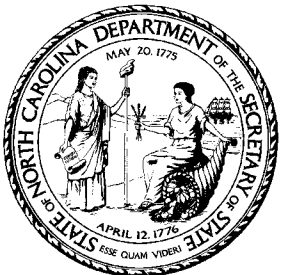
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

MOORE MONTESSORI COMMUNITY SCHOOL, INC.

the original of which was filed in this office on the 18th day of August, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 18th day of August, 2016.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Moore Montessori Community School, Inc.
2. The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4). (See Purpose attached.)
3. The name of the initial registered agent is: Ellen Stewart
4. The street address and county of the initial registered agent's office of the corporation is:

185 Lauren Lane
Southern Pines, NC 28387
Moore County

5. The name and address of each incorporator is as follows:

Ellen Stewart
185 Lauren Lane
Southern Pines, NC 28387
Moore County

6. The corporation will not have members.
7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
8. Any other provisions which the corporation elects to include are attached.
(See Prohibited Activities attached.)

9. The street address and county of the principal office of the corporation is:

185 Lauren Lane
Southern Pines, NC 28387
Moore County

Principal Office Telephone Number: 910-692-5921

The mailing address is the same as the principal office.

10. (Optional): Please provide a business e-mail address Privacy Redaction
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

11. These articles will be effective upon filing,

Moore Montessori Community School, Inc.

Incorporator Business Entity Name

Signature of Incorporator

Ellen Stewart

Type or print Incorporator's name and title, if any

Ellen Stewart

ATTACHMENT TO
ARTICLES OF INCORPORATION
OF
MOORE MONTESSORI COMMUNITY SCHOOL, INC.

2. Purpose of Corporation

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PROPERTY

Your Educational Institutions Program from Cincinnati starts with our standard commercial property policy, providing coverages that most educational institutions need. It includes coverage for your buildings, business personal property, loss of business income and incurred extra expenses after a covered loss and more. You can customize coverage for your specific insurance needs with these optional coverages:

- **Educational Institutions Commercial Property Endorsement** – Provides more than 50 coverage features specifically for educational institutions that are rolled into a single option. It covers such items as athletic equipment and band uniforms, theatrical costumes, musical instruments, property off premises, computer equipment and more.
- **Crisis Event Expense Coverage** – Keeps your organization running after a crisis event at your premises by providing communication expenses, post-event services and business income coverage.
- **Equipment Breakdown Coverage** – Insures the sudden and accidental breakdown of machinery and equipment vital to your school.

Bridge Endorsement		Included
Crisis Event Expense Coverage Endorsement	\$10,000/\$10,000/\$10,000	\$19.00
Educational Institutions Commercial Property Endorsement		\$808.00

LOCATION 1 - 165 SHEPHERD TRL, ABERDEEN, NC 28315

BUILDING 1

BPP - Insured & Others	\$50,000	\$222.00
Deductible: 500		
Coinsurance: 90%		
Valuation: Replacement Cost		
Agreed Value: No		
Inflation Guard: No		



COMMERCIAL AUTOMOBILE POLICY OUTLINE KSR Montessori School

LIMITS OF LIABILITY

Bodily Injury/ Property Damage	\$1,000,000	Each Accident
Medical Payments	\$ 5,000	Per Person
Uninsured Motorist	\$1,000,000	\$100 PD Deductible
Underinsured Motorist	\$1,000,000	\$100 PD Deductible
Comprehensive	\$ 100	Deductible
Collision	\$ 500	Deductible
Hired and Non-Owned	\$1,000,000	

ADDITIONAL COVERAGES:**VEHICLE SCHEDULE:**

<u>#</u>	<u>YEAR MAKE</u>	<u>MODEL</u>	<u>VIN</u>	<u>LOCATION</u>
01	2006 GMC	50 passenger	_____	Aberdeen, NC

BOILER & MACHINERY POLICY OUTLINE KSR Montessori School
--

CAUSE OF LOSS: Equipment Breakdown

<u>LOCATION</u>	<u>BUILDING</u>	<u>SUBJECT</u>	<u>LIMIT</u>
001	001	Contents	\$ 50,000
001	001	Business Income/Extra Expense	Optional

VALUATION: Repair or Replacement Cost

DEDUCTIBLE: \$ 500 / Occurrence

COINSURANCE: 100%

COVERED OBJECTS:

Compressors

Electronic Data Processing Equipment including Data & Media – \$ 50,000

HVAC

Miscellaneous Electrical Equipment

Production Equipment

Pumps

Refrigeration Systems

SCHOOL BOARD LEGAL LIABILITY POLICY OUTLINE
KSR Montessori School

COVERAGE FORM: Claims Made

<u>COVERAGE</u>	<u>LIMITS</u>
General Aggregate	\$2,000,000
Per Claim	\$1,000,000
Deductible – per Claim	\$ 2,500

Retroactive Date: start date

Minimum Premium: \$1,000

ABUSE AND MOLESTATION LIABILITY POLICY OUTLINE
KSR Montessori School

COVERAGE FORM: Claims Made

<u>COVERAGE</u>	<u>LIMITS</u>
General Aggregate	\$2,000,000
Per Claim	\$1,000,000
Deductible – Each Abuse and Molestation	\$ 0

Retroactive Date: start date

Minimum Premium: \$1,000

WORKERS' COMPENSATION POLICY OUTLINE KSR Montessori School

Coverage A: Statutory - Covered States: NC

Coverage B: Employers Liability:

\$500,000 each accident
 \$500,000 each policy limit
 \$500,000 each employee

Experience Modification: 1.00

Officers, Partners, Sole Proprietors: Included

Premium Basis:

<u>Classification</u>	<u>Code</u>	<u>Annual Payroll</u>
Schools – Professional & Clerical	8868	\$ 150,000
Schools – All other	9101	\$ 5,000

POLICY OUTLINE PREMIUM SUMMARY
for
KSR Montessori School

08-17-16

COVERAGE**PREMIUM ESTIMATES**

Property	\$ 1,050 ✓
Boiler & Machinery	\$ 300
General Liability	\$ 1,925 includes Abuse and Molestation ✓
School Board Legal Liability	\$ 1,200 ✓
Cyber Liability	\$ 400
Automobile	\$ 980 ✓
Crime	\$ 260 ✓
Umbrella	<u>Not quoted - Recommended</u>
Total Package Premium	\$ 5,715
Workers' Compensation	\$ 1,320
Total Premium	\$ 7,435

Carrier: Cincinnati or Selective**Payment Plans:**

Quarterly 25% deposit & 3 equal payments
Monthly 25% deposit & 10 equal payments

Proposal valid until:

Gary R. McGahey, CIC
The Insurance Center
145 W. Vermont Avenue
Southern Pines, NC 28387
910-692-9251 910-695-1603 [fax]
gary@sandhills-ins.com

Ellen Graham

Head of School

895 Linden Rd. Pinehurst, NC
(910)315-0990
ellen@thegardenmontessori.org

Recipient Name

Katherine Rucker

Moore Montessori Community School
stewke1@gmail.com

8/25/2016

To Whom It May Concern,

I am writing in regards to the petition in progress for a Montessori Charter School in Aberdeen, NC. This letter officially states our willingness to work in cooperation with the aforementioned charter school as a hybrid program in order to offer mixed-age grouping. (Graham & Keane, LLC DBA) The Garden will manage administrative operations for 20 students ages 3-4 years old, offering a preschool program from 8:30 a.m. to 12:00 p.m.

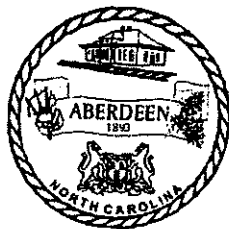
The Garden has agreed to pay the school a monthly sum of \$5067.90 for use of their teachers, materials and facilities. This amount is based on the assumption that the number of students managed by The Garden will total 20 of the 54 spots between 2 classrooms. The monthly fee may need to be adjust once final terms and conditions of the relationship are finalized.

The Garden will continue to manage enrollment, billing, record keeping, marketing and other administrative tasks related to 20 students. The Garden will also use its community goodwill and influence to bolster support of the charter school and to help foster interest in the program.

Please contact us with any questions or if you are in need of further information.

Sincerely,

Ellen Graham



115 N. Poplar
P.O. Box 785
Aberdeen, NC 28315

Town of Aberdeen

Planning Department
Building Inspections

Phone: (910) 944-7024
Fax: (910) 944-3672

August 22, 2016

The Office of Charter Schools
North Carolina Department of Public Instruction
6301 Mail Service Center
Raleigh, NC 27699

To whom it may concern:

The Town of Aberdeen would like to take this opportunity to express its support regarding a proposal for a Montessori School to be located within the jurisdiction of the Town of Aberdeen. Our school system and infrastructure is a critical component to this community and it is imperative that the tools and opportunities are in place to produce a sustainable future.

We understand staff members from Aberdeen's Planning Department met with Katherine Rucker and Peggy Johnson on August 9, 2016 to discuss this proposal. We applaud these two individuals for coming forth and expressing their desires and intentions. We support their endeavors as they move forward in the process.

Respectfully,

A handwritten signature in cursive script that reads 'Robert A. Farrell'.

Robert A. Farrell, Mayor
Town of Aberdeen

September 1, 2016

To the Office of Charter Schools:

I am writing to express my support for Moore Montessori Community School. My support is based on my belief that the comprehensive Montessori curriculum will ensure our children are secure in their academic foundations and prepared to succeed as students and future citizen-leaders in our community, their families, and workplaces.

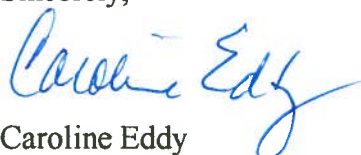
As the Director of the local Boys & Girls Club, whose mission is to inspire, enable and educate young people from all backgrounds and circumstances to realize their full potential as productive, responsible and caring citizens, I see a great need for a Montessori School in our community.

Presently the Boys & Girls Club serves over 500 children in the community by offering a range of educational and fun activities for students after school from 2:00 pm – 6:30 pm, when children would otherwise be most vulnerable to gangs, violence and other risky behaviors.

I know that tutors frequently observe students struggling to complete homework because they do not have basic skills. I know that our students need strong academic homes and I have confidence that MMCS will serve our students well. I see the value of instructing students in skills they need from beginning: character and leadership development, health and life skills, arts, etc.

There is a great need in our community for school like MMCS. MMCS will create the ideal type of school culture that children in Moore County need to have a better chance at living long, healthy, fulfilled lives. I recognize the value and necessity of such a focus for the youth of Moore County and hope to work with MMCS team in the coming years should their application be approved. I hope the board will give this application your strongest consideration.

Sincerely,



Caroline Eddy



September 1, 2016

To Whom It May Concern:

My name is Susan Wright and I am the Early Childhood Program Coordinator, as well as an instructor, at Sandhills Community College. Throughout my 25 plus years of working closely with children and families I have found it to be true that all children do NOT learn in the same way and that learning styles differ for all. I have witnessed the need for diversity in teaching and learning environments in order that all children have the opportunity to succeed in an environment that matches their needs rather than being pushed into a universal mold.

That being said, I am excited to write this letter of support for a Montessori Charter School in Moore County! Currently we have a Montessori option for preschool but nothing exists beyond the preschool years. The Montessori philosophy and teaching/learning structure has proven to be both a powerful and effective teaching style for children of all ages as it embraces a child-centered approach and strives to create passionate, lifelong learners who are independently motivated. A Montessori Charter School would offer another choice for our children and families in Moore County as they strive to find a school that fits their individual needs beyond the preschool years. Another positive fact is that this school is planning to be a high impact school serving children and families in and around the Aberdeen area; a rigorous school planning to implement high standards for success that will serve children and families in an area of our county that historically has experienced a great deal of under-achievement.

This Montessori Charter School would be an asset to our Early Childhood Program at Sandhills Community College as well! It would serve as a quality site for our students to observe and practice. It would be a model program that students would have learned about in theory in our courses and would then be able to experience fully as a Practicum Student in a student teaching situation. This school would potentially provide job opportunities for our students as the school plans to utilize teacher assistants in each of their classrooms as well as provide opportunities for an assistant "apprentice year" that could be completed in conjunction with Montessori training thus building a teacher "pipeline" that would benefit all!

In summary, I strongly support the opening of a Montessori Charter School here in Moore County! Should you have any further questions do not hesitate to contact me as I would be happy to speak with you! Thank you for your consideration of this great endeavor!

Sincerely,

A handwritten signature in black ink that reads "Susan Wright". The signature is written in a cursive style.

Susan Wright
Early Childhood Program Coordinator/Associate Professor
910.246.5360

Letter of Support

Mitchell G. Capel
235 Fairway Drive
Southern Pines, NC 28387

To the Office of Charter Schools:

This letter is to enthusiastically support the charter application of Moore Montessori Community School.

My name is Mitchell Capel and for the past 31 years I have been a writer and professional storyteller with the stage name of “Gran’daddy Junebug”. I am also a native of Moore County and attended both the Catholic and public schools in Southern Pines. As storyteller and poet I have visited thousands of schools across the country encouraging students with motivational / self esteem, anti-drug, respect for teachers and elders, how to deal with peer pressure and always striving for excellence type messages.

I support MMCS because stories are at the heart of Montessori curriculum and as a professional storyteller I know that this is the best system for the instillation of information into students with a better retention rate. I also know that MMCS will provide a solid academic foundation for children while also helping tap into the best of the human spirit by respecting and honoring our children. MMCS will provide a structured Montessori environment to open the students minds; learn to be self-motivated, to think creatively and take responsibility for themselves. It also allows children freedom to pursue their interests, create a space for them to listen, learn and share their stories while simultaneously instilling a love for community.

I look forward to working closely with MMCS to reinforce the great stories that children receive in the classroom and provide support by offering my expertise from 31 years of experience.

I support the approval of MMCS to serve students in our community and value its mission and would be happy to see this school of choice made available for families in our community.

Artistically Yours,

Mitchell G. Capel

Moore Montessori Community School Charter Application
Works Cited

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- Fiester, Leila. 'Early Warning! Why Reading by the End of Third Grade Matters' 2010. Annie E. Casey Foundation.
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- Gilbert, Peter. *State of Exclusion Moore County: An In-depth Analysis of the Legacy of Segregated Communities*. UNC-Chapel Hill Center for Civil Rights, 2014.
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<http://www.dpi.state.nc.us/schooltransformation/low-performing/>
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- Rathunde, Kevin, and Mihaly Csikszentmihalyi. "The Social Context of Middle School: Teachers, Friends, and Activities in Montessori and Traditional School Environments." *Applications of Flow in Human Development and Education* (2014): 189-213. Web.
- Sims, Peter. "The Montessori Mafia." *WSJ*. Wsj.com, 05 Apr. 2011. Web. 15 Aug. 2016.



Ellen Graham

Head of School

895 Linden Rd. Pinehurst, NC
(910)315-0990
ellen@thegardenmontessori.org

Recipient Name

Katherine Rucker

Moore Montessori Community School
stewke1@gmail.com

8/25/2016

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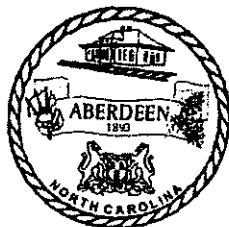
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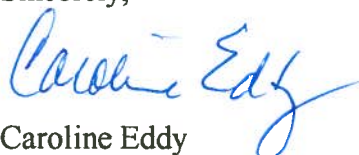
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Susan Wright

Early Childhood Program Coordinator/Associate Professor

910.246.5360

Letter of Support

Mitchell G. Capel
235 Fairway Drive
Southern Pines, NC 28387

To the Office of Charter Schools:

This letter is to enthusiastically support the charter application of Moore Montessori Community School.

My name is Mitchell Capel and for the past 31 years I have been a writer and professional storyteller with the stage name of “Gran’daddy Junebug”. I am also a native of Moore County and attended both the Catholic and public schools in Southern Pines. As storyteller and poet I have visited thousands of schools across the country encouraging students with motivational / self esteem, anti-drug, respect for teachers and elders, how to deal with peer pressure and always striving for excellence type messages.

I support MMCS because stories are at the heart of Montessori curriculum and as a professional storyteller I know that this is the best system for the instillation of information into students with a better retention rate. I also know that MMCS will provide a solid academic foundation for children while also helping tap into the best of the human spirit by respecting and honoring our children. MMCS will provide a structured Montessori environment to open the students minds; learn to be self-motivated, to think creatively and take responsibility for themselves. It also allows children freedom to pursue their interests, create a space for them to listen, learn and share their stories while simultaneously instilling a love for community.

I look forward to working closely with MMCS to reinforce the great stories that children receive in the classroom and provide support by offering my expertise from 31 years of experience.

I support the approval of MMCS to serve students in our community and value its mission and would be happy to see this school of choice made available for families in our community.

Artistically Yours,

Mitchell G. Capel

Moore Montessori Community School Charter Application
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Appendix P:

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.

- Name of the Selected Board Attorney: Michael Davenport
- Date of Review: August 12, 2016
- Signature of Board Members Present (Add Signature Lines as Needed):
 - [Signature]
 - [Signature]
 - Margaret (Peggy) Johnson
 - Katherine Rucker
 - Rita S. Kelly
 - _____
 - _____
 - _____

- ❖ 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.

- Name of the Selected Board Auditor: Scott Brewer
- Date of Review: August 12, 2016
- Signature of Board Members Present (Add Signature Lines as Needed):
 - [Signature]
 - [Signature]
 - Margaret (Peggy) Johnson
 - Katherine Rucker
 - Rita S. Kelly
 - _____

- ❖ 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.

- Name of the Contact for Selected EMO/CMO: N/A - no management company.
- Date of Review: _____
- 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.

- Name of the Contact: N/A no management service provider.
- Name of the Selected Financial Service Provider: _____
- Date of Review: _____
- 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.

- Name of the Contact: N/A: No service provider.
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____

Certification

I, Katherine Rucker, 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 Moore Montessori Community School Charter School is true and correct in every respect.

Katherine Rucker
Signature

8/12/16
Date