



The Montessori Academy of Cornelius

“Home of the Gryphons”



November 7, 2011

I. Contact Page

NAME OF PROPOSED CHARTER SCHOOL:

The Montessori Academy of Cornelius (MAC)

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

The Montessori Academy of Cornelius

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS:

Yes No

NAME OF CONTACT PERSON: Beth Shoults

TITLE/RELATIONSHIP TO NONPROFIT: Board Member

MAILING ADDRESS: 173 Laurel Glen Drive
Mooresville NC 28115

PRIMARY TELEPHONE: 765 - 271 - 9161

ALTERNATE TELEPHONE: 704 - 603 - 7064

E-MAIL ADDRESS: bethevens5@yahoo.com

FAX: 866-893-1631

LOCATION OF PROPOSED CHARTER SCHOOL (LEA): Mecklenburg
County

CONVERSION:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted:

DESCRIPTION OF TARGETED POPULATION: MAC will serve families in Charlotte Mecklenburg, Iredell, and Cabarrus County Schools.

PROPOSED GRADES SERVED: 1-8

PROPOSED TOTAL ENROLLMENT: 192

PROJECTED SCHOOL OPENING YEAR: 2012, **MONTH:** August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	1-3	72		
Second Year	1-4	96		
Third Year	1-5	120		
Fourth Year	1-6	144		
Fifth Year	1-7	168		
Sixth Year	1-8	192		

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Beth Shoelts
Signature

Board Member
Title

Beth Shoelts
Printed Name

11-8-11
Date

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III. Mission, Purpose and Educational Focus

Mission

Our mission at the Montessori Academy of Cornelius is to cultivate academic excellence, life-long learning, and global citizenship in a diverse atmosphere that incorporates Montessori principles where students demonstrate respect for self, others, and their environment.

The Purpose of the Montessori Academy of Cornelius

The Montessori Academy of Cornelius (MAC) will improve learning for students in North Mecklenburg County and surrounding areas by offering school that educates students based on the Montessori approach to learning.

The Montessori approach was devised by Maria Montessori, a scientist, physician, and educator. This method has been used internationally since 1907 and is a proven approach to educating children.

MAC believes that all children should have an opportunity to learn in a way that is conducive to their individual learning style, in order that each student may have the opportunity to maximize their learning potential.

Each student will follow an individual learning program, thus affording students the opportunity to learn at their own pace in a nurturing and enriched learning environment, using multi-age classrooms, specific self-correcting materials, and specially trained teachers.

Teachers at MAC will be trained to teach students on multiple levels, therefore teachers will be qualified to guide students who need remediation or extra help, as well as students who are advance and require more challenging educational opportunities.

MAC students who exhibit a need for extra support that cannot be provided by the classroom teacher will have access to trained professionals who will facilitate exceptional learning needs.

Montessori is an innovative approach to education, as it approached learning from the perspective of observation, education of the whole child, and mastery of concepts through experiential learning. The staff at MAC will be expected to continue this tradition of innovative learning by engaging in regular professional development opportunities in order to remain current with regard to best practices for educating students. Through continued education and training, students and staff at MAC will be committed to lifelong learning, maintain relevance, and perpetual growth.

All lead teachers at MAC will be licensed by the state of North Carolina and will receive a credential from an accredited Montessori training program. Teachers will also attend regional and national conferences on Montessori education, as well as workshops offered by the state of North Carolina.

Any lead teacher who is hired and does not possess a North Carolina teaching license will be expected to acquire a North Carolina teaching license within 3 years of employment. If the teacher does not obtain a North Carolina teaching license in the three year time period, that teacher will be dismissed.

Any lead teacher who is hired and does not possess a Montessori credential in the age group that they are teaching, will be expected to do so within 3 years of employment. Any teacher failing to obtain a Montessori credential in the level that they are teaching in the allotted time will be dismissed.

As the budget allows, MAC will pay for training and certification for all lead teachers who enter into training after being hired by MAC. MAC will also pay for continued educational opportunities for employees, as the budget allows.

Any staff member whose training is financed by MAC will be expected to sign a contract stating that the teacher whose training is financed by MAC will remain at the school for a minimum of three years or repay all training expenses.

Currently, there are no public or charter Montessori schools in North Mecklenburg, Iredell, or Cabarrus Counties. While charter schools do exist in these areas, none of them offer the type of educational experience that Montessori provides. Therefore, students who desire or require an alternative approach to education in order to be successful, and cannot afford private school, are left without an option to experience an educational approach that will meet their needs.

Montessori education is an alternative to traditional educational approaches by providing a child centered learning experience that is founded on developmental tendencies, constructivist learning, collaborative learning, a partnership with and preservation of the earth, and global citizenship.

Traditional education is often designed in a way where students are expected to learn concepts abstractly. Some children have difficulty, or simply learn better with a constructivist approach hands on approach to learning. Montessori provides that opportunity.

Academic excellence is a fundamental goal of MAC. Therefore, it is important to put in place an assessment tool that will ensure student progress. Students at MAC will benefit

from both formative and summative testing. The North Carolina End of Grade test will serve as the final measure of student performance.

Educational Focus

With the above mission in mind, MAC is intended to emerge as a unique educational community that offers a rewarding, life-changing academic experience. MAC will accomplish these aims by effectively implementing the Montessori Method, while remaining up to date with best practices and current research.

Each student who learns at MAC will work to develop qualities such as: equality, courage, self-confidence, leadership, inclusiveness, shared resources, creativity and love of work. This educational approach will focus on cultivating positive values in order that each student will feel compelled to share those values with others. The school experience will be significant, providing a progressive, transforming education that will inspire children to work to become contributors in the global society.

Students from the MAC will learn to be positive role models, and if successful, the school could impact the world, one student at a time. "The Starfish Poem" provides a clearer picture of this theory.

"the starfish poem"

*Once upon a time there was a wise man
who used to go to the ocean to do his writing.
He had a habit of walking on the beach
before he began his work. One day he was
walking along the shore. As he looked down the
beach, he saw a human figure moving like a
dancer. He smiled to himself to think of
someone who would dance to the day. So he
began to walk faster to catch up. As he got
closer, he saw that it was a young man and the
young man wasn't dancing, but instead he was
reaching down to the shore, picking up
something and very gently throwing it into the
ocean. As he got closer he called out, "Good
morning! What are you doing?" "The young man
paused, looked up and replied, "Throwing
starfish in the ocean." "I guess I should have
asked, why are you throwing starfish in the
ocean?" "The sun is up and the tide is going out.
And if I don't throw them in they'll die." "But,
young man, don't you realize that there are
miles and miles of beach and starfish all along it.
You can't possibly make a difference!" The
young man listened politely. Then bent down,*

*picked up another starfish and threw it into the sea, past the breaking waves and said- "It made a difference for that one."
(Anonymous)*

The man on the beach saw that there was hope in helping individual starfish. Optimistically, MAC will promote hope by working to train people who will commit to making a difference, even if it is just for one other person.

IV. Governance

A. PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Montessori Academy of Cornelius

Mailing Address: 7609 Old Statesville Road

City/State/Zip: Cornelius, North Carolina, 28031

Name of registered agent and address: Beth Shoults
173 Laurel Glen Dr.
Mooresville, NC 28115

FEDERAL TAX ID:

B. TAX-EXEMPT STATUS (501 (c)(3)) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

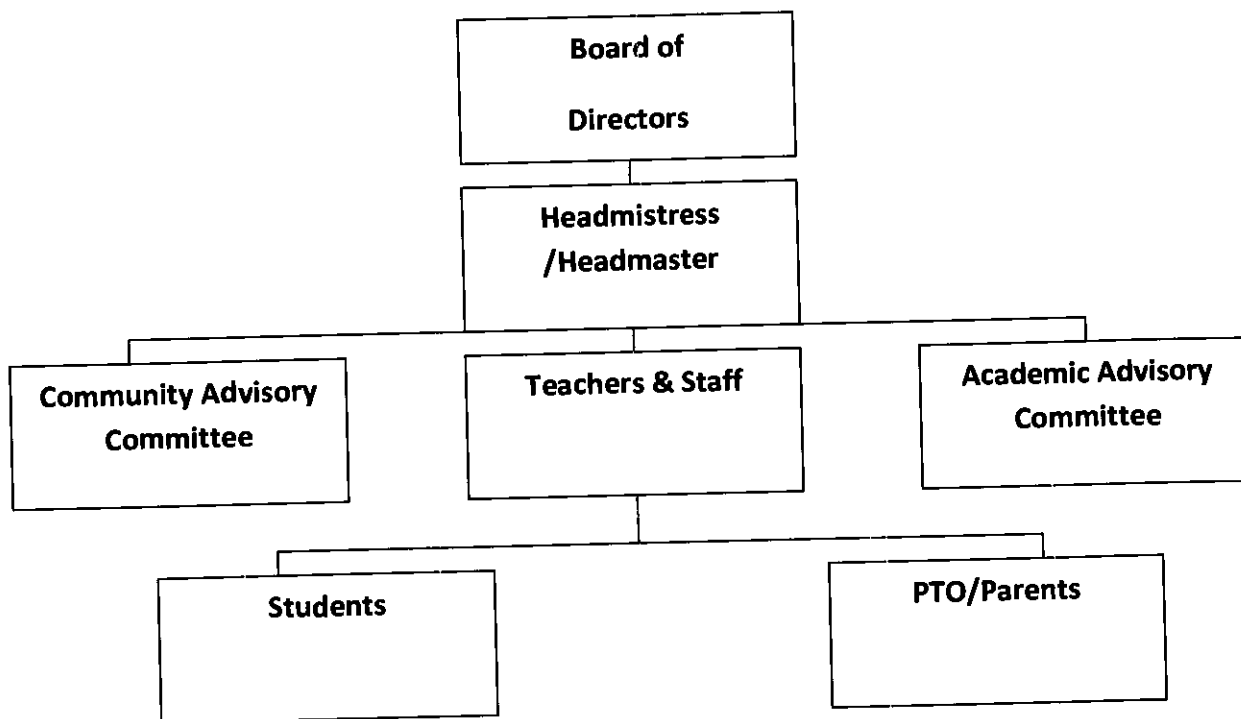
Yes (copy of letter from federal government attached)

No

Note: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b)): applied for November 2011

C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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



BOARD OF DIRECTORS (Resumes)

India Adams

Education

- BA in English from Belmont Abbey College Belmont, NC (1989-1993)
- M.Ed in Integrated learning Endicott College, Boston Mass. (2005-2009)
- Elementary I Montessori Credential The Center for Montessori Teacher Education, North Carolina Holly Springs, NC (1995-1997)
- Elementary II Credential (9 – 12) The Institute for Advanced Montessori Studies Silver Springs, MD (1997)
- Secondary I Credential (12 – 15) The Houston Montessori Center Houston, Texas 1997

Employment/Experience

- Head of School 2004-Present
- 6-12 Montessori Elementary Teacher
- Montessori Middle School Teacher
- 17years teaching experience
- 6 years teacher training experience
- Experience with consulting classroom instructors
- 5 years management experience
- Experience developing, designing, and implementing an elementary program.
- Accreditation committee chairperson for 3 years
- Summer camp counselor

Vitaliy O. Grinberg

Education

- 1/99 - 5/00: University of North Carolina at Charlotte, NC: Bachelor of Arts in Computer and Information Science.
- 7/96 - 12/98: Brooklyn College, CUNY, Brooklyn, NY: Two years toward 2nd Bachelor Degree in Computer Science.
- 9/90 - 6/94: Moscow Institute of Physics and Technology, Moscow, Russia: Bachelor of Science in Chemical Physics.
- Languages: Fluent in Russian

Employment/Experience

- 12/2008 – present: Technology Manager - Wells Fargo & Co., Charlotte, NC
Managing technology teams and line-of-business project teams
Overseeing corporate finance datamart strategies
Designing and architecting complete solutions (data layer / mid tier / front end) on distributed platforms
Managing projects from the analysis phase through implementation and ongoing production support and maintenance
- 5/2000 – 12/2008: Senior Systems Analyst - Wachovia Corp., Charlotte, NC
Managed projects, including database programming and Web site development
Lead database, mid-layer and front-end teams
Designed and architected business solutions on distributed platform
Designed and coded libraries in Oracle (PL/SQL), Java and .NET.
- 1/1999 – 5/2000: Technical Officer - NetWriters Inc., Gastonia, NC
Managed projects, including database programming and Web site development
Designed and programmed Web sites and Web portals
Administered complete hosting servers, both UNIX and WinNT based
Created Web-based interfaces and gateways for database-driven and flat-file driven sites using Perl, JavaScript and C++
- 6/1998 - 11/1998: Web Consultant / Junior DBA - Credit Suisse First Boston, New York, NY
Designed, created and integrated new and existing interactive Web pages
Created Web interfaces for shell-based utilities and SQL servers

Programmed on Perl, JavaScript and C

- 9/1996 - 5/1998: Web Administrator / Research Assistant - Brooklyn College, CUNY, Brooklyn, NY

Created and maintained Web pages, including graphics and scripts

Administrated WinNT workstations

Installed and maintained hardware and software

Programmed on C/C++ & Java (including Java Beans) in UNIX/WinNT environment

- 9/1994 - 8/1996: Systems Analyst - The King Arthur Flour Bakers Catalogue, Norwich, VT

Developed HTML pages, utilities and scripts

Controlled inventory and product quality

Checked hardware and software operations

Trained co-workers in software packages

- 9/1992 - 4/1994: System Administrator Assistant - Institute of Chemical Physics, Moscow, Russia

Installed and maintained hardware and software

Programmed using C/C++ and Assembler

Provided helpdesk technical support to lab technicians

Dawn D. Reddick-Umoja

Education/Certifications

- 1997 Teachers College, Columbia University New York, NY

Coursework toward M.A. Special Education

Concentration in Hearing Impairments

- 1994 Shaw University Raleigh, NC

B.A. Mass Communications

Concentration in Radio/Television Production

- Certifications

2011 American University of NLP Kannapolis, NC

Certified Life Coach

Employment/Experience

- 2011 The Art Institute of Charlotte Charlotte, NC: Academic Advisor

Build and develop relationships with students, faculty and staff to support student success and persistence endeavors

Provide proactive outreach and intervention regarding Satisfactory Academic Progress Policy and other pertinent student issues

Assist students in keeping track with respective curriculum sequences and graduation targets

- 2007 The Art Institute of Charlotte Charlotte, NC: Academic Affairs Administrative Assistant

Coordinated accreditation visits, new student orientation and commencement ceremonies

Provided administrative support to Dean of Academic Affairs, faculty and staff

Acted as intra- and interdepartmental liaison

- 2007 The Art Institute of Charlotte Charlotte, NC: Admissions Coordinator
Provided students and parents with information regarding admissions and Financial Services processes
Assisted families in completing the Free Application for Federal Student Aid and preliminary Financial Services paperwork
Conferred with designated teams regarding admissions status of pre-matriculantes
- 2006 Liberation In Truth HIV Prevention & Care Services Newark, NJ: Intensive Case Manager
Conducted initial screenings and intakes with HIV+ clients
Developed and maintained collaboration agreements with community-based agencies and medical facilities
Provided appropriate advocacy and referrals for community-based support services
- 2003 Urban Renewal Corp. Newark, NJ: Supervisor, Support Services
Assigned and supervised tasks of Support Services staff
Assisted in the preparation and compilation of various grant packages
Evaluated prospective medical, mental health and recovery clients for admission to shelter via telephone and facsimile.

Marie-Fleur Dechamps-Faulkner

Education/Certifications

- 1991: Bachelor's degree in Applied Economics - Specialization: Management Engineering: RUCA (Rijksuniversitair Centrum Antwerpen) University – Antwerp Belgium
- 1994: Master's degree in Management Engineering: RUCA (Rijksuniversitair Centrum Antwerpen) University – Antwerp Belgium
- 2011: Certified Information Systems Auditor (certification expiration date 31 January 2015)
- Languages: (VG = very good, G = good, GC = general communication)
Dutch (native speaker), French (VG), English (VG), German (GC), Spanish (GC)

Employment/Experience

- Professional Experiences Summary: Briefly identify competencies, e.g., functional, product technical, customer, international, etc.)
International experience; Quality tools: Six Sigma, ISO; Supply chain; Inventory management: buyer/planner, kitting, forecasting, Excess and Obsolescence ...; Business Analyst: Software (global) IT implementations, data warehousing, user testing ...; Project improvement work; Training experience: Supply chain and inventory management, Data reporting (SQL, Oracle Discoverer, Access, ...); New product introduction; Manager experience (up to 7 people); SOX compliance
- 01/09-present: The Stanley Works – Concord NC –USA: Senior Supply Chain Business Analyst
- 04/05-12/08: The Stanley Works – Concord NC –USA: IT Business Analyst
- 04/04-04/05: The Stanley Works – Concord NC –USA: Six Sigma Black Belt

- 12/03-04/04: Cummins Inc – Memphis TN-USA: Materials Systems and Process Specialist
- 10/02-12/03: Cummins Inc – Mechelen Belgium: Materials and Inventory Manager
- 02/02-10/02: Cummins Inc – Memphis TN-USA: Team Member (80%) Xelus Project (Global MRP software implementation project) + Materials Improvement Manager (20%)
- 01/00-02/02: Cummins Inc – Memphis TN-USA: Materials Improvement Manager
- 01/98-01/00: Cummins Inc – Mechelen Belgium: Buyer/Planner
- 06/95-01/98: BMW Belgium n.v. – Bornem Belgium: Assistant Marketing Planning Manager + internal customer service
- 10/94-06/95: Traineeship (Erasmus) at Ten Bel Hotelparque, Tenerife, Islas Canarias, Spain. Commercial department, bookings-office and reception Tenerife, Spain+ Curso de Español para extranjeros at the 'Universidad de La Laguna' in Tenerife, Islas Canarias, Spain: Advanced Spanish course for foreigners. Tenerife, Spain

Beth Shoultz

Education/Certifications

I graduated from Ball State University. I have held a respiratory license for fifteen years. I am a Registered Respiratory Therapist and have been licensed in four states. I am a member of the National Board for Respiratory Care and the American Association for Respiratory Care.

Employment/Experience

During eight years of my career my positions were held in hospitals in the Neonatal Intensive Care Units, Pediatric Intensive Care Units, Adult Critical Care, Adult and Pediatric Burn Unit, Hyperbaric Chamber. I also was a CPR Instructor and assisted in training new employees. I also was trained in Pediatric Advanced Life Support, Adult Cardiac Life Support, Neonatal Advanced Life Support. I was a member of CODE BLUE Team and Children's Rapid Response Team and Children's Transport Team. I also have spent four years as a Home Care Specialist. Home Care Specialist teach parents to use apnea monitors, CPAPS, ventilators and various respiratory equipment in the home.

Phoebe Kutniewski

Education/Certifications

- 1995: Graduated from Cheshire Academy in Cheshire, CT.
- 1996-1997: University of New Orleans- New Orleans, LA – majored in Anthropology and Biology.
- 1997-1999: University of New Haven- New Haven, CT – Majored in Pre-Medical Sciences with a focus on Anatomy and Physiology
- 1999-2000: University of Hartford- West Hartford, CT – Majored in Criminal Justice, Sociology and Psychology.

Employment/Experience

- 2010 – Present: Volunteer chairperson for several school-wide events. Planned and executed our school's Scholastic Book Fair, International Day feast, and Thanksgiving feast. Also implemented a school-wide book donation drive; through this event we collected over six hundred books to donate to a local children's home. This served to further interest our children in books and reading and allowed them the chance to serve their community in a fun and meaningful way.
- 2008 – 2010: Successfully homeschooled my son by incorporating many Montessori theories and methodologies. Utilized Maria Montessori's basic tenets by allowing our son to choose his daily activities and lessons and giving him time to achieve his goals. My teaching methods allowed him to further investigate and pursue his interests and discoveries at his own pace. We went on many, many field trips to allow him to fully experience different peoples and cultures.
- 2004 – 2009: Owned and operated Backpack Baby Carriers. I designed and hand-made baby and child carriers and sold them to a global clientele.
- General: Montessori teachings have always featured heavily in my own core beliefs of how children learn and should be taught. I believe that I will bring a true Montessori parent's ideals and values to the Board while adhering firmly to the Montessori Method.

Floretta L. Watkins

Education/Certifications

Mercer University, Macon GA, BA Communications (1986)
Johnson C. Smith Seminary of the Interdenominational Theological Center, Atlanta GA
M Div Christian Education and Homiletics (1993)
Ordination August 23, 1993- Charleston Atlantic Presbytery (PCUSA)
Chaplain Charlotte Mecklenburg Police Department August 2010
University of Phoenix: Doctorate of Management Organizational Leadership - student

Employment/Experience

- Extensive background in conducting religious worship and performing other spiritual functions within the reformed tradition.
- Owner of Leadership Acuity LMI, INC which is a leadership development firm which specializes in congregational leadership development and non-profit boards.
- Over 18 years of Solid Experience in providing selfless clergy service to the body of Christ.
- Over 14 years of service as a Chaplain in the US Air National Guard.
- Deep knowledge and understanding of Theology and the practical implications to spiritual maturity
- Executive Coach in Leadership Development
- Seigle Avenue Presbyterian Church, Charlotte NC 2002 – Present Pastor
Administer religious rites.
Study and interpret religious laws, doctrines, and traditions.
Counsel individuals and groups concerning their spiritual, emotional, and personal needs.

Organize and lead regular religious services.
Conduct special ceremonies such as weddings, funerals, and confirmations.
Instruct people who seek conversion to the Christian faith.
Prepare and deliver sermons, speeches and motivational messages.
Prepare people for participation in religious ceremonies.
Collaborate with committees and individuals to address financial and administrative issues pertaining to the congregation.
Formulate congregational membership expansion programs of discipleship.
Create ways of expanding our diversity and being a church of inclusion and embrace.
Plan and lead religious education programs for the congregation.
Refer people to community support services, psychologists, and doctors as necessary.
Share information about religious issues by writing articles, giving speeches, and teaching.
Train leaders of church, community, and youth groups.
Visit people in homes, hospitals, to provide them with comfort and support.

- Hermon Presbyterian Church Rock Hill, SC 1997 – 2002 Pastor
- Presbytery Staff for Campus Ministries Orangeburg, SC 1993-1997 Campus Minister
- North Carolina Air National Guard: Charlotte, NC 1997-Present

Justin Anovick

Employment/Experience

VP, Worldwide Sales Consulting for KANA Software: Justin has been with KANA Software for 5 years after spending the previous 8 with eGain where he was a Sales Consultant, Sales Rep and Professional Services Consultant. At KANA he oversees a large, worldwide technical sales team and focuses his attention on new business sales of the company's CRM software. In addition to KANA & eGain, Justin spent time with an internet start up where he was responsible for building a web presence from a bricks and mortar sports medicine store as well as leading the customer service organization.

D. BYLAWS OF MONTESSORI ACADEMY OF CORNELIUS

Article I: MISSION STATEMENT

Our mission at the Montessori Academy of Cornelius is to cultivate academic excellence, life-long learning, and global citizenship in a diverse atmosphere that incorporates Montessori principles where students demonstrate respect for self, others, and their environment.

(BOARD OF DIRECTORS)

Section 1.01 General Responsibilities. The business and affairs of the School shall be managed by its Board of Directors. The Board of Directors shall be responsible for setting policy and direction for the School and for assuring that the School is run in compliance with all applicable laws and contractual obligations and to verify consistency with the School's mission.

Section 1.02 Specific Duties and Responsibilities. The Board of Directors shall be responsible for the following activities. These activities may be delegated to other staff members, committees, or parent volunteers for action, but any activities so delegated shall be reviewed by the Board of Directors on a regular basis, and the Board of Directors retains ultimate responsibility for the proper performance of the activities.

- (a) Governing all operations of the School:
- (b) Delegating day-to-day management to the Head of School:
- (c) Establishing the reporting relationship between the Board of Directors and the Head of School:
- (d) Assuring that the School is run in compliance with all provisions of the School's Articles of Incorporation and Bylaws, and all applicable laws:
- (e) Implementing the School's mission statement as well as its philosophy and objectives. The School's mission statement should be read on a regular basis and taken into consideration, whenever possible, when changes of policy are under discussion:
- (f) Negotiating and enforcing all contract issues, including employment, leases and agreements with the county or the state:
- (g) Ensuring that the School remains financially viable by establishing fiscal policy and procedures, budgets, and financial controls for the School:
- (h) Long term planning for expansion and growth:
- (i) Overseeing the policies established by the School Administration under which the Head of School will manage the School, including but not limited to the following:
 - (i) Policies regarding facility use (including use by community members):
 - (ii) Grievance policy and procedure:
 - (iii) Admission policies:

- (iv) Discipline policy consistent with district regulations and guidelines and state law:
- (v) (v) Policies regarding the administration of school programs such as fund raising, social activities, publicity, lunch programs, etc.
- (vi) (vi) Approval of hiring recommendations and negotiation and approval of staff employment contracts, and insuring staff stability through satisfactory working conditions and personnel policies:

- (j) Approval of hiring recommendation of Head of School and negotiation and approval of employment contract, and insuring staff stability through satisfactory working conditions and personnel policies:

- (k.) Establishing necessary working committees and defining the roles and relationships between such committees: such as a Finance Committee, Building and Grounds Committee, Funds Development Committee:
- (l.) Authorizing all facility capital expenditures, use, and maintenance, including interaction with landlord:
- (m.) Periodically evaluating the School, taking into consideration the School's stated philosophy and goals.
- (n.) Conducting an annual evaluation of the performance of the Head of School and establishing goals for the following year:
- (o.) Conducting an annual self-evaluation, including consideration of whether the Board and its committees are independently knowledgeable concerning school matters or are relying too heavily upon the Head of School and other staff members for guidance:
- (p.) Keeping full and accurate minutes of its meetings and those of its committees:
- (q.) Maintaining a policy book so that governance decisions made over a period of years may be readily available to subsequent leadership and Head of School:
- (r.) Other duties as appropriate and necessary for the safe and effective operation of the School

- (s.) Review the current bylaws on an annual basis.

Article II: BOARD OF DIRECTORS

Section 2.01 Qualifications and Expectations. A high value for professionalism and the success of the School is mandatory. Motivation for serving on the Board of Directors shall be to help facilitate the educational success of students. All Directors are required to attend a yearly board conference during which the goals of the Board are defined, a Board self-evaluation critiqued and other pertinent topics are discussed.

Directors shall exemplify integrity, honesty, and respect. A dedication and commitment to the vision of Montessori Academy of Cornelius shall be the highest priority for any Director. Any Director finding himself involved in an irresolvable conflict shall put the vision of the School first and foremost.

Directors are expected to maintain a professional demeanor at all Board meetings. Issues being discussed shall not be personalized and directed toward any other Director, staff member, parent or anyone else. Discernment should be used in interpersonal relationships and communications. Directors are prohibited from speaking negatively about staff or other Directors to the School community or parties outside the School community.

Directors shall demonstrate initiative in remaining informed about the School's activities and progress through regular attendance at Board meetings and other planned meetings and through reading School reports and recommended publications. A Director missing three (3) Board meetings without prior notice of their absence to another Director shall receive a notice of probation. Missing a fourth meeting without prior notice is considered a resignation by the Director.

A Director is prohibited from using his/her position of authority while acting in a parent or volunteer role at the School. Directors shall foster good relationships with the Head of School and staff on a personal level. With humility, each Director will serve the best interests of the School.

Section 2.02 Executive Committee. The Board of Directors has the option of electing certain of its members as President, Vice-President, Secretary, and Treasurer at the first meeting following each annual meeting. Each officer will serve a one-year term and may stand for reelection. These elected officers of the Board of Directors and the Head of School shall compose the Executive Committee, which is responsible for conducting the Board's business between meetings, and is authorized to act for the Board of Directors in emergencies.

Section 2.03 Number of Directors. The number of Directors of the School shall be at least five and no greater than nine. Directors shall be a combination of parents from the school community, the Head of School, and non-parent, non-staff community members who shall serve at the invitation of the elected members of the Board of Directors. It is the intent that the community members be from within the Montessori or local business community. A member of the Board cannot be a relative of another Board member.

Any action of the Board of Directors to increase or decrease the number of its members, whether expressly by resolution or by implication through the election of additional

Directors, shall constitute an amendment of these bylaws effecting such increase or decrease.

Section 2.04 Term of Directors. The terms of the community member Director shall be for one year. The Directors elected by the Board of Directors shall serve three-year terms, preferably staggered so that at no time is the entire Board replaced in one election. The Head of School shall have no term limit.

Section 2.05 Vacancies. Any Director may resign at any time by giving written notice to the President of the Board of Directors. A Director's resignation shall take effect at the time specified in such notice, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring on the Board of Directors may be filled by the affirmative vote of a majority of the remaining Board members. A Board member elected to fill a vacancy shall be elected for the unexpired term of such member's predecessor in office. Any Board vacancy to be filled by reason of an increase in the number of Board members shall be filled by the affirmative vote of a majority of the Board members then in office.

Section 2.06 Termination. Membership on the Board may be terminated for cause without the consent of the Director by a unanimous vote of the remaining Directors, provided notice of the vote on termination is published in the agenda.

Section 2.07 Unethical Conduct. Unethical and/or illegal conduct as determined by a majority of the Directors shall be grounds for immediate removal, whether or not such conduct occurs while acting in the capacity of Board member.

Section 2.08 Removal by Petition. A removal petition must be submitted to the President of the Board of Directors or Head of School and signed by a number equaling at least one-third of the school community. The issue of the removal petition must be placed on the next Board agenda, provided that such petition is presented no less than fifteen days prior to the meeting. The Board of Directors shall action the removal petition at the meeting and if a unanimous vote of the remaining Directors supports the petition, the Director shall be removed.

Section 2.09 Regular Meetings. An annual meeting of the Board of Directors shall be held within 30 days of the beginning of each fiscal year for the purpose of electing officers and for the transaction of other business. Additional regular meetings will be held monthly and attendance is compulsory.

Section 2.10 Special Meetings. Special meetings of the Board may be called by, or at the request of, the President, the Head of School, or any two Directors.

Section 2.11 Notice. If not determined by a quorum of directors during a meeting, notice of each meeting of the Board stating the place, day and hour of the meeting and agenda shall be given to each Director at such Director's email address at least five days prior. The notice must also be published or posted for the general public at least two days prior to the meeting.

Section 2.12 Presumption Assent. A Director who is present at a meeting of the Board at which action on any School matter is taken shall be presumed to have assented to the action taken unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file a written dissent to such action with the person acting as the secretary of the School immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 2.13 Quorum and Voting. A majority of the Directors shall constitute a quorum for the transaction of business at any meeting of the Board, and the vote of a majority of the Directors present at a meeting (either in person or by phone) at which a quorum is present shall be the act of the Board. If less than a quorum is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice other than an announcement at the meeting until a quorum shall be present. No Director may vote or act by proxy at any meeting of the Board of Directors.

Section 2.14 Compensation. Directors shall not receive compensation for their services as such. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the School in any other capacity, under the provisions of state law and district policy concerning disclosure and conflict of interests.

Section 2.15 Other Committees. By resolution, the Board may designate one or more other standing or advisory committees. The delegation of authority to any committee shall not operate to relieve the Board or any Director from any responsibility imposed by law. Rules governing procedure for meetings of any committee of the Board shall be as established by the Board, or in the absence thereof, by the committee itself.

Section 2.16 Executive Sessions. All regular and special meetings of the Board of Directors shall be open to the public, except that, upon the vote of a majority of the quorum present, an executive session may be held to discuss any one or more of the following:

- i. Purchase, acquisition, lease, transfer or sale of any real, personal or other property interest except that no executive session shall be held to conceal the fact that a member of the local public body has a personal interest in such property transaction:
- ii. Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. The mere presence or participation of an attorney at an executive session is not sufficient to satisfy this requirement.
- iii. Matters required to be kept confidential by federal or state law or rules and regulations:
- iv. Specialized details of security arrangements or investigations:

- v. Determining positions relative to matters that may be subject to negotiations: developing strategy for negotiations: and instructing negotiators:
- vi. Personnel matters: except if the employee who is the subject of the session has requested an open meeting. If the personnel matter involves more than one employee, all of the employees have to request an open meeting for the board to conduct the discussion in public:
- vii. Consideration of any documents protected under the mandatory nondisclosure provisions of the Open Records Act:
- viii. Discussion of individual students where public disclosure would adversely affect the person or persons involved.

The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. The Head of School will attend all executive sessions unless expressly excused by a vote of two-thirds of the remaining Directors present and within quorum at the regular meeting. The Board shall not make final policy decisions, nor shall any resolution, rule, regulation or formal action or any action approving a contract or calling for the payment of money be adopted or approved at any session which is closed to the general public. Matters discussed during executive sessions shall remain among those attending; The Secretary of the Board of Directors shall maintain topical minutes of all executive session items that result in public Board action. Whenever reasonable, the convening of a necessary executive session will be scheduled in advance and announced to the community through the normal means of announcing Board meetings.

Article III: OFFICERS AND AGENTS

Section 3.01 Number and Qualifications. The elected officers of the School shall be at least a President, Vice President, Secretary and a Treasurer. Any two or more offices may be held by the same person, except that no officer may act in more than one capacity where action of two or more officers is required. Elected officers may also serve on the Board of Directors with the exception of the Treasurer who must remain independent from the Board. The Board of Directors will review the bylaws annually and, when feasible, modify the bylaws so that only non-Board Members may serve as Officers. No officer can be a relative of another officer. .

Section 3.02 Election and Term of Office. The officers of the School shall be elected by the Board of Directors at the first meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. All officer terms are for one year. Each officer shall hold office until such officer's

successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3.03 Compensation. Officers shall not receive compensation for their services as such, although reasonable expenses may be paid or reimbursed by the School.

Section 3.04 Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment it would be in the best interests of the School, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 3.05 Vacancies. Any officer may resign at any time subject to any rights or obligations under any existing contracts between the officer and the School, by giving written notice to the President. If the President is the resigning officer, written notice shall be provided to the Secretary of the Board. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The Board of Directors may fill a vacancy in any office, however occurring, for the unexpired portion of the term.

Section 3.06 Authority and Duties of Officers. The officers of the School shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Board of Directors of these Bylaws.

Section 3.07 President. The President of the Board of Directors shall, or his/her designee, shall (i) preside at all meetings of the Board of Directors; (ii) see that all orders and recommendations of the Board of Directors are carried into effect; and (iii) perform all other duties incident to the office of President of the Board of Directors and as from time to time may be assigned to the President by the Board of Directors.

Vice President. The Vice President shall serve in the absence or disability of, and at the direction of the President. The Vice President shall take full responsibility for organizing and overseeing elections for members of the Board of Directors. The Vice President shall designate the administration of the admission process to an Admissions Committee before the beginning of each school year and throughout the school year as openings occur.

Secretary. The Secretary shall (i) keep the minutes of the proceedings of the Board of Directors and any committees of the Board of Directors; (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the School records and of the seal of the School (if any); (iv) keep at the School's office a record containing the names and addresses of the school community; and (v) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to such office by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the Secretary.

Treasurer. The Treasurer shall (i) be the principal financial officer of the School and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors; (ii) receive and give receipts and acquaintance for moneys paid in on account of the School, and pay out of the funds on hand and all bills, payrolls and other just debts of the School of whatever nature upon maturity; (iii) unless other arrangements are approved by the Board of Directors, be the principal accounting officer of the School and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare or cause to be prepared and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the Head of School and the Board of Directors statements of account showing the financial position of the School and the results of its operation; (iv) upon request of the Board of Directors, make such reports to it as may be required at any time; and (v) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to such office by the Head of School or the Board of Directors. Assistant treasurers, if any, shall have the same powers and duties, subject to the supervision by treasurer.

Section 3.08 Surety Bonds. The Board of Directors may require any officer or agent of the School to execute to the School a bond in such sums and with such sureties as shall be satisfactory to the Boards of Directors conditioned upon the faithful performance of such person's duties and for the restoration to the School of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the School.

Article IV: INDEMNIFICATION

Section 4.01 Definitions. For purposes of this Article, the following terms shall have the meanings set forth below:

- (a) "School" means the Montessori Academy of Cornelius or any successor school created as a result of a merger, consolidation or other transaction in which the predecessor's existence ceased upon consummation of the transaction.
- (b) "Expenses" means the actual and reasonable expenses, including attorney's fees, incurred by a party in connection with a proceeding.
- (c) "Liability" means the obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to a private foundation or an employee benefit plan) or expense incurred with respect to a proceeding.
- (d) "Official Capacity" when used with respect to a Director of the School means the office of Director in the School, and when used with respect to a person in a capacity other than as Director (even if such person is also a Director) means the office in the School held by the officer or the employment relationship undertaken by the employee on behalf of the School in the performance of his/her duties in

his/her capacity as such officer or employee. "Official capacity" does not include service for any other foreign or domestic school or for any partnership, joint venture, trust, other enterprise or employee benefit plan when acting directly on behalf of such other school, partnership, joint venture, trust, enterprise or plan as a Director, officer, employee, fiduciary or agent thereof.

- (e.) "Party" means any person who was, is, or is threatened to be made, a named defendant or respondent in a proceeding by reason of the fact that such person is or was a Director, officer or employee of the School, and any person who, while a Director, officer or employee of the School, is or was serving at the request of the School as a Director, officer, partner, trustee, employee, fiduciary or agent of any other foreign or domestic school or of any partnership, joint venture, trust, other enterprise or employee benefit plan. A party shall be considered to be serving an employee benefit plan at the School's request if such party's duties to the school also impose duties on or otherwise involve services by such party to the plan or to participants in or beneficiaries of the plan.
- (f.) "Proceeding" means any threatened, pending or completed action, suit or proceeding, or any appeal therein, whether civil, criminal, administrative, arbitrate or investigative (including an action by or in the right of the School) and whether formal or informal.

Section 4.02 Right to Indemnification.

- i. Standards of Conduct. Except as provided in Section 4.02(d) below, the School shall indemnify any party to a proceeding against liability incurred in or as a result of the proceeding if (1) such party conducted himself or herself in good faith (ii) such party reasonably believed (A) in the case of a Director acting in his/her official capacity, that his/her conduct was in the School's best interests, or (B) in all other cases, that such party's conduct was at least not opposed to the School's best interests, and (iii) in the case of any criminal proceeding, such party had no reasonable cause to believe his/her conduct was unlawful. For purposes of determining the applicable standard of conduct under the Section 4.02 any party acting in his/her official capacity who is also a Director of the School shall be held to the standard of conduct set forth in Section 4.02(a)(ii)(A), even if such party is sued solely in a capacity other than as such Director.
- ii. Employee Benefit Plans. A party's conduct with respect to an employee benefit plan for a purpose such party reasonably believed to be in the interests of the participants in or beneficiaries of the plan is conduct that satisfies the requirements of Section 1.01. A party who did not reasonably believe their actions to be in the interests of the participants in, or beneficiaries of, the plan shall be deemed not to satisfy the requirements of Section 4.02(a)(1).

- iii. Settlement. The termination of any proceeding by judgment, order, settlement or conviction, or upon a plea of nolo-contender or its equivalent, is not of itself determinative that the party did not meet the applicable standard of conduct set forth in Section 4.02(a).
- iv. Indemnification Prohibited. Except as hereinafter set forth in this Section 4.02(d), the School may not indemnify a party under the Section 4.02 either (i) in connection with a proceeding or in the right of by the School in which the party is or has been adjudged liable for gross negligence or willful misconduct in the performance of the party's duty to the School, or (ii) in connection with any proceeding charging improper personal benefit to the party, whether or not involving action in the party's official capacity, in which the party was adjudged liable on the basis that personal benefit was improperly received by the party (even if the School was not thereby damaged). Notwithstanding the foregoing, the School shall indemnify any such party if and to the extent required by the court conducting the proceeding, or any other court of competent jurisdiction to which the party has applied, if it is determined by such court, upon application by the party, that despite the adjudication of liability in the circumstances in clauses (i) and (ii) of the Section 4.02(d) or whether or not the party met the applicable standard of conduct set forth in Section 4.02(a). and in view of all relevant circumstances, the party is fairly and reasonably entitled to indemnification for such expenses as the court deems proper in accordance with the North Carolina Nonprofit School Code.
- v. Claims by or in the Right of School Indemnification permitted under this Section 4.02 in connection with proceeding by or in the right of the School shall be limited to expenses incurred in connection with the proceeding.
- vi. Combined Proceedings. If any claim made by or in the right of the School against a party is joined with any other claim against such party in a single proceeding, the claim by or in the right of the School (and all expenses related thereto) shall nevertheless be deemed the subject of a separate and distinct proceeding for purposes of the Article.

Section 4.03 Prior Authorization Required. Any indemnification under Section 4.02 (unless ordered by a court) shall be made by the School only if authorized in the specific case after a determination has been made that the party is eligible for indemnification in the circumstances because the party has met the applicable standard of conduct set forth in Section 4.02(a) and after an evaluation has been made as to the reasonableness of the expenses. Any such determination, evaluation, and authorization shall be made by the Board of Directors by a majority vote of a quorum of such Directors, which quorum shall

consist of Directors not parties to the subject proceeding, or by such other person or body as permitted by law.

Section 4.04 Success on Merits or Otherwise. Notwithstanding any other provision of this Article, the School shall indemnify a party to the extent such party has been successful, on the merits of otherwise, including without limitation, dismissal without prejudice or settlement without admission of liability, in defense of a proceeding to which the party was a party against expenses incurred by such party in connection therewith.

Section 4.05 Advancement of Expenses. The School shall pay for or reimburse the expenses, or a portion thereof, incurred by a party in advance of the final disposition of the proceeding if: (a) the party furnishes the School with a written affirmation of such party's good-faith belief that he or she has met the standard of conduct described in Section 4.02(a)(1); (b) the party furnishes the School a written undertaking, executed personally or on behalf of such party, to repay the advance if it is ultimately determined that the party did not meet such standard of conduct; and (c) authorization of payment and a determination that the facts then known to those making the determination would not preclude indemnification under this Article have been made in the manner provided in Section 4.03. The undertaking required by clause (b) must be an unlimited general obligation of the party, but need not be secured and may be accepted without reference to financial ability to make repayment.

Section 4.06 Payment Procedures. The School shall promptly act upon any request for indemnification, which request must be in writing and accompanied by the order of court or other reasonably satisfactory evidence documenting disposition of the proceeding in the case of indemnification under Section 4.04 and by the written affirmation and undertaking to repay as required by Section 4.05 in the case of indemnification under such Section. The right to indemnification and advances granted by this Article shall be enforceable in any court of competent jurisdiction if the School denies the claim, in whole or in part if no disposition of such claim is made within ninety days after written request for indemnification is made. A party's expenses incurred in connection with successfully establishing such party's right to indemnification, in whole or in part, in any such proceeding shall also be paid by the School.

Section 4.07 Insurance. By action of the Board of Directors, notwithstanding any interest of the Directors in such action, the School may purchase and maintain insurance in such amounts as the Directors deem appropriate to protect itself and any person who is or was a Director, officer, employee, fiduciary or agent of the School, or who, while a Director, officer, employee, fiduciary or agent of any other foreign or domestic School or corporation of any partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against or incurred by such person in any such capacity or arising out of such person's status as such, whether or not the School would have the power to indemnify such person against such liability under applicable provisions of law or this Article, provided any such insurance company is formed under the laws of North Carolina or any other jurisdiction, including any insurance company in which the School has an equity or any other interest, through stock ownership or otherwise. The School may create a trust fund, grant a security interest or use other means (including, without

limitation, a letter of credit) to ensure the payment of such sums as may become necessary to effect indemnification as provided herein.

Section 4.08 Right to Impose Conditions to Indemnification. The School shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as may appear appropriate to the Board of Directors in each specific case and circumstances, including but not limited to any one or more of the following: (a) that any counsel representing the party to be indemnified in connection with the defense or settlement of any proceeding shall be counsel mutually agreeable to the party and the School; (b) that the School shall have the right, at its option, to assume and control the defense or settlement of any claim of proceeding made, initiated or threatened against the party to be indemnified; and (c) that the School shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified party's right of recovery, and that the party to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to the School.

Section 4.09 Other Rights and Remedies. The indemnification provided by this Article shall be in addition to any other rights which a party may have or hereafter acquire under any law, provision of the articles of, any other or further provision of these bylaws, or otherwise.

Section 4.10 Applicability Effect. The indemnification provided in the Article shall be applicable to acts or omissions that occurred prior to the adoption of the Article, shall continue as to any party entitled to indemnification under this Article who has ceased to be a Director, officer or employee of the School or, at the request of the School, was serving as and has since ceased to be a Director, officer, partner, trustee, employee, fiduciary or agent of any other domestic or foreign school, or of any partnership, joint venture, trust, other enterprise or employee, fiduciary agent of any other domestic or foreign school, or of any partnership, joint venture trust, other enterprise or employee benefit plan, and shall inure to the benefit of the estate and personal representatives of each such person. The repeal or amendment of the Article or of any Section of provision hereof that would have the effect of limiting, qualifying, or restricting any of the powers or rights of indemnification provided or permitted in the Article, shall not solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the School to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions that occurred prior to such repeal or amendment. All right to indemnification under Article shall be deemed to be provided by a contract between the School and each party covered hereby.

Section 4.11 Indemnification of Agents. The School shall have the right, but shall not be obligated, to indemnify any agent of the School not otherwise covered by this Article to the fullest extent permissible by the laws of North Carolina. Unless otherwise provided in any separate indemnification arrangement, any such indemnification shall be made only as authorized in the specific case in the manner provided in Section 2.16.

Section 4.12 Savings Clause: Limitation. If the Article or any Section of provision hereof shall be invalidated by any court on any ground, then the School shall nevertheless indemnify each party otherwise entitled to indemnification hereunder to the fullest extent permitted by law of any applicable provision of the Article that shall not have been invalidated.

Article V: MISCELLANEOUS

Section 5.01 Account Books, Minutes, Etc. The School shall retain correct and complete books and records of account and shall retain minutes of its proceedings including but not limited to meetings of its Board of Directors, parent/teacher committees, etc.

Section 5.02 Fiscal Year. The fiscal year of the School shall be July 1 to June 30.

Section 5.03 Conveyances and Encumbrances. Property of the School may be assigned, conveyed, or encumbered by such officers of the School as may be authorized to do so by the Board of Directors, and such authorized person(s) shall have power to execute and deliver any and all instruments of assignment, conveyance, and encumbrance: however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the School shall be authorized only in the manner described by applicable statute.

Section 5.04 Designated Contributions. The School may accept any designated contribution, grant, bequest, or devise consistent with its general purposes. As so limited, donor designated contributions will be accepted for special funds, purposes or uses, and such designation generally will be honored. However, the School shall reserve all right, title, and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any such special fund, purpose or use. The funds from such designated contributions shall be retained in a special account separate from School operating funds.

Section 5.05 Conflicts of Interest. If any person who is a Director or officer of the School is aware that the School is about to enter into any business transaction directly or indirectly with such person, any member of such person's family, or any entity in which such person has any legal, equitable or fiduciary interest or position, including without limitation as a Director, officer, shareholder, partner, beneficiary or trustee, such person shall: (a) immediately inform those charged with approving the transaction on behalf of the School of such person's interest or position: (b) aid the persons charged with making the decision by disclosing any material facts within such persons knowledge that bear on the advisability of such transaction from the standpoint of the School: and (c) not be entitled to vote on the decision to enter into such transaction.

Section 5.06 Loans to Directors and Officers Prohibited. No loans shall be made by the School to any of its Directors or officers. Any Director or officer who assents to or participates in the making of any such loan shall be liable to the School for the amount of such loan until it is repaid.

Section 5.07 Amendments. The power to alter, amend or repeal these bylaws or adopt new bylaws shall be vested in the Board of Directors.

Section 5.08 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 5.09 Open Meetings and Records. All meetings and record keeping will be conducted in accordance with the applicable open meetings and records laws.

Section 5.10 Conduct of Meetings. All meetings of the Board of Directors will be conducted under Roberts Rules of Order.

Section 5.11 Distribution Upon Dissolution. Upon the dissolution of the corporation the Board of Directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c) (3) or the Code as the Board or Directors shall determine or to federal, state or local governments to be used exclusively for public purposes, Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations such as the court shall determine which are organized and operated exclusively for such purposes or to such governments for such purposes.

Article VI: NON-DISCRIMINATORY POLICY

Section 6.01 Montessori Academy of Cornelius fully embraces diversity as a core value. The school does not discriminate against employees, applicants or students on the basis of race, religion, national or ethnic origin in its hiring practices or administration of its educational and admissions policies or any school-administered programs.

BYLAWS CERTIFICATE

The undersigned certifies that he/she is the Secretary of Montessori Academy of Cornelius and that, as such, he/she is authorized to execute this certificate on behalf of

said school, and further certifies that attached hereto is a complete and correct copy of the presently effective bylaws of said school.

/signature/ _____

A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

NOTE: (c)(3) NON-PROFIT STATUS has been applied for (see Appendix)

E. ADMISSIONS POLICIES (*G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1)*)

1. **Age Cut-offs:** To be eligible for admission child must be:
 - a. 1st Grade – 6 years old by August 31
 - b. 2nd Grade – 7 years old by August 31
 - c. 3rd Grade – 8 years old by August 31
 - d. Exceptions to the above age requirements can be made at the discretion of the Head of School upon recommendation of professional or former teacher

2. **Entrance Requirements**
 - a. Copy of child's certified Birth Certificate
 - b. Copies of 3 proofs of NC Residency:
 - i. **Choice of One:** Copy of Deed OR record of most recent mortgage payment; Copy of Lease AND record of most recent rent payment; Affidavit from landlord affirming tenancy AND record of most recent rent payment; Section 8 agreement
 - ii. **One** utility bill or work order dated within the past 30 days (Gas, Water, Electric, Telephone or Cable)
 - iii. **Choice of One:** Valid NC Driver's License; Current Vehicle registration in NC; Valid NC photo ID card; dated within past year: W-2, Vehicle Tax Bill or Property Tax Bill; Bank of Credit Card Statement
 - iv. Copy of Immunization Record
 - c. Under North Carolina General Statute (GS115C-391), Montessori Academy of Cornelius may refuse admission to any student who has been expelled or suspended from a public school, until the period of suspension or expulsion has expired.
 - d. In order to apply for the lottery for a certain grade, each student must have completed the academic requirements for previous grade (determined by EOG, testing, teacher recommendations, observation reports, etc) and the

Head of School reserves the right to determine exceptions based on the uniqueness of the student.

- e. Montessori Academy of Cornelius reserves the right to refuse admission to any student that has not met the academic requirements for the grade level they have applied to enter.
- f. Montessori Academy of Cornelius will continuously seek a student body and faculty that are diverse in gender, race, creed, national origin, religion, and ethnicity or ancestry. Accordingly, Montessori Academy of Cornelius does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

3. Priority Enrollment

- a. If number of interested families does not exceed number of available seats, children will be enrolled on the first come first served basis
- b. In case of more interest than available seats, Montessori Academy of Cornelius will follow these Priority Enrollment Rules in the order listed below:
 - i. **Multiple Births (Twins, Triplets):** Per NC House Bill 316, in the lottery Montessori Academy of Cornelius will enter one surname for multiple birth siblings to be enrolled for the school year. If their name is drawn, all multiple birth siblings will be allowed to enroll. This does not allow for other siblings to enroll, they must be separate names in the lottery and individually drawn
 - ii. **Siblings of currently enrolled students:** Eligible siblings of currently enrolled students who were enrolled in the charter school the previous year will receive enrollment priority. Sibling priority (per state law) is not extended during the lottery/waiting period.
 - iii. **Children of the Charter School's Head and Assistant Head of School, Full-Time teachers and assistant teachers:** Eligible children will be given enrollment priority at Montessori Academy of Cornelius. Children of the Board Members will be given enrollment priority at Montessori Academy of Cornelius during 1st year of operation only.

4. Montessori Education Opportunities / Information Sessions

Due to the uniqueness of Montessori educational approach, it is essential that prospective families are familiar with all the aspects that Montessori education has to offer along with what makes this educational methodology different from Traditional approach to education. Montessori education for the incoming families is absolutely paramount to ensure children's continued success in school.

Prospective parents will be offered opportunity to take part in **free** Montessori Education/Information Series consisting of at least 6 different 2 hour sessions taking

place over the months of February and March during the first year and November through February in the following years - prospective parents will be encouraged to attend at least 3 sessions. These education sessions will be offered at a variety of days/times including weekday mornings, weekday evenings and weekends at a choice of community accessible locations in North Mecklenburg and South Iredell Counties. These sessions will be advertised in local press, on-line Communities, through flyers distributed in local schools, libraries, churches and offices as well as by word of mouth. Transportation will be provided to those who do not have it.

Prospective parents will be able to pick up Enrollment Applications by either attending one of the Education / Information Sessions offered or by mailing Intent to Enroll request to **17609 Old Statesville Rd., Cornelius, NC 28031**. The option of requesting Enrollment Applications via mail will be clearly listed on the flyers announcing Education Sessions to the community. Any interested parent can also pick up a enrollment form from a designation location during the application period.

5. Classroom Observation Opportunity

Montessori child-centered educational approach encourages child's active participation in decisions surrounding school experience and learning. In addition, Montessori classroom is set up to be distinctively different from Traditional classroom. It is essential for the child's success in this environment to provide the child with an opportunity to actively engage with the Montessori materials.

Prospective children will be invited for an optional group observation session (mixed age groups of 5-6 children) by trained Montessori teacher(s).

6. Enrollment Application

If children are comfortable in the environment and parents are interested in enrolling, parents will be asked to fill out an Enrollment Application finalizing their intent - in the application they will answer similar to those listed below to allow school to learn more about prospective families/children as well as present prospective parents with another opportunity to confirm their intent:

- a. Why have you chosen Montessori for your child?
- b. How would you describe your child's learning style?
- c. How much time does your child spend with other children?
- d. Is your child involved in any activities outside of school? If yes, which ones?
- e. What are your child's hobbies?

- f. What are your goals for your child?
- g. How can the Montessori Academy of Cornelius help your child meet those goals?
- h. What role do you plan to play to help your child meet those goals?
- i. How can you contribute to Montessori Academy of Cornelius as a volunteer?

7. Application Period

The school will establish and post an application period on their website each year, with a beginning and ending date, where applications will be accepted for enrollment the following school year. During first year (if website is not available), this information will be clearly listed on Community announcements.

2012-2013: pending the approval of the charter February 15, 2012 through March 31, 2012

Years following: November 1st – January 31.

If seats still remain after the application period has closed, enrollment forms can be picked up from a designation location and after lottery seats will be assigned by open enrollment, first come-first served basis.

If the number of applications submitted by eligible applicants during the application period exceeds the capacity of the program, class, grade level or building to which they are seeking enrollment, then acceptance for any oversubscribed program, class, grade level or building shall be determined by lottery.

8. Lottery

If number of interested families does not exceed number of available seats for a grade level, the child will be admitted on the first come, first served basis. In the case of more interest than available seats for a grade level, the lottery will be held on **third Saturday in April (year 1) and third Saturday in March (following years) at 9:30 a.m. and will be open to the public.**

9. Notification of Admission

All students who are accepted for admission will be notified at the contact information provided during the application process. A registration packet, which requests further information about the student and documentation of the information provided during the

application process (i.e. proof of residency, birth certificate, immunizations, medical information) will be mailed to the address provided during the application process. The registration packet MUST be returned with all required documentation by the date provided in the registration packet to secure the student's enrollment in the school.

V. Educational Plan

A. INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Educational theory, foundation of the model, and proposed innovative offerings.

The Montessori Method is a time tested form of education that was established by Dr. Maria Montessori (1870 - 1952), one of the first women physicians in Italy. She held a doctorate in psychiatry, philosophy, and was a professor of anthropology. Inspired by her medical background and work with children with mental disabilities, Montessori became a conduit for the emergence of a method of education that is characterized by observation and developmental tendencies of human beings. The Montessori approach uses observation and hands on materials to facilitate mastery of abstract concepts, cultivate of self awareness, independence, collaboration, divergent thinking, and responsibility to community and our planet. This approach began as an effective means of educating the mentally disabled, but has since emerged as an approach to teaching for all children in schools around the world for over 100 years. It is a proven form of education.

The child cannot develop if he does not have objects around him permitting him to act. Until the present it was believed that the most effective learning took place when knowledge was passed on directly to the child by his teachers. But it is really the environment that is the best teacher. The child needs objects to act; they are like nourishment for his spirit. (Education and Peace, 75)

The statement above by Maria Montessori explains the rationale for the commitment to experiential learning in a Montessori classroom. Manipulative materials are readily available for the children's exploration. The learning materials are beautiful and carefully prepared in order to spark curiosity and stimulate the desire to explore. The apparatus are self-correcting, thus fostering independence and auto-education. The opportunity to realize and correct one's mistakes enhances a student's sense of self-confidence, independence, and self-discipline.

A partnership with the natural environment and the surrounding community is also a vital component of the approach. Montessori children spend a great deal of time investigating the world around them via outdoor classroom experiences, nature hikes, and field trips. Students discover how to care for, and live in community with all living things.

Education of the "whole self" is paramount, and therefore personal and interpersonal growth is cultivated. Multi-age grouping allows children to develop leadership skills,

establish role models and mentors, and learn to live and work in harmony with others. The children move freely throughout the classroom exploring, interacting, and making work choices. This helps to foster responsibility and self-discipline.

The Montessori Method is designed to provide an opportunity for children to explore, grow, and direct their own educational experience. This freedom leads to the development of joyful lifelong learners, ambassadors of peace, caretakers of the environment, and citizens of the world.

This alternative approach serves a variety of students and is particularly effective with those students who are extremely gifted, as well as students who have special academic and even some behavioral needs. Students who appear average often excel beyond expectations.

Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc

If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?

Maria Montessori

Montessori Education is based on the concept of child development. This theory involves the belief that humans develop socially, emotionally, physically, and intellectually in stages. There are different markers that distinguish each level of growth. Montessori identifies these distinctive tendencies, and creates an environment that is conducive to the needs of children at each stage. The early stages in life identified by Montessori include: from babyhood to childhood (0-6 years), childhood to adolescence (6-12 years), and adolescence to adulthood (12-18 years). Each plane of development is characterized by different tendencies and learning styles.

The Montessori Academy of Cornelius will begin at 1st grade as first grade mark the beginning of the second plane of development. Starting at the beginning of this plane will allow MAC students the best opportunity for success.

The Elementary program will encompass 1st – 6th grade (ideally 6-12 years). The curriculum will consist of a fusion of the North Carolina Standard Course of and the Montessori Curriculum as approved by MACTE. All subjects will be presented using the Montessori approach.

The Lower Elementary classroom will consist of students age 6-9 years old (1st – 3rd) grade. Montessori philosophy suggests that age six marks the beginning of a new developmental plane which is defined as the Age of the **Mathematical Mind**. This stage

is focused on the **construction of the social self**. The gregarious elementary student is concerned primarily with the acquisition of culture, has a highly active imagination, is devoted to morality, and has the ability to grasp abstract concepts. Dr Montessori likened the mind at this age to a “fertile field” where the seeds of knowledge will “germinate into culture.”

The Lower Elementary environment serves as an open landscape where everything has a specific purpose. Children are encouraged to explore the environment both independently and in cooperation with one another.

The Upper Elementary program is designed to provide the lessons and activities necessary for students ages 9-12 (4-6th grade). Upper Elementary is merely an extension and culmination of Lower Elementary. The teachers and students explore concepts more deeply, and the children engage in more independent studies. Research and independent study projects are also a major part of the educational experience at this level

The elementary curriculum is MACTE (*) accredited and is presented by Montessori instructors who have received certification from an accredited Montessori training program.

(*) Montessori Accreditation Council for Teacher Education MACTE is the international standard setting and accrediting body for Montessori teacher education. MACTE honors diversity and encourages collaboration among its constituents. MACTE is recognized by the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). MACTE's mission is to improve the level of Montessori teacher education by: .Developing valid and reliable accreditation standards that contribute toward quality Montessori teacher education; .Evaluating compliance with these standards; .Recognizing institutions and programs that demonstrate compliance with the standards; .Serving as a resource to various stakeholder groups concerning quality issues in Montessori teacher education; .Serving as a unifying body in the field of Montessori teacher education

The classroom is equipped with a wealth of color-coded, didactic materials that entice the student to explore. The materials are also self-correcting in order to promote success and independence. This creates a busy, productive atmosphere where intellectual development flourishes. Ideas are mastered beginning with concrete concepts and moving towards abstract understanding and application.

Overview of the Montessori Elementary Curriculum:

- Hands on, child centered learning

- Education for Peace
- 3-year program, with multiage students in a classroom
 - LE is 1st, 2nd, and 3rd grade
 - UE is 4th, 5th, and 6th grade students
- Study is not confined to textbooks
- Integrative curriculum
- Repetitive experiences of success foster competencies and failure is deemphasized
- The environment offers the opportunity to:
 - achieve
 - be challenged
 - learn
 - find happiness in work
 - bridge to abstract learning
 - experience freedom with responsibility
 - complete long-term projects
 - develop time management skills
 - discern learning styles accentuating the positive and improving upon the weaknesses
 - learn at one's own pace
 - peer teach
 - engage in collaborative work
 - embrace accountability for use of time
 - mix between following own interest and assigned tasks
 - improve quality of working relationships developing:
 - honesty, responsibility, accountability to others, friendship, confidence, compassion
 - facilitate creativity
 - enhance leadership abilities
 - progress as skills are mastered, moving forward as students are ready
 - practice kindness and peacefulness

- **Emphasis in Elementary:**
 - individual responsibility
 - problem solving
 - self, community, and environmental awareness
 - growth in cultural experiences and knowledge
 - exploration
 - creativity
 - a strong sense of community

- cooperative group work skills
- social problem solving
- confidence building
- respect for individual differences
- knowing how and why
- defining oneself in a safe nurturing environment where students are freedom to try new things
- testing students' limits
- relying on others for support
- not focused on memorization...instead internalization (understanding)
- students actively engaging in learning rather than being spoon fed
- high expectations for all students, not just gifted
- self-discipline/internal motivation
- diversity culturally and academically
- love natural environment
- integrated learning
- personal best vs. competition (academic competition is accepted but not encouraged)

Goals

- develop a sense of solidarity with all living entities
- relate to others with love and respect
- citizens of the community, nation, and universe,
- respectful humanitarians
- developing confidence and social, cultural and self-awareness
- academic excellence

Role of Adult

- teachers act as facilitators
 - coach, friend, mentor
- deep respect for children
- patient
- facilitate social and emotional development
- assumes that children are born intelligent
- present clear lessons that inspire
- observe and implement curriculum accordingly
- develop knowledge of a variety of subjects
- prepare a learning environment
- establish genuine relationships with the students

- facilitate community
- model peace, love of others, and love of work
- remain a life-long learner
- become a master story teller
- support diverse learning styles
- individualize instruction
- motivate, encourage, and redirect
- understand Montessori philosophy and how to effectively implement the method
- understand developmental theory
- ongoing parent education

Methods

- hands on learning
- research based
- peer teaching
- integrated learning
- appeal to different learning styles(visual, auditory, kinesthetic)
- public speaking, presentations
- opportunities for real life application of skills

Enrichment

- Spanish
- French
- P.E.
- Art
- Music
- Chess
- Technology
- peace education

Learning Environment

- full range of sequentially structured learning materials
- integrated curriculum
- freedom of movement with responsibility
- identifiable ground rules by adults and children

- an aesthetically pleasing environment
- outdoor education environment
- children care for and maintain the environment

Organization

- ungraded 3 year age span (6-9 and 9-12)
- individual and group instruction
- children are guided by work plans
- attendance records, parent report forms and regular parent conferences
- diagnostic standardized testing
- public observation
- teacher observation

Curriculum Areas Rationale

Unified Curriculum

The entire curriculum is one that is unified. Literature, art, music, drama, science, history, and geography all complement one another and show the child how all things are related.

Math

The elementary Montessori math materials help teach abstract concepts in mathematics, geometry, and pre-algebra. Their goal is to lead the child to abstraction by eventually moving the child away from the concrete materials onto paper and pencil. Through repeated use of the materials the child is able to grasp the abstract information and move into what Montessori called the "Passage to Abstraction." Lessons include but are not limited to the four operations (addition, subtraction, multiplication, and division), fractions, decimals, memorization of math facts, measurement, time, money concepts, algebraic and geometrical concepts.

Language Curriculum

Lessons are focused on the acquisition of skills in the areas of grammar, spelling, sentence analysis, creative writing, composition and research. All of the lessons are interwoven and presented through storytelling and/or concrete materials. **READING** is taught through reading exercises. Each lesson uses a phonetic approach to reading, which enables greater mastery of the challenge of reading as well as comprehension.

Elements of reading like context clues, summarizing, main idea, etc. are taught through a series of activities that emphasize each concept.

Great Lessons

The Great Lessons are five key areas of interconnected studies presented to the child in the form of stories, related experiences and research projects.

The Great Lessons include:

1. the story of how the world came to be
2. the development of life on Earth
3. the story of humankind
4. the development of language and writing
5. the development of mathematics

They are intended to give the child a “cosmic” perspective of the Earth and humanity’s place within the cosmos.

Research

Elementary students rarely use textbooks. Instead, much of the work done is based on research. Children gather information from the library, internet, or other reference sources. Information gathered is often shared with fellow classmates via reports and presentations.

Computer Technology

In what has been tabbed as the Connected Age, our times suggest that the ability to use computers as a tool is critical to maintaining relevance in society. As a result, the use of computers is integrated into all areas of the classroom. Older students use word processing, the Internet, power point, and other programs that support presentation of information.

History and Geography

By studying history and world cultures, the elementary child develops a global perspective and a greater awareness of other cultures.

Science: Biology, Physics, and Chemistry

The area of science teaches the child how to ask questions, observe systematically, collect specimens, gather and analyze data, research, and conduct experiments.

Foreign Language

The direct goal of the program is to develop familiarity with the language and people from other countries. This study is aimed at supporting an appreciation for all people. Some of the goals of the program are that the students develop conversational skills, vocabulary, and the ability to understand the written information of a language. Culture and history are explored as well.

Practical Life

The challenge of learning responsibility gives the elementary child a great sense of pride. In addition to caring for their own classroom, children also learn daily living skills through cooking/baking, flower arranging, sewing, party planning, shopping, writing thank you or other greeting cards, first-aid, health, and everyday rules of socially responsible behavior.

Field Trips

“Going out” (field trips) is an essential part of the elementary curriculum and what Montessori described as the “Double Environment” : the classroom and society. Through the field trip experience the children are given the opportunity to explore their social environment to learn how other people live in their community.

Social Skills and Community Service

Elementary children are, by nature, very social. Montessori noted their need to be together (what she called the “herding instinct”). They naturally form little social groups of friends, each with its own set of rules and internal hierarchy. Because these social situations are encouraged in the Montessori elementary classroom, there is greater likelihood for better communication skills to develop. With the help of the teacher, the children are able to learn more effective ways to communicate with peers and how to “peacefully” resolve conflicts.

In addition to their responsibility to their own school, the elementary child begins to take a communal responsibility through community service. Recycling, composting, planting wild flowers or raising funds for charities all are part of the many ways we help AWAKEN the child’s SOCIAL CONSCIENCE.

Homework

Homework is intended to serve as extra practice for the week. These assignments can be completed at home or at school. Skills in responsibility and time management are enhanced by the expectation for children to complete and turn in homework.

The assignments usually involve skills enhancement, challenges the child to think, investigate, explore, and pursue creative hands-on activities. Homework also offers an opportunity for parents and students to share the learning experience.

Daily reading is encouraged.

Middle School

Middle school classrooms consists of students ages 12-15 (7th-8th grade). Students at this age are moving into a developmental plane in which they have the need to venture out into society. Students at this age are motivated by practical, real life responsibilities, and therefore are encouraged to develop relationships with adults in the community. These connections lead to opportunities for the students to learn and work outside of the classroom setting in professions that may interest them via work study and internships.

This is also a time when peer relationships become highly influential. Therefore, our program consists of many community building retreats and fields trips.

Middle School Curriculum:

- Traditional Courses
- Art
- Music
- Phys.Ed.
- Foreign Language
- Technology
- Chess Club
- Yearly Internship
- Classical Studies
- Immersion Trips

Middle School Goals:

- Academic Excellence
- Self-Confidence
- Development of identity
- Community building
- Citizenship

The Charter School will use the North Carolina End of Grade Test as a standardized method of assessment. Also, the Montessori approach consists of several methods for

evaluating student progress and diagnostics. Observation is the primary assessment tool, along with an approach called the 3-period lesson.

Observation methods will include qualitative and quantitative approaches.

The three period lesson is a fundamental tool used in Montessori environments to evaluate progress and promote mastery of concepts. The three period lesson for acquiring information was adopted by Montessori from Edouard Seguin, a French physician and educator. Seguin recognized a three-step process in the mastery of concepts. This pedagogical approach was initially employed to assist the student with learning various names of objects, categories, classes, and characteristics of objects to be found in the environment, and has since evolved into a process that is used in many aspects of the Montessori experience.

At its most fundamental level, the process can be defined as follows. The first period is an introductory stage. The second period is directed towards practice and recognition. The final step is the third period or testing stage, where the student is expected to synthesize information.

Student progress at MAC will be reported in five ways, standardized test scores, progress reports, narrative reports, and parent teacher conferences.

In accordance with the No Child Left Behind initiatives and the North Carolina ABCs of Public Education, Montessori Academy of Cornelius will continue to place an emphasis on students' learning of the "basics" and on high educational standards. EOG scores will provide data supporting the students' success as compared to other students in North Carolina. By the end of the third year of MAC's existence, students will be expected to be performing at or above grade level on the third grade EOG. By the end of the 6th year, students in all grades 3- 6 will be expected to be performing at or above grade level. At the end of year 8, all students 3-8 will be expected to be performing at or above grade level.

Years 3, 6, and 8 are pivotal years because at the end of each of these years, students taking the performance assessment test will have completed a full three year cycle at the lower elementary, upper elementary, and middle school levels. Completion of a full three year cycle is critical to success in a Montessori environment.

Along with EOG testing for grades 3-8, progress for all students grades 1-8 will be monitored with progress reports, narrative reports, and parent teacher conferences. Progress reports will provide itemized documentation of students' progress with individual concepts throughout the curriculum. Narrative reports will outline work habits, progress, and student experiences as each student navigates through the learning

environment and the curriculum. Parent teacher conferences will provide the opportunity for vital parent involvement in the students' learning.

While Montessori Academy of Cornelius values the differences in each child and honors individual strengths and learning styles, it is our goal for every student at MAC to be functioning at or above grade level in each subject area. Teachers at MAC will be trained to observe and identify those students who additional support in order to meet these educational goals. MAC will provide individualized learning plans for each child in accordance with the Montessori teaching and learning philosophy. These plans will include, but not be limited to differentiated instruction, extra time allotment, and professional services and resources.

The Montessori model is most effective when it operated on the metaphor of the equilateral triangle, the constructor. Parents, students, and teachers each are responsible for a leg of the triangle.

Parents will uphold their "leg" by participating in parent education opportunities provided by the school and/or by observing classrooms. These parent education experiences will serve as platforms for helping parents understand the parent role in the Montessori experience.

Parents will also be expected to volunteer time and resources in order to support the school's effort to facilitate student social and educational opportunities.

There will be a requirement that each family donate 20 volunteer hours per year. There will be no option for families to exchange money for volunteer hours, as parent participation is considered vital to the success of the students and the school.

Any family not meeting this requirement can be asked to forfeit their child/children's seat.

In Montessori Academy of Cornelius classrooms, each student is viewed as an individual possessing unique gifts and sometimes challenges in their educational process. It is the goal of the MAC to be an inclusive environment with diverse cultures, learning styles, and abilities. The collaboration between the Montessori approach and special education is a natural one. In addition, Montessori is an educational approach that is used universally, and thus the approach is effective with students of all nationalities and ethnicities. Montessori teachers are trained to teach in multi-age classrooms, and therefore teachers are often equipped to serve the needs of students who require additional support and those who require more advance work.

For those students who require support that cannot be provided by the teacher alone, MAC will partner with our local school district's professional services and resources.

Individualized learning is inherent in the Montessori approach, as work is introduced based on student readiness rather than simply chronological age of students. The curriculum and overall approach to education in MAC classrooms is compatible with the individualization required by IDEA for children with disabilities to access the curriculum.

The Montessori Academy of Cornelius: 2012-213 School Calendar

August 23	First Day of School
September 3	Labor Day
September 21	Teacher Work Day
October 29	Teacher Work Day
November 12	No School Veterans Day
November 21	Thanksgiving Break Begins
December 21	Winter Break Begins
January 2	Teacher Work Day
January 21	Martin Luther King Jr. Day
February 18	President's Day
March 29	Work Day
April 1-5	Spring Break
May 27	Holiday
June 11	Last Day of School

Total school year days = 185 Days

B. SPECIAL EDUCATION

The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

Montessori Academy of Cornelius will not discriminate against any student on the basis of ethnicity, national origin, gender or disability, and the school will not limit admission

to students on the basis of intellectual ability, measures of achievement or aptitude, athletic, ability, disability, race, creed, gender, national origin, religion or ancestry.

Montessori Academy of Cornelius believes that every child can succeed in ways that reflect his or her own strengths and interests. Our goal is that every child will learn to his/her greatest individual potential while still being a part of his/her class. The following works for gifted children and all other children.

- Students are appropriately grouped in clusters
- Teachers match their instructional strategies to the individual and group needs
- Students will receive an appropriate individual curriculum plan to meet their needs

The goal is to meet the instructional needs of all children in a regular classroom while creating a learning environment in which all students can fully develop their abilities and interests without losing their sense of unity in the classroom.

At Montessori Academy of Cornelius, we are concerned with the development of the total child including the cognitive, social, emotional and physical wellness. We believe that a balanced educational program will assist children in becoming happy, confident, well-balanced and successful individuals. Although a child might excel in one of these areas, we are committed to a well-rounded plan for each child that includes goals in all areas.

Montessori Academy of Cornelius will seek to use an inclusion program. Existing Individual Education Plans (IEP's) will be implemented or revised based on new environmental advantages at the school with the help of a certified special education teacher. The special education teacher will consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications. IEP's will be developed, revised and implemented only in accordance with Individuals with Disabilities Education Act (IDEA) and North Carolina law and regulations.

Montessori Academy of Cornelius will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act.

C. DISCIPLINE AND BEHAVIOR MANAGEMENT POLICY

Positive reinforcement is an effective method of the behavior management of children. When children receive positive, nonviolent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, Montessori Academy of Cornelius will practice the following discipline and behavior management policy:

We DO:

1. DO encourage the children through positive reinforcement.
2. DO reason with and set limits for the children.
3. DO model appropriate behavior for the children.
4. DO prepare and modify the classroom environment in an attempt to prevent problems before they occur.
5. DO listen to the children.
6. DO provide the children with natural and logical consequences of their behaviors.
7. DO treat the children as people and respect their needs, desires, and feelings.
8. DO explain things to children on their level.
9. DO redirect the children engaged in inappropriate behaviors toward more appropriate alternatives.
10. DO allow the children the opportunity to self-correct their behavior provided the behavior is not destructive, disturbing or dangerous.
11. DO separate the children from the group if their behavior is disruptive, disturbing or dangerous and give them the opportunity to return when they are ready to follow the ground rules.
12. DO remove children from the environment who pose a threat to themselves, other children or the environment.
13. DO stay consistent in our behavior management program.

We DO NOT:

1. DO NOT spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish the children.
2. DO NOT make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
3. DO NOT shame or punish the children at any time including when bathroom accidents occur.
4. DO NOT deny meals or rest as punishment.
5. DO NOT leave the children alone, unattended, or without supervision.
6. DO NOT place the children in locked rooms, closets, or boxes as punishment.
7. DO NOT allow discipline of children by children.
8. DO NOT criticize, make fun of, or otherwise belittle children’s parents, families, or ethnic groups.

We have a ***Zero Tolerance policy*** concerning fighting. ***Every student and teacher has the right to feel safe.*** Abusive behavior of this nature will result in immediate removal from the environment and at least a one day suspension from school following the first offense. The second occurrence will result in a three day suspension, and the student involved will not be invited to return to school until parents, the teacher, and that student, meet in a formal conference. The third offense will result in a weeklong suspension and possible expulsion. Anything after the third offense would likely result in expulsion from the school.

D.TIME LINE

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks

Date	Category	Activity	Person Assigned	Comments
11/10/2011	MILESTONE	<i>Application must be received in the Office of Charter Schools (OCS) by 12:00 PM on Thursday November 10, 2011.</i>		
11/17/2011	MILESTONE	<i>Copy of the application due to</i>		

		<i>the Local LEA</i>		
1/12/2012	Planning	Pre-award board meeting. Finalize Task assignments		
2/2/2012	MILESTONE	<i>SBE votes for applicants which will immediately begin their planning year in order to open in August 2012.</i>		
2/9/2012	Admissions	Proceed with the lottery advertisements		
2/9/2012	Admissions	Set up lottery process		
2/9/2012	Governance	Board Meeting. Transition to formal governance.		
2/9/2012	Governance	Head of School search starts		
2/16/2012	Facilities	Confirm quotes and schedules		
2/16/2012	Facilities	Finalize plan on facility restructuring/renovations		
2/16/2012	Grants	File for grants the school may be eligible for.		
3/8/2012	Governance	Begin teachers / faculty search		
3/8/2012	Governance	File for school name		
3/8/2012	Governance	Review the planning budget, adjust where appropriate		
4/5/2012	Facilities	Submit documentation for appropriate permits		
5/3/2012	Facilities	Schedule inspections (building/fire/health)		
6/7/2012	Facilities	Purchase furniture and equipment		
6/7/2012	Governance	Finalize school handbook		
6/7/2012	Governance	Obtain Fed E.I.N.		
7/5/2012	Facilities	Finalize and review all inspections/certificates		
8/9/2012	Facilities	Set up classrooms / teacher work area / offices		
8/9/2012	Governance	Review expense estimates, adjust where appropriate		
8/25/2012	MILESTONE	SCHOOL YEAR STARTS		

VI. Business Plan

A. PROJECTED STAFF

Listed below are the only staff necessary for the elementary program in the 2012-2013 school year.

- 1 Head of School
- 3 Teachers
- 3 Assistant Teachers
- 1 Secretary
- 1 Custodian

In future years, as classrooms are added, we will require additional teachers, assistant teachers, and support personnel (counselor, librarian, nurse, etc.).

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school
- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc. (see Appendix)

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: *(G.S.115C-238.29F(e))*

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Administrator: M.Ed. in Education. Hold or be enrolled in program to acquire credential in Montessori Leadership. Hold a N.C. Principal's License as well as a N.C. Teaching License. If the Administrator does not hold said credentials, Administrator must do so within 5 years of employment. Trained in American Red Cross CPR and First Aid and Playground Safety Certified.

Other Office Personnel: An Associate's Degree will be required with preference given to those with an earned Bachelor's Degree. Additionally, office personnel should have excellent organization and interpersonal skills and possess knowledge of appropriate computer software programs.

Lead Teachers (Full and Part-time): By law, at least 75% of all Lead Teachers will hold N.C. Licenses. The Board of Directors requires that all Lead Teachers also hold or be willing to obtain Montessori Certification. The School plans to hire teachers already holding a NC License and/or to require teachers to obtain licensure through a lateral-entry

program. All teachers will be required to be Highly Qualified as mandated by No Child Left Behind through the passing of their age-level appropriate Praxis II exam.

Assistant Teachers: In accordance with the No Child Left Behind Act of 2001 and its requirements for Teacher Assistants who work in Title 1 schools, which we anticipate being based on our community demographics, the teacher assistants at Montessori Academy of Cornelius will be required to either pass a thorough state and local examination, attend a minimum of 2 years of college, or hold a degree from a 2-year program or higher level.

Custodian and Cleaning Personnel: Experience in and knowledge of maintaining buildings and grounds to a level compatible with state mandated health and safety standards for schools.

B. ENROLLMENT

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: *(G.S.115C-238.29F(g)(5))*

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Montessori Academy of Cornelius fully embraces diversity as a core value. The school does not discriminate against employees, applicants or students on the basis of race, religion, national or ethnic origin in its hiring practices or administration of its educational and admissions policies or any school-administered programs.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures:

School Year	Grade Levels	Total Projected Student Enrollment
First Year	1-3	72
Second Year	1-4	96
Third Year	1-5	120
Fourth Year	1-6	144
Fifth Year	1-7	168
Sixth Year	1-8	192

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

C.PROJECTED
ENROLLMENT
2012-13 through 2016-2017

List LEA #1 – Charlotte Mecklenburg Schools, List LEA #2 – Iredell County Schools, List LEA #3 – Mooresville City Schools

<u>GRADES</u>	[REDACTED]											
Kindergarten												
First	20	2	2	20	2	2	20	2	2	20	2	2
Second	20	2	2	20	2	2	20	2	2	20	2	2
Third	20	2	2	20	2	2	20	2	2	20	2	2
Fourth												
Fifth												
Sixth												

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh															
Eighth													20	2	2
Ninth															
Tenth															
Eleventh															
Twelfth															
LEA Totals															
Overall Total Enrollment	72			96			120			144			168		

INCOME: Revenue Projections 2012-13 through 2016-2017 See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data
The formula for figuring these allotments can be found in the Resource Guide. # Students X \$4360.65 = State Funds, SHOW CALCULATIONS
FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

<u>D. INCOME: Revenue Projections 2012-13 through 2016-2017</u>	<u>2012-2013</u>	<u>2014-2015</u>	<u>2016-2017</u>
--State ADM Funds	<u>\$313,966.80</u>	<u>\$523,278.00</u>	<u>\$732,589.20</u>
--Local Per Pupil Funds	<u>\$156240.00</u>	<u>\$260,400.00</u>	<u>\$364,560.00</u>
--Federal Funds	<u>\$18245.11</u>	<u>\$33,893.90</u>	<u>\$50840.85</u>
--Grants*	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$488,451.91</u>	<u>\$817,571.90</u>	<u>\$1,147,990.05</u>

(*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.

E.EXPENSES: Expenditure Projections 2012-13 through 2016-2017 (May be amended as the needs of the school dictates)	2012-2013	2014-2015	2016-2017
GS 115C-238.B(b)(5)			
PERSONNEL			
<i>Total # of staff</i> <u>9</u>	<u>\$277,654.16</u>	<u>\$486,301.74</u>	<u>\$676,257.93</u>
--Administrator(s) # <u>1</u>	<u>\$50916.00</u>	<u>\$54016.78</u>	<u>\$57306.41</u>
--Clerical # <u>1</u>	<u>\$27000.00</u>	<u>\$28644.30</u>	<u>\$30388.74</u>
--Teachers # <u>3</u>	<u>\$93870.00</u>	<u>\$199173.37</u>	<u>\$180818.66</u>
--Librarians # <u> </u>	<u>\$ <u> </u></u>	<u>\$ <u> </u></u>	<u>\$35020.00</u>
--Guidance # <u> </u>	<u>\$ <u> </u></u>	<u>\$ <u> </u></u>	<u>\$37080.00</u>
--Teacher Assistants # <u>3</u>	<u>\$68852.16</u>	<u>\$146090.52</u>	<u>\$180818.66</u>
--Custodian # <u>1</u>	<u>\$22016.00</u>	<u>\$23356.77</u>	<u>\$24779.20</u>
--Maintenance # <u> </u>	<u>\$ <u> </u></u>	<u>\$ <u> </u></u>	<u>\$ <u> </u></u>
--Food Service # <u> </u>	<u>\$ <u> </u></u>	<u>\$ <u> </u></u>	<u>\$ <u> </u></u>
--Bus Driver # <u> </u>		<u>\$35020.00</u>	<u>\$37152.72</u>

EC Support	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
EMPLOYEE BENEFITS	\$15000.00	\$75323.05	\$97295.71	\$25000.00
STAFF DEVELOPMENT	\$44093.04	\$20000.00	\$20500.00	\$5640.00
MATERIALS AND SUPPLIES	\$1000.00	\$18500.00	\$5640.00	\$60360.00
OFFICE SUPPLIES	\$8500.00	\$5640.00	\$45580.00	\$7558.87
INSTRUCTIONAL EQUIPMENT	\$5640.00	\$45580.00	\$7558.87	
OFFICE EQUIPMENT	\$34040.00	\$7558.87		

<i>TESTING MATERIALS</i>	<u>\$1000.00</u>		<u>\$2000.00</u>	<u>\$3000.00</u>
<i>INSURANCE</i>	<u>\$5000.00</u>		<u>\$6050.00</u>	<u>\$7320.50</u>
<i>UTILITIES</i>	<u>\$24100.00</u>		<u>\$29100.00</u>	<u>\$30100.00</u>
<i>RENT</i>	<u>\$69000.00</u>		<u>\$108000.00</u>	<u>\$120000.00</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$3000.00</u>		<u>\$3000.00</u>	<u>\$6000.00</u>
<i>TRANSPORTATION</i>	<u>\$1000.00</u>		<u>\$2500.00</u>	<u>\$25500.00</u>
<i>MARKETING</i>	<u>\$5500.00</u>		<u>\$6800.00</u>	<u>\$6800.00</u>
<i>FOOD/CAFETERIA</i>	<u>\$1000.00</u>		<u>\$1000.00</u>	<u>\$2500.00</u>
<i>SUPPLIES</i>				
TOTALS	<u>\$488086.07</u>		<u>\$817353.67</u>	<u>\$1147833.01</u>

F. AUDITS: PROGRAM and FINANCIAL

Financial

The Board of Director Treasurer shall (i) be the principal financial officer of the School and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors: (ii) receive and give receipts and acquaintance for moneys paid in on account of the School, and pay out of the funds on hand and all bills, payrolls and other just debts of the School of whatever nature upon maturity; (iii) unless other arrangements are approved by the Board of Directors, be the principal accounting officer of the School and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare or cause to be prepared and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the Head of School and the Board of Directors statements of account showing the financial position of the School and the results of its operation; (iv) upon request of the Board of Directors, make such reports to it as may be required at any time; and (v) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to such office by the Head of School or the Board of Directors. Assistant treasurers, if any, shall have the same powers and duties, subject to the supervision by treasurer.

Program

The Board of Directors shall be responsible for the following activities.

These activities may be delegated to other staff members, committees, or parent volunteers for action, but any activities so delegated shall be reviewed by the Board of Directors on a regular basis, and the Board of Directors retains ultimate responsibility for the proper performance of the activities.

Governing all operations of the School:

Delegating day-to-day management to the Head of School:

Establishing the reporting relationship between the Board of Directors and the Head of School:

Assuring that the School is run in compliance with all provisions of the School's Articles of Incorporation and Bylaws, and all applicable laws:

Implementing the School's mission statement as well as its philosophy and objectives. The School's mission statement should be read on a regular basis and taken into consideration, whenever possible, when changes of policy are under discussion:

Negotiating and enforcing all contract issues, including employment, leases and agreements with the county or the state:

Ensuring that the School remains financially viable by establishing fiscal policy and procedures, budgets, and financial controls for the School:

Long term planning for expansion and growth:

Overseeing the policies established by the School Administration under which the Head of School will manage the School, including but not limited to the following:

Policies regarding facility use (including use by community members):

Grievance policy and procedure:

Admission policies:

Discipline policy consistent with district regulations and guidelines and state law:

Policies regarding the administration of school programs such as fund raising, social activities, publicity, lunch programs, etc.

Approval of hiring recommendations and negotiation and approval of staff employment contracts, and insuring staff stability through satisfactory working conditions and personnel policies:

Approval of hiring recommendation of Head of School and negotiation and approval of employment contract, and insuring staff stability through satisfactory working conditions and personnel policies:

Establishing necessary working committees and defining the roles and relationships between such committees: such as a Finance Committee, Building and Grounds Committee, Funds

Development Committee:

Authorizing all facility capital expenditures, use, and maintenance, including interaction with landlord:

Periodically evaluating the School, taking into consideration the School's stated philosophy and goals.

Conducting an annual evaluation of the performance of the Head of School and establishing goals for the following year:

Conducting an annual self-evaluation, including consideration of whether the Board and its committees are independently knowledgeable concerning school matters or are relying too heavily upon the Head of School and other staff members for guidance:

Keeping full and accurate minutes of its meetings and those of its committees:

Maintaining a policy book so that governance decisions made over a period of years may be readily available to subsequent leadership and Head of School:

Other duties as appropriate and necessary for the safe and effective operation of the School

Review the current bylaws on an annual basis.

G. WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>

- 3) Ensure staff members have completed health and safety training.
- 4) Ensure compliance with OSHA, state and local health policies.
- 5) Ensure all entering kindergarten students have health assessments.
- 6) Ensure that all rising 6th graders have the annual 6th grade immunization updates.

Each staff member will:

- 1) Be required to be trained in First Aid and CPR: Teachers are required to take first-Aid for student and the CPR course prior to employment and every subsequent year. One Faculty member with both of these certifications must be on the school grounds at all times. The school will pay the fees for these courses. Please give the School Administrator a copy of your certification card when your course is completed. A copy of the card will be placed in the employee file.
- 2) Be required to be training in emergency action plans (also for students who are at risk)
- 3) Be required to be trained in medication administration procedures for students
A student's health is a critical factor in the learning process, cooperation among physician, home, and school is essential.

In general the administration of medication to pupils while they are in school should be avoided. Treatment schedules, which allow medicine to be given at times other than school hours, are preferred and encouraged. When, however, in the opinion of the student's physician, it is necessary that medication be given during school hours, the Administrative Assistant or a representative from Administration of the school will administer such medication. Our Faculty members are prohibited from administering any medication, including aspirin, to any student, except as authorized by parent or guardian and the student's physician. The following procedures will be followed:

1. Medications Sent From Home

A. All medications sent from home must be accompanied by the "Authorization to Administer Medication" and the "Physicians Statement" forms, signed by the prescribing physician before the first day medication is administered at the school. Any medication sent without the appropriate completed authorization forms will not be administered.

B. When filing a prescription, parents should request two (2) bottles, labeled (one for school, one for home). The bottle containing the medication must have the pharmacy label on and intact. If the container does not have an official pharmacy label the medication cannot be administered.

C. This policy applies to prescription and over-the-counter medications. A new authorization form must be completed for each episode of illness and each new medication.

D. The parent or guardian is responsible for administering the first day's dosage of any new medication at home.

E. The parent or guardian is responsible for notifying the school in person or by telephone on the first morning a new medication is being brought in with the completed authorization form and physician's statement.

F. In cases involving long-term medication for chronic conditions, a new authorization form must be filed with the school each year in August. Any medication changes during the school year must be accompanied by a new medication form

G. Whenever possible, medication schedules should be arranged to cause minimal interruption in the student's school day.

2. Over-the-Counter Medication

A. Absolutely no medication, including Aspirin, Tylenol, cough remedies or other over-the-counter medications will be given at school unless accompanied by an authorization form or note signed by the parent or guardian, which includes the student's name, name of medication, condition being treated, time and dosage to be administered and the length or period the medication should be administered.

B. A copy of the form authorizing the school to dispense medication may be obtained from the teacher.

C. The medication container must be labeled with student's name.

- 4) Be required to be trained in building evacuation including perform fire drill procedures
- 5) Be required to be trained in emergency weather with communication guidelines
- 6) Be required to be trained in identification of child abuse or neglect and proper reporting procedures
- 7) Safety Precautions: It is the responsibility of every Faculty member to keep the students safe at all times. Please do a safety check of your class on a regular basis. Make sure cleaning products are put away. Be sure safety plugs remain in outlets. Watch out for pointed edges. Clean up broken glass with the student. Be sure doors and gates are secured. Always look over the playground when you first go out and be sure it is safe. Look out for open gates that were left out, dangerous tree branches broken playground equipment, etc. Watch students closely in the playground. Each teacher should be stationed where all students in your area can be seen. Watch students on trees and playground equipment closely. Do not excessively engage in conversation with parents and/or teachers. Your job is to be sure the students are safe.
- 8) Cleaning

- Shelves, sides of shelves, baskets, trays, and parts of work must be free of dirt and dust, glue and paint, etc. Tops and sides of shelves should be cleaned.
- Activities and materials should be inspected regularly to be sure they are complete and in good condition. They should be in order on trays, usually set up in a left to right progression, trays and baskets should be set on the front edge of shelf. If necessary, restock the components of the work (glue, paint, nails, polish, cloths, sponges, etc.).
- Tabletops should be cleaned and disinfected after lunch and at the end of each day. Be sure to remove any paint, glue, or ink. Have the students assist in the process of cleaning up, but not to include the use of disinfectant.
- Shelves, sides of shelves, baskets, trays, and parts of work must be free of dirt, dusted, and washed regularly (weekly minimum).
- Pencils should be kept sharp and replaced when they get stubby.
- Felt tip pens need to be covered and checked.
- Mats need to be washed periodically.
- Tips of glue bottles need to be kept clear.
- Bathrooms are cleaned by our janitorial service. On a daily basis, however, it is the responsibility of the teacher to keep the bathroom wiped down and sanitized. Paper products should be replenished during the day.
- Keep all classroom sinks clean and sanitized.
- Replenish soap dispensers.
- Wash walls and floors as needed.
- The kitchen area should be kept clean and sanitized each day. If the classroom has a refrigerator, it must be defrosted on a routine basis, check to see if it needs to be cleaned inside and out. Refrigerators should be used for teacher/staff lunches and for cold lunches for children.

Always follow Health Department and Day Care Licensing guidelines. Guidelines may change yearly. It is the responsibility of each employee to remain up-to-date on changes provided by the school.

9) Accidents or Illness at school

- a. The most minor scratch or cut can be treated in the classroom.
- b. If a student needs more extensive first aid, they must be promptly taken to the School Administrator, or designated individual who is trained in first-aid for examination and possible care. A notation of amount given must be noted on the Permission to Administer Medication Form completed by the parent.
- c. In the event of an insect sting, the student must always be taken to the School Administrator without delay!
- d. To prevent student from experiencing over-exposure to the sun, the use of sunscreen lotion is highly recommended, especial during the fall, spring, and summer months. Parents should be encouraged to apply a lotion at home. This should last all day.
- e. If a student becomes ill during the day, take them to see the Administrative Assistant. This individual will attempt to contact the parents to inform them of the situation and to ask them to take the student home for care. They will also have the student lie down and keep them warm and under close observation.

Whether accident or illness, if a potentially significant medical condition presents itself prompt and careful steps must be taken. The moment a condition becomes apparent, the Administrative Assistant is called to look at the student. They will:

- Contact the rescue squad without delay if immediate medical attention seems necessary
- Contact the school physicians for medical opinion and instructions
- Contact the student's parents and ask them to take their student to their pediatrician for treatment of conditions not requiring immediate attention

In every case, the school will make immediate and diligent efforts to contact the student's parents. The School Administrator should do this, if at all possible. If it has been decided to send the student for emergency care, either the School Administrator or other senior Faculty member, must accompany the student and remain with them until parents arrive. The student's Medical Emergency Form must accompany the student.

In order to effectively identify and evaluate any potential work place hazards, faculty are requested to continually be alert for such hazards and immediately bring any concerns to the attention of the School Administrator. In the event the School Administrator is unavailable, faculty should contact the Business Manager.

To ensure that employees reduce the risks of injuries to themselves while on the job, the school requires the following safety procedures be followed:

- Mop up wet spills immediately to prevent slipping.
 - Sweep up dry spills immediately to prevent slipping.
 - When lifting a student and/or heavy object, bend at the knees. Do not lift with stiff legs as this may cause injury.
 - When changing diapers or working with disinfectants or other harsh cleaning compounds, always wear protective gloves. As an added protection, the school recommends employees always keep a pair of protective gloves in their pockets for quick response to emergencies.
- If a faculty member is injured while on school property, a worker's compensation report must be filed with the Business Manager immediately. An Incident Report Form must be filled out and submitted to the Business Manager along with a detailed, written account of the accident and all related injuries.

Each employee is required to complete an emergency form and return it to the Business Manager. In case a serious injury, the School Administrator will call the emergency contacts until someone is reached. If the employee is unable to communicate, the emergency contact will decide the course of action to be followed. If an emergency contact person cannot be reached, the School Administrator will decide what to do next.

In addition, all employees must notify the School Administrator of any serious injury, even if the emergency contact has been reached. If 911 is needed, report the emergency by giving the location of the injured party; then notify the office and repeat the information on specific location of the injured party.

Specific guidelines for the **Health and Safety Policy** will be based on the North Carolina School Health Program Manual and will be followed:

1) Immunization of Students:

Students will be required to obtain current immunizations. The Academy will based standards on applicable federal, state, or local laws and regulations. The Academy will be required that each student has submitted evidence of immunization as well as maintains a permanent health record for each student.

2) Fire and Safety regulations:

Each staff member is required to be trained in fire response and reporting, building evacuations and emergency weather procedures upon employment by the Academy

In Case of Fire

- Stay low to the ground
- Cover your mouth with cloth if smoke is present.
- Check door for heat by touching them before you open them.
- Keep calm and do not re-enter the building.
- If your clothes should catch on fire, stop, drop to the ground and roll.
- Follow Fire Evacuation Plan, posted in every classroom.

3) Food inspections:

The Academy does not intend to provide meals to the students and/or staff therefore we do not have plans for food inspections. Students will be required to bring their own meals and snacks.

Handling of Food

- Always wash your hands prior to and after handling food.
- Once a food item is opened, it must be stored in a sealed plastic container.
- All food must be stored separately from any other supplies.
- Perishable items must be stored in a refrigerator.

4) Hazardous chemicals:

The Academy will enforce a Hazardous Chemical Policy which is designed to minimize usage and find alternatives for cleaning supplies, paints, etc and other sources of potentially hazardous chemicals consistent with the intended purposes of these supplies

5) Blood borne Pathogens:

School employees that come in direct contact with students (i.e. director, teachers, etc) will receive training in blood-borne pathogens upon employment at the Academy. All direct contact employees will be required to have Hepatitis B vaccinations unless they complete a Hepatitis B vaccination waiver form. If a student

is diagnosed with a blood-borne pathogen infection the Academy will follow procedures regarding confidentiality, notification and risk management.

J. CIVIL LIABILITY AND INSURANCE

- Comprehensive General Liability: \$1,000,000 per occurrence
- Officers and Directors – error and emissions: \$1,000,000 per claim
- Property Insurance: appraised value of the property contents
- Motor Vehicle Liability: at this time not applicable
- Bonding Minimum amount: \$250,000

K. TRANSPORTATION PLAN

- The Charter will help manage any transportation issues: a plan for bussing any children to/from school will be devised so that every student can get to school for the start of classes or helping to organize car pools with help of parents.
- Most likely the use of single or multiple pick-up/drop-off locations throughout the geographical region will be designated based on the student population.
- Possible methods for providing transportation will be purchasing vehicles that will be owned and operated by the school.
- A school employee and/or sub-contractor will be designated with the responsibility of the transportation plan when the need arises.

L. FACILITY DESCRIPTION

At the time of this application, has a facility been obtained? Yes or No

The current facility is half of a 22,000 sq ft educational building that will be remodeled to accommodate the current private school and the new charter school separately in the same building. The Academy is planning to be at full capacity in 6 years, starting with the need for 3 classrooms the first year – over this period the school will expand and remodel the current facility that is leased to the private school. The Academy will be expanding in the existing facility until it is completely housed within the rear 22,000 sq ft building. The private school will eventually be relocated to the other academic building on the leased campus. Both schools will operate separately of each other in their own dedicated facility. The existing parking lots will easily accommodate all staff and school vehicles for both schools.

Name of facility Montessori Academy of Cornelius

Address 17609 Old Statesville Road Cornelius, NC 28031

Description of the facility

Total square feet = approximately 22,000 sq ft (full build out)

Number of classrooms = 4 (First year, 10 at full build out)

Number of restrooms = 2 (1 men, 1 women first year; 4; 2 men's, 2 women's at full build out)

Other rooms include = School offices, art room/music room, auditorium

Ownership = lease

Term of lease = 3 years

Type of lease = annual

Rent = Year 1 \$68,000

Year 2 \$84,000

Year 3 \$108,000

Name of landlord = Evangelical Christian Credit Union (ECCU)

Address = 955 West Imperial Highway Brea CA 92822-2400

Phone = (877) 545 - 0755

Has the building been inspected for a) fire, b) safety, and c) Handicap Accessibility? Yes

5 year plan to accommodate the Montessori Academy of Cornelius as related to the current facility:

- Renovate the existing “sanctuary” space, approx. 11,000 sq ft, to accommodate the three (3) Lower Elementary classrooms needed to begin the school year at the Charter. A fourth classroom will also be available for flex space and/or other classroom work along with needed future classroom requirements.
- Work out with the current landlord/owner on a long term lease agreement, i.e. 5-7 years
- Work out with the current landlord/owner on the long term renovation requirements and schedule in order to provide the necessary facilities to all incoming and existing students.
- The current facility will be expanded, into the adjoining 11,000 sq ft space, to allow for the approx. needed 10 classrooms at full capacity. This will include renovation of current classrooms, office space, and bathroom facilities.
- The Charter will work on an agreement with the current landlord/owner on plans to build a gymnasium for athletic and PE purposes based on the availability of property and funds.
- The Charter will work with the current landlord/owner on a plan to obtain more land in order to install in a full size multi-use sports field for athletic and PE purposes.
- The existing unoccupied 11,000 sq ft “empty shell” building will be used to eventually house the private school's classrooms and staff offices. This will allow the Charter to

renovated and fully expand in to the whole facility while still be separated from the private school.

- An additional bathroom, one for both men and one for women will be added to the existing “sanctuary”/renovated side. These men’s and women’s bathrooms will be installed to accommodate the Academy’s students and staff by renovating and existing bathroom.
- Any and all maintenance requirements will be the responsibility of the current landlord/owner. These responsibilities will include cleaning of the facility, classrooms, and restrooms on set schedule. The Charter will work out an agreement on the frequency of these services.
- Signage for each school will be conspicuously posted for each school’s students, parents, staff, and guests to easily read and follow.

M. LEA IMPACT STATEMENT

Montessori Academy of Cornelius will send a confirmation of the LEA statement by fax within seven days.

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

IX. Appendices

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

X. Signature Page

The foregoing application is submitted on behalf of the **Montessori Academy of Cornelius** (represented by individual below) undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

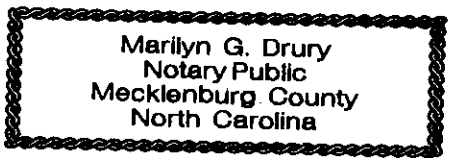
Print/Type Name: Beth Shoults

Position: Board Member

Signature: Beth Shoults

Date: 11-8-11

Sworn to and subscribed before me this
8 day of Nov, 2011.
Marilyn G. Drury Exhibit 8-12-2012
Notary Public Official Seal



My commission expires 8-12, 2012

MONTESSORI ACADEMY OF CORNELIUS EMPLOYEE HANDBOOK

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MONTESSORI ACADEMY OF CORNELIUS EMPLOYEE HANDBOOK

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MONTESSORI ACADEMY OF CORNELIUS EMPLOYEE HANDBOOK

I. Welcome

Purpose

Welcome to Montessori Academy of Cornelius. We have a lot to look forward to and much to accomplish.

We have an excellent faculty and a super group of students and parents. We are made up of a variety of unique individuals and we support the growth and development of each. Hopefully, underlying all of these differences, there exist a common respect, a concern and overall love for one another as well as the students.

As a team, there are rules that each of us must follow to insure success. This manual, while not an implied or expressed contract, states in general terms the conditions of employment for your guidance. We place special emphasis on our employees as individuals and recognize that no manual can cover all situations. It is our hope that everyone will be able to achieve the highest level of performance and job satisfaction possible. This manual is designed to acquaint you with Montessori Academy of Cornelius and provide you with information about working conditions, benefits, and policies affecting your employment. Read the information and refer to it often. If you have any questions, concerns, or suggestions, please inform the Head of School. We value your opinions and we want our school to be the best it can be.

Have a great year!

Note: The Montessori Academy of Cornelius Employee Handbook is the property of Montessori Academy of Cornelius and must be returned to the school office on the final day of the school year.

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Mission Statement

Our mission at the Montessori Academy of Cornelius is to cultivate academic excellence, life-long learning, and global citizenship in a diverse atmosphere that incorporates Montessori principles where students demonstrate respect for self, others, and their environment.

Core Values

- Implement Montessori Philosophy
- Achieve Academic Excellence
- Embrace Cultural Diversity
- Develop a Love of Learning

School Identity

Montessori Academy of Cornelius is:

- Established as a non-profit organization
- An Initiate Member of the American Montessori Society (**AMS**).
- Licensed by the State of North Carolina Department of Non-public Instruction.

Montessori Academy of Cornelius offers the following services:

- 1st – 8th grade students based on the Montessori philosophy.
- Enrichment Programs: Spanish, French, Physical Education, Music, Art, and Chorus
- Sports Program

II. Faculty Responsibilities and Routines

Faculty Interactions:

In order for Montessori Academy of Cornelius to provide a warm and safe environment for students, it is essential that our employees conduct themselves in a professional manner. Teachers should strive to maintain the highest standards of professional conduct in all aspects of their duties.

The following guidelines are intended to provide examples of behaviors that foster such an environment.

In general, teachers should:

- Be prepared to begin class at 8:00 a.m. or at assigned time.
- Avoid gossip: always be careful of what is said, where, and how it may be perceived.
- Discuss students only with appropriate school-related individuals.
- Document all phone calls and or conferences about student's problems and concerns.
- Not discuss student's problems or concerns in the presence of any student or with the student's parent at pick-up or drop-off times.
- Send all requests for information from other schools to the office.
- Always be prepared for observers visiting the classroom
- Be responsible for the care of any animals in the environment.

When teachers interact with students, they should:

- Get to know, believe in, and accept each student as an individual with different needs, desires, experiences, and uniqueness.
- Address the emotional, physical, and situational needs of each student as an individual.
- Be patient and enthusiastic. Enjoy the students. If you wish to gain a student's trust, confidence, and cooperation you must first give some base of positive experience.
- Trust the student and teach independence by letting go of the need to be "in control."
- Encourage independence in the students. Instead of demanding they take action, ask them what they think needs to be done. Ask them to think things through for themselves.
- Refrain from judging a student's work as good, bad, or nice. Instead use objective descriptions.

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- Refrain from generalizations by sticking with detailed descriptions of specific behaviors.
- Keep transitions smooth, and allow the student to finish their work without feeling hurried. Forcing the student to perform too *quickly* or to turn to another activity too abruptly may cause frustration and conflict.
- Encourage students to find answers for themselves. Use encouraging words and allow them to challenge themselves, to find comfort in making mistakes, to accept mistakes, and to again.
- Teach by example and follow the same rules you ask the student to follow. You are the role model, students are great imitators.
- Be consistent in the rules to be followed.
- Stay focused on the needs of the students at all times.
- Follow through on any requests made of the students.
- Gently redirect young students who are having difficulty. Help them to use words rather than physical reactions to describe their feelings.
- Do NOT embarrass or tease a student. Use approved methods of physical restraint when safety is an issue.
- Use appropriate physical contact with the student. Wait for a student's invitation for physical contact. Watch for verbal and physical cues. With young students, give hugs and hold hands only when invited. Be reassuring and warm, but limit the time so that the student does not become dependent upon your constant contact. Be there for comfort, but teach the student comfort in independence.
- Remember that physical contact with students in certain situations might be misconstrued. Here are some things to consider in the classroom:
 - a. When alone with a student, particularly in the bathroom, be sure to leave the door open.
 - b. Be careful when touching a student in any manner which may be construed as inappropriate,
 - c. i.e., too hard or too soft.
 - d. Always be respectful.

Group Time

- Group, line or circle is a time to bring the group together for presentation songs, getting acquainted, games, review of safety or yard *rules*, or other discussions.
- One Faculty member should direct the group. This person needs to keep the attention of the student. Long circles should be broken up with songs and movement. Faculty members not leading the group should join the group, modeling appropriate behavior.

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- If a disturbance occurs, the teacher directing the group should not interrupt the group activity to correct the situation. Instead, the faculty member not conducting the circle, should quickly walk behind the circle to the student disturbing the group and redirect them back to the group. If this fails, the student causing the disturbance should be removed from the circle.
- Faculty members may be elsewhere in the room, setting up or cleaning up. They should also overview circle and be prepared to intervene with student who are with interrupting or distracting others.

Daily Activities

Each class may vary the schedule to best meet the needs of their students; however the following activities should be included on a regular basis:

- **Group Time:** songs, dramatic play, readings, storytelling, group games, movement, science, cultural unit activity, lessons in social graces. Review the ground rules and community responsibilities. Should be fun and active with no more than 15 minutes for Primary and 20 minutes for Elementary classes.
- **Line and Silence:** these activities should be a part of every class's daily schedule.
- **Individual Activities:** self directed and guided work time with the Montessori materials and classroom materials.
- **Snack:** served to group or individual.
- **Outdoor Activities:** free play, group movement games, gardening, and physical education.
- **Clean-up:** the student's should help maintain the classrooms.
- **Rest-Time:** All students under the age of five (5) must have an opportunity to rest; students five years and older have a short silent reading period/quiet time.
- **Show & Tell:** teachers set the "show and tell" policies and schedules for their class.

Suggested Guidelines and Expectations for students:

- Work quietly
- No disturbing another's work. Ask to be invited before joining another's work.
- Call classmates only by their proper names.
- Use a mat when painting, drawing or gluing
- Slippers and socks must be worn, except when napping.

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- One person in a bathroom at a time.
- Table works are to be done at a table and rug works on the floor. Be sure to demonstrate and talk **about** this during a presentation.
- Walk in the room at all times.
- Eat food at snack table *only*.
- Clean up your own work.
- Use kind and gentle words.
- Take out only one 1 activity at a time.
- Wear aprons for cooking, practical life or painting, or when appropriate.
- Leave the classroom only with the teacher's knowledge and permission
- Keep personal property in the cubby.
- Keep hands to your own body.
- Using weapons, real or imaginary, is not permitted.
- Put personal items in the appropriate designated areas, i.e., coats backpacks, etc.

Discipline Policy

Montessori Academy of Cornelius is dedicated to a philosophy of respect for the individual. Behavioral difficulties must be handled with care. Use a positive approach with an emphasis on redirecting and helping the student. Learn appropriate problem solving skills. Always keep in mind that the ultimate goal is to develop the student's inner discipline. The following guidelines should be recognized when approaching discipline:

- Most behavior is acceptable from the student as long as they do not infringe on the rights of others or become destructive to the environment, which belongs to everyone.
- Involve the student in setting classroom guidelines and expectations.
- The beginning of school year is a good time to develop a list of guidelines and expectations for both inside and outside. Establish them together for everyone's comfort and safety. Refer back to the group's agreement when infractions occur.

The following **Do's and Don'ts** must be adhered to when dealing with behavioral problems:

1. Never deal with the student when you are angry. Any situation can wait for you to cool off. Obviously, there is an exception if someone is in physical danger.
2. Never use physical force such as hitting, spanking, squeezing the arm, grabbing, pinching, etc.
3. Never yell at a student.
4. Do not correct a student in front of others.
5. Do not speak to a student in a demeaning way.
6. Do not punish the entire class for the actions of one or a few.
7. If you find yourself in a power struggle with a student, walk away. Come back and deal with the problem in a neutral moment. The student always loses in a power struggle. If he gets what he wants, he learns that inappropriate behavior gets his way. If he doesn't get his way, because you demand cooperation the student's will is broken and he does not develop inner discipline. Refusing to participate in the power struggle is not giving in to the student. You simply wait to deal with the problem until the student is willing to work with you. In the neutral moment, guide the student into a discussion that *will* create solutions to the problem and agree on consequences for when the student does not follow through.
8. Evaluate the reason for the misbehavior and deal with it as warranted by the mistaken goal.
9. Use logical and natural consequences.
10. Redirect students when possible. A busy student absorbed in activities will not cause problems.

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11. Don't make time-out a punishment. Keep it short (if at all); long time outs lose their meaning for a young student.
12. Only remove a student from class in extreme situations. Make sure the student is within your view.
13. Students should only be sent to the office as a last resort in very extreme situations or when a behavior is constantly recurring.
14. Consult with the School Administrator when having a difficulty with a student.
15. Document unusual behavior.
16. Keep in communication with parents of challenging students.
17. Find opportunities to encourage and give power to the students who have behavioral problems.

Disciplinary Consequences

Discuss consequences for inappropriate behavior with students ahead of time. Discuss the various levels of action taken in discipline i.e., teacher directed, principal directed.

When teachers interact with parents, they should:

- Remember that the parent is a client. Our job is to provide the student with a safe, nurturing educational environment.
- Do not judge parents' accept them, their cultures, and their choices.
- Work as a team with parents to help their student move ahead.
- Be encouraging and recognize that all parents are doing the best they can at this time.
- Be friendly and welcoming.
- Give specifics if asked. Provide parents with positive parts of a student's day. Don't make all communication negative.
- Be a resource facilitator, not an expert. It's okay to say "I don't know."
- When communicating with a parent in writing, remember that teachers are representatives of Montessori Academy of Cornelius and communications must reflect the high standards that the school practices. Make a copy of each correspondence for the student's file.
- Be a good listener.

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- Be available to all parents. Be careful however, to avoid quickie "car pick-up" conference. If there is concern, set up a conference time.

- Remember that teachers are not certified to diagnose or label a student. (Refer to "Special Needs students".)

- ***Always be respectful***

When teachers interact with their co-workers, they should:

- Communicate positive feelings as well as concerns.
- Work as a team: share ideas, plan together, and share duties.
- If the conflict cannot be resolved privately, asks the Head of School to facilitate a meeting between the parties involved.
- Establish good communications to ensure cooperation and to solve problems.
- Work out conflicts directly.
- Be punctual.
- Avoid speaking negatively about anyone in front of the students.
- Meet daily to discuss strengths and challenge.

- ***Always be respectful***

Team Teaching Tips:

Teamwork creates greater opportunity for peer coaching and an enjoyable **work experience**. The following suggestions should be helpful in developing a strong team:

- Spend time getting to know each other.
- Use eye contact and develop signals for communication during class.
- Communicate - Be honest with each other.
- When you have a problem with your co-worker, discuss it and try to work it out before you take it to anyone else.
- Recognize each other's strengths and accept that no one is perfect.
- Never correct or criticize co-workers in front of students, other Faculty members, or parents.
- Share responsibilities fairly. (Fair does not necessarily mean equal)

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- Keep your end of the bargain. Ask when you need something, don't demand.
- Always be on time to class and meetings with each other.
- Share a positive attitude.
- Encourage each other.
- Listen and adjust.
- Say thank-you and please often.
- Be flexible.
- ***Always be respectful***

**Tips used with all Faculty members will help assure harmony throughout the school.

When teachers interact with Administration, they should:

- Feel comfortable to discuss concerns about a student enrolled in the class.
- Contact if input is needed for classroom management, personnel conflicts, or suggestions for improved procedures
- Always be respectful

Workshops/Faculty Development

- The State of North Carolina requires each teacher to have 10 clock hours of a professional development yearly. Documentation (a copy of the workshop brochure, along with the completed registration form and check requests) must be submitted to the Head of School for approval.
- Certificate of completion (including the name of workshop, date of attendance, sponsoring organization, credit hours and official signature) and/or documentation of completion should be maintained in the employee's file. Forms may be obtained from the School Administrator.
- Regularly scheduled work hours taken off to attend a pre-authorized workshop will be treated as an excused absent and will not count against your leave time. If the workshop has not been pre-authorized, personal leave day(s) must be taken.

Teacher Observation Days

All teachers will be given one day per year to visit another school. The teacher must arrange substitute teachers.

Arrangements will be made for teachers to observe classes within our school during the year.

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Dress Code

A professional appearance should be maintained at all times. Apparel **MUST** be clean, modest, and in good condition. Remember that you are a role model for the students and a representative of Montessori Academy of Cornelius. The dress code is adapted yearly. It is the responsibility of the employee to keep up-to-date with any changes. Currently the dress code is as follows:

- No shirts with visible logos unless it displays a Montessori Academy of Cornelius logo.
- No tank tops (sleeveless shirts should be at least 3 finger widths wide).
- No elastic **sweat** pants/sweat shirts.
- No mid-drift shirts.
- No spandex
- No sports wear
- No distractive nail colors/designs
- Clorox spots and holes are not professional
- Shorts and skirts should touch the top of the knee.
- All shoes should be suitable to maneuver around in.
- Slippers in the classroom are acceptable, but please no flip-flops, bare feet or socks.
- Jeans may be worn daily with a presentable shirt.

Maintaining the Student Master File

A master file is kept on each student. It begins when the student applies to the school and contains all records of progress, communications, events, and evaluations. The master files for Toddler thru High School. Student files are kept in the Office in a locked cabinet. Files must be viewed in the administration office with an administrative Faculty present. To review files, you must request the file from an approved administration official.

What goes Into Student Files:

- Application form, admission interview materials, and references from previous schools;
- Records from previous schools;
- The cumulative record form;
- Copies of progress reports;
- Observation records;
- Reports of significant behavior problems;
- Originals of all standardized test scores;
- All reports on the student obtained by outside agencies;
- All important notes received from the parents;
- Reports prepared by the teachers of all conferences and significant conversations with the parents;
- In some cases, examples of student's work;
- Reports on any accidents in which the student was involved;
- Phone logs;
- Medical Forms;
- Incident Reports

Security of Files:

Files must be secure from unauthorized access, as well as being protected against loss or damage. Files are in the administrative office and not to be removed from that environment.

Parents are guaranteed access to their child's file upon a 24-hour notice. Should they disagree with an item in the file they have the right to insert a note explaining their position. Parents may, upon written request, ask for a photocopy of their child's file, which shall be delivered within seven days of the request, at a cost of .03 per page.

With written consent from the student's parents or guardians, an outside agency or individual may inspect a student's file. Government agencies may, upon official written order, inspect the contents of a student's files without the permission of the family. However, in such a case, the school shall inform the student and their family in writing that such an inspection has been requested or made, as is appropriate.

Issuing Transcripts

Parent requests to have transcripts issued should be directed to the office. The school does not issue official transcripts directly to the family. All transcripts are mailed to the requesting school. If a family needs the transcripts immediately we will fax the material to the requesting school and follow up with a copy in the mail. Transcripts may not be issued until the parents have signed a form authorizing the release of information to specific schools. Transcripts shall always be photocopies of materials in the student's file. The original copies shall not be removed. All accounts must be current before official transcript can be issued. Parents will be charged .03 per copy.

Transcripts sent to other schools shall include:

- Copies of the student's most recent test scores;
- A copy of the student's most recent health form; and
- Copies of the student's last two (2) years progress reports and social evaluation form.

Psychological and academic testing reports or other reports issued by an outside agency cannot be sent with the above unless the parent has completed a separate release statement.

Required Events and Experience Activities

Priority (Both Members of Team)

- Parent Orientation
- New student interviews
- Regularly scheduled meetings
- Bi-weekly full faculty meeting
- Monthly professional development
- Class/Community Meeting
- Home visits

Classroom Materials

- As a part of the Montessori approach, teachers make materials to compliment and extend those already in the environment. Montessori Academy of Cornelius will provide supplies or such materials which then become the property of Montessori Academy of Cornelius.
- If the teacher chooses to pay for the art supplies and materials, the materials would be the property of the individual teacher. The teacher is encouraged to make a duplicate copy of materials, at the school's expense to become the property of the school.
- Teachers may bring personal educational materials into the classroom. These materials would not be listed on the school's inventory, and the teacher is responsible for keeping a list of their own materials brought to the classroom
- The teacher understands that in bringing their own personal materials to the classroom, they are not covered under the School's general liability policy.

End of Year Duties:

- At the end of each year all employees are required to clean up and pack their entire classrooms to get them ready for the summer camp program, unless your room is not being used. Each box is to be labeled with classroom code, final box count and particular box number in the right hand corner of each box. Example: P-1 Box 3 of 25.
- Each teacher or team will attend an exit conference with the School Administrator to hand in all of the following: keys to the classroom, purchase orders for the next school year, file for all students in the class, repairs needed in the classroom, class inventories, and progress reports ready to be sent home.
- Paychecks will not be issued until all the above requirements have been met.
- A memo outlining the end of year responsibilities will be given to each team by mid-May.

Job Description for Level Coordinators

The Level Coordinator will be responsible for the following:

- Arranging and attending weekly level meetings and presenting information and questions to teachers.
- Reporting to the School Administrator any questions or concerns that arise during level meetings.
- Setting the agenda for level meetings.
- Give input on curricula items as necessary.
- Support the members of the level in terms of curriculum questions, policy, ordering, student and concerns.
- Evaluate division-wide activities at the end of the year with division.

Job Description for Supervising Teachers

All Supervising Teachers must hold a Montessori credential from an AMS accredited program or the equivalent, and must be in at least the second year of teaching in a Montessori environment. They must also be in the same classroom as the intern and a full-time employee of Montessori Academy of Cornelius.

The Supervising Teacher is responsible for providing experiences and modeling appropriate action related to the following areas:

- Preparation and maintenance of indoor and outdoor environments, including: inventories pack up and set up of classroom, and ordering materials, etc. for the school year.
- Observation and recording: observing students, responding to their needs, planning, assessing, and maintaining records.
- Interaction: designing activities; individual and group presentations.
- Management: individual and group strategies, directing, supporting and accommodating students with special needs.
- Parent/Community Involvement- family support and community services; parent education, interviews, conferences, progress reports, report cards, meetings, open house.

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- Faculty involvement: participation in meetings, establishing team compatibility and problem solving techniques.

The Supervising Teacher must schedule regular review/planning sessions with the intern approximately once per week to assess progress in the above areas. These meetings shall take place either after school or during scheduled planning time. The Supervising Teacher is to inform the School Administrator and the teacher education program of any difficulties in the professional performance of the intern.

Faculty Meetings

If a Faculty member is working for another department of the school during this time frame, they need to inform the School Administrator that they won't be in attendance at the meeting. They are responsible for obtaining notes from the meeting and should ask their Level Coordinator if they need any additional information about the meeting.

These meetings are held at school. The purpose of the meetings is to review school issues, discuss upcoming events, provide time for problem solving, and present special topics discussed by invited presenters.

Although the School Administrator, presenter, or Level Coordinator will facilitate the meetings, all attendees are expected to participate.

III. Faculty Communications

Parent Nights

Special Events are held annually in the evening or on Saturdays so that parents can visit the class with the student to see the student's work. Teachers need to be present. Open House tours will be held the first and third Tuesday every month for the general public. The Head of School and/or School Administrator will lead the group through the school.

Parent Conferences

Each teaching team is responsible for conducting parent conferences. One is to be scheduled in the fall and one in the spring.

The administration sets aside two (2) days each semester for teachers to hold these conferences. These dates are listed on the school calendar under Parent/Teacher Conferences. The teaching team needs to provide parents with a sign-up sheet at least three (3) weeks in advance. The team is responsible for completing the summary conference form and submitting it to the Head of School within one (1) week of the completion of the conference. These forms will remain on file.

The time allotted per parent is usually 30 minutes. Other parent conferences are conducted on a per need basis requested by the teacher or parent and must be documented.

Bulletin Boards

The Faculty room has a bulletin board which has posted emergency information, labor laws, and time sheets in some areas, and upcoming workshops or articles related to student development. This bulletin board should be reviewed frequently so that material is up-to-date. The School Administrator will be responsible for taking down obsolete material in a timely manner.

Class Newsletters

Teachers are required to write a monthly class newsletter. These notes should include a recap of last month's highlights and an introduction of what is to come next month. Within each Level the students might want to add their own work to share with their parents. These and all other written communications need to be professionally developed, having someone proofread each letter for grammar and spelling mistakes. A copy needs to be sent to the Administrative Assistant to be placed in the Chronological File.

Weekly Memo

The School Administrator will distribute weekly memos. Information will include events for the day and week as well as absences, substitutes and thought for the day.

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School Calendar and Parent Handbook

Become familiar with the calendar holidays and workdays. Be informed about supervision options available to parents so that you are able to give accurate information when asked.

- Read and familiarize yourself with Montessori Academy of Cornelius Parent Handbook.
- Professional days are days when there is no school for the students but the teachers are on campus working on the environment and/or holding conferences.

Weekly Folders

Folders will be sent home once a week. The specific day will be determined at the beginning of each year. The folders will include homework assignments, parent information, special events notices, newsletter and student work. Parents are responsible for returning the folders to the school before the next time the folders go home.

Conferences

Teachers will need to prepare student evaluations and/or be ready to discuss student's work habits, social and academic development and goals. Elementary students will have achievement test results to discuss at the conferences. Please refer to the conference handouts. Teachers may need to call a conference with a student's parents on occasion, and parents may also come in on their own for an informal conference. Please complete a conference form and bring it to the office for the School Administrator to review and sign. The School Administrator will then put the form in the student's file. The same procedure will need to be followed for phone conferences.

Parent Observation

Beginning in October, parents are encouraged to visit the class. Parents may observe from observation windows where available or inside the class, with a 24 hour notice. When a parent is observing, smile at them, make them feel welcome, greet them, then go about your work of attending to the class. If parents have questions, schedule a conference later or arrange to call them at home. Visitors will periodically observe the class as well. Again, welcome them and send them to the office with their questions.

Class Meetings

Class Meetings will be held every other month.

The Class meeting will be held in the classroom. Teachers should give an overview of the Montessori prepared environment, general class policies and procedures, as well as, presentations of lessons from each area. It will also give parents an opportunity to get to know their teachers and each other.

Alternate class meetings with parent education opportunities and they should be a part of monthly planning.

Phone Calls

One week after school begins teachers should call all parents. Use this call to assure the parent that the student is adjusting well. Answer questions and invite the parent to the upcoming class/community meetings. Phone calls may need to be made periodically to individual parents to discuss problems or share an exciting achievement.

Memos, Reports and Conferences

Periodic notes should be sent home to tell parents of the developmental achievement or milestone, the student's great attitude, or an act of kindness. Don't just send notes when there are problems. When you do send an incident report to inform the parent of a problem, be sure a copy goes to the School Administrator for review and storage in the student's permanent record. However, verbal communication should always supersede a written note when communicating a problem.

IV. Student Evaluation and Record Keeping

General Philosophy

At Montessori Academy of Cornelius, each student progresses through the curriculum on an individual basis without comparison to the rest of the class. Naturally, some students will complete more work in a given year than others, but we operate on the firm belief that each student will attain the same basic goals in the end. Our minimum expectation is that every student will always be at grade level.

Our goal in providing parents with progress reports on their students is to develop a format that transmits meaningful information. Letter grades by themselves do not tell much about what the child is actually doing. We also keep a record of our observations of activities the student has completed and what has been completed and mastered. Thus, we can keep close track of each student's growth as the years go by. Record keeping is required!

Tools for Assessment

Student progress at MAC will be reported in five ways, standardized test scores, progress reports, narrative reports, and parent teacher conferences.

In accordance with the No Child Left Behind initiatives and the North Carolina ABCs of Public Education, Montessori Academy of Cornelius will continue to place an emphasis on students' learning of the "basics" and on high educational standards. EOG scores will provide data supporting the students' success as compared to other students in North Carolina. By the end of the third year of MAC's existence, students will be expected to be performing at or above grade level on the third grade EOG. By the end of the 6th year, students in all grades 3- 6 will be expected to be performing at or above grade level. At the end of year 8, all students 3-8 will be expected to be performing at or above grade level.

Years 3, 6, and 8 are pivotal years because at the end of each of these years, students taking the performance assessment test will have completed a full three year cycle at the lower elementary, upper elementary, and middle school levels. Completion of a full three year cycle is critical to success in a Montessori environment.

Along with EOG testing for grades 3-8, progress for all students grades 1-8 will be monitored with progress reports, narrative reports, and parent teacher conferences. Progress reports will provide itemized documentation of students' progress with individual concepts throughout the curriculum. Narrative reports will outline work habits, progress, and student experiences as each student navigates through the learning environment and the curriculum. Parent teacher conferences will provide the opportunity for vital parent involvement in the students' learning.

While Montessori Academy of Cornelius values the differences in each child and honors individual strengths and learning styles, it is our goal for every student at MAC to be functioning at or above grade level in each subject area. Teachers at MAC will be trained to observe and identify those students who additional support in order to meet these educational goals. MAC

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will provide individualized learning plans for each child in accordance with the Montessori teaching and learning philosophy. These plans will include, but not be limited to differentiated instruction, extra time allotment, and professional services and resources.

Promotion of Students

At a Montessori school, students progress individually at their own pace. Under normal circumstances, students are automatically promoted from one grade level to the next at the end of each year. Using the same logic, because of our ability to individualize instruction, students are rarely skipped ahead a grade.

Exceptions to this policy are made on an individual basis in cases where special academic or social needs suggests that it would be in the student's best interest to either repeat a year (normally remaining with the previous three year class rather than moving ahead to a new one), or to move up to the next level a year earlier than normal. Teachers, School Administrator, Head of School, and parents make such decisions together. If you believe that one of your students should be considered for retention or promotion, initiate the process with the School Administrator.

The process will include a preliminary fact-finding faculty meeting among teachers, Head of School, and other Faculty members who have information to share. Special testing or in-class observation may be scheduled as a result of this meeting. If the information gathered suggests that one option or the other is appropriate, the School Administrator shall schedule a conference with the family and teachers to present the schools observations and recommendations. In certain cases, a recommendation might be made by the school which it considers essential to the student's best interest. In this case, the School Administrator will explain that, while the parent has the right to disagree and choose not to return the student to Montessori Academy of Cornelius the following year, the school has established the recommendation as a condition for continued enrollment at Montessori Academy of Cornelius.

Students with Special Needs

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

Montessori Academy of Cornelius will not discriminate against any student on the basis of ethnicity, national origin, gender or disability, and the school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic, ability, disability, race, creed, gender, national origin, religion or ancestry.

Montessori Academy of Cornelius believes that every child can succeed in ways that reflect his or her own strengths and interests. Our goal is that every child will learn to his/her greatest individual potential while still being a part of his/her class. The following works for gifted children and all other children.

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- Students are appropriately grouped in clusters
- Teachers match their instructional strategies to the individual and group needs
- Students will receive an appropriate individual curriculum plan to meet their needs

The goal is to meet the instructional needs of all children in a regular classroom while creating a learning environment in which all students can fully develop their abilities and interests without losing their sense of unity in the classroom.

At Montessori Academy of Cornelius, we are concerned with the development of the total child including the cognitive, social, emotional and physical wellness. We believe that a balanced educational program will assist children in becoming happy, confident, well-balanced and successful individuals. Although a child might excel in one of these areas, we are committed to a well-rounded plan for each child that includes goals in all areas.

Montessori Academy of Cornelius will seek to use an inclusion program. Existing Individual Education Plans (IEP's) will be implemented or revised based on new environmental advantages at the school with the help of a certified special education teacher. The special education teacher will consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications. IEP's will be developed, revised and implemented only in accordance with Individuals with Disabilities Education Act (IDEA) and North Carolina law and regulations.

Montessori Academy of Cornelius will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act.

V. Budgeting Responsibilities

Instructional Material

Each teaching team is allotted an amount on a monthly basis for art supplies, consumable material, pet supplies, luncheons and other miscellaneous supplies. A running total of purchases and the balance of each class account will be kept in the school office by the Business Manager. Please refer to the section label reimbursement forms.

Reimbursement Forms

These forms are to be used to reimburse money to teachers, parents, or others for materials and supplies purchased for the class/school. Please fill out the form completely. Receipts must be attached to the form. The form must be given to the Business Manager for approval by the Head of School.

VI. Environment - Inside and Out

Office

The front office is a reception area for parents and visitors. It must be kept tidy. Please do not leave personal or unwanted classroom items in the office. Do not remove files from the office. If you need information from a student's file you must receive approval from the School Administrator. The information or file is to be reviewed in the office and returned to the School Administrator.

Cleaning

- Shelves, sides of shelves, baskets, trays, and parts of work must be free of dirt and dust, glue and paint, etc. Tops and sides of shelves should be cleaned.
- Activities and materials should be inspected regularly to be sure they are complete and in good condition. They should be in order on trays, usually set up in a left to right progression, trays and baskets should be set on the front edge of shelf. If necessary, restock the components of the work (glue, paint, nails, polish, cloths, sponges, etc.).
- Tabletops should be cleaned and disinfected after lunch and at the end of each day. Be sure to remove any paint, glue, or ink. Have the students assist in the process of cleaning up, but not to include the use of disinfectant.
- Shelves, sides of shelves, baskets, trays, and parts of work must be free of dirt, dusted, and washed regularly (weekly minimum).
- Pencils should be kept sharp and replaced when they get stubby.
- Felt tip pens need to be covered and checked.
- Mats need to be washed periodically.
- Tips of glue bottles need to be kept clear.
- Bathrooms are cleaned by our janitorial service. On a daily basis, however, it is the responsibility of the teacher to keep the bathroom wiped down and sanitized. Paper products should be replenished during the day.
- Keep all classroom sinks clean and sanitized.
- Replenish soap dispensers.
- Wash walls and floors as needed.
- The kitchen area should be kept clean and sanitized each day. If the classroom has a refrigerator, it must be defrosted on a routine basis, check to see if it needs to be cleaned inside and out. Refrigerators should be used for teacher/staff lunches and for cold lunches for children.

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- Remember to always follow Health Department and Day Care Licensing guidelines. Guidelines may change yearly. It is the responsibility of each employee to remain up-to-date on changes provided by the school.

Classroom Maintenance

One cannot expect the student to keep the environment orderly if the adults do not set the environment with order and then maintain it. The teachers are responsible for maintaining the material and shelves. Weekly dusting will be necessary to keep them clean. The School Administrator should be notified when materials need repair or replacement. Do not keep broken or incomplete materials on the shelf. The floors should be swept at least twice during the day and more as needed. Students should be encouraged to help with minor cleaning of the room. Tables should be wiped and disinfected, and chairs placed on the tables at the end of each school day. A cleaning person will come in at night to mop and do more extensive cleaning. Deck and garden areas are part of the classrooms and should be maintained as such.

Bathrooms

The cleaning person will thoroughly clean bathrooms at night. However, the bathrooms should be wiped out and sprayed with disinfectant three times daily to assure cleanliness. Teachers should check the bathrooms daily for soap, toilet paper, and paper towels; replenishing as necessary.

Animals and Plants

It is the responsibility of the teacher to care for all classroom animals and arrangements made for care of living specimens over the weekends and holidays. Care must be given to keep animal environment clean and without odor. All animals must have prior approval from the School Administrator.

Common Areas

All faculty and faculty members are responsible for the common areas used by the entire faculty. These areas include: kitchen, office, and faculty room.

Faculty Room

Clean up all material when completing projects. Do not leave paper scraps or unwanted copies. If you are taking the last of something, replenish it or put it on the supplies needed list. Only use the laminator and copier after receiving instruction. If you are having difficulty with a machine, don't force it, Get Help! The laminator and copier may be used for personal items, but need to be approved by the School Administrator. Keep cutting board blade locked and turned toward the wall.

Plant Care

Indoors and outdoors, plants need to receive proper care. Plants on shelves must have a dish underneath them. If you plant a vegetable garden with the students, be sure that you maintain it. You will need to check with the Health Department Guidelines to ensure plants and animals are not poisonous or hazardous to children.

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Animals in the Classroom

Keeping animals in the classroom can be an enhancement for the curriculum and the life of the classroom. Recommended classroom animals include fish, birds, and small mammals (guinea pigs, rabbits, hamsters).

Please be aware of the following guidelines before introducing an animal to the environment:

- Large animals not owned by the school are not allowed on the school property without prior approval of the School Administrator.
- Due to health risks, reptiles are discouraged as classroom pets. If teachers are interested in having a reptile in the classroom, they should receive prior approval from the School Administrator.
- Teachers are responsible for the care of the classroom animals. Parents may be invited to keep animals during holidays and over the summer.
- Pets need to be securely caged. Pet cages need to be kept clean and odor free. Teachers must closely supervise all cleaning and handling of pets. Cage bedding and droppings need to be placed in plastic bags, secured, and placed outside the trash receptacle. When cleaning cages, student and adults must wash with anti-bacterial soap upon completion of task. Birdcages need to be changed daily.
- If an animal bites a student, the student must be brought to the office to have the wound cleaned and the parents notified. This situation should be evaluated to determine if the presence of the animal should continue.
- All costs related to classroom animals must be budgeted into the classroom allotment for the year.

Outside

Suggested Guidelines for Teachers Concerning Outdoor Activities

- As a school, we feel that student need to spend some time outdoors each day. In cold, below 35 degrees or windy weather, check with School Administrator to make the decision concerning the length of time for outdoor play.
- Student coats need to be zipped and buttoned, and their hats, hoods and mittens need to be worn on cold days.
- Tie, or remind student to tie, shoelaces to avoid injury.
- **Be safe, think safe.** Discuss the activities available on the playground and establish safety rules with the student. Check equipment and establish safe heights, positions, and limits on it. Let the student do the climbing to the heights that they can attain on their own. Encourage them to climb no higher than they are able to handle.

Suggested Guidelines and Expectations for Students Concerning Outdoor Activities

- The outdoor environment should be treated with as much respect and care as the indoor classroom.
- Return equipment to its proper place when finished with it.
- Climb only on playground equipment.
- Use the sand toys in the sandbox.
- Throw balls only on the playground.
- Use sticks for digging only.
- Using weapons, real or imaginary, is not permitted.
- Keep your hands to yourself
- Follow guidelines for slides and swinging apparatus.
- Use benches and tabletops appropriately.
- Drink water - - it is not to be used to make mud.

Care of the Outdoor Environment

This is also part of the environment. Sidewalks need to be swept on a regular basis. The student should be involved in maintaining the environment.

VII. School Policies and Procedures

Employee Health and Safety

In order to effectively identify and evaluate any potential work place hazards, faculty are requested to continually be alert for such hazards and immediately bring any concerns to the attention of the School Administrator. In the event the School Administrator is unavailable, faculty should contact the Business Manager.

To ensure that employees reduce the risks of injuries to themselves while on the job, Montessori Academy of Cornelius requires the following safety procedures be followed:

- Mop up wet spills immediately to prevent slipping.
- Sweep up dry spills immediately to prevent slipping.
- When lifting a student and/or heavy object, bend at the knees. Do not lift with stiff legs as this may cause injury.
- When changing diapers or working with disinfectants or other harsh cleaning compounds, always wear protective gloves. As an added protection, Montessori Academy of Cornelius recommends employees always keep a pair of protective gloves in their pockets for quick response to emergencies.

If a faculty member is injured while on school property, a worker's compensation report must be filed with the Business Manager immediately. An Incident Report Form must be filled out and submitted to the Business Manager along with a detailed, written account of the accident and all related injuries.

Each employee is required to complete an emergency form and return it to the Business Manager. In case a serious injury, the School Administrator will call the emergency contacts until someone is reached. If the employee is unable to communicate, the emergency contact will decide the course of action to be followed. If an emergency contact person cannot be reached, the School Administrator will decide what to do next.

In addition, all employees must notify the School Administrator of any serious injury, even if the emergency contact has been reached. If 911 is needed, report the emergency by giving the location of the injured party; then notify the office and repeat the information on specific location of the injured party.

Student's Health and Safety

- Always supervise/be attentive to the student.
- Never give a student's telephone number or address to anyone other than a parent, guardian, or employee, unless you have cleared it with Administration.
- Provide complete coverage of the entire play area when supervising student on the playground.

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- Never leave student unattended in any area in the building or outside.
- Encourage student to keep the sand in the sandbox or on the ground. No throwing sand or other objects.
- When student is using the swings, be alert for any passerby. One student should swing on a swing at a time, and student should be facing the same direction.
- Make sure student use the stairs for going up the slides. Student may not walk up the slide. One direction for all to follow is safer.
- Make sure students keep all weapon toys (guns, knives, etc.) at home.
- Take a periodic head count to be sure all students are present and accounted for.
- Approach strangers on premises and politely question their intentions and re-direct them.
 - "May I help you?"
 - Have you signed in at the front desk?
- Keep cleaning supplies or chemical compounds in locked cupboards or well out of student's reach. Never leave buckets of cleaning solution or spray bottles of cleaning solution unattended.
- Keep teacher's scissors and paper cutters, whether or not they are in use, out of reach of student.
- A faculty person walking students from one classroom to another from the outdoors to the inside should maintain order and alert the student to safety precautions. The students are not required to hold hands, but it must be emphasized that they stay with the group.

Environmental Hygiene

- Hand washing is essential to reduce the spread of germs. It is essential that all teachers wash their hands frequently with antibacterial soap.
- Student should be asked to wash their hands before and after eating, going to the bathroom, and blowing their noses.
- Areas for diaper changing must be covered in a disposable paper before changing, and cleaned after each diaper change. Disposable gloves should be worn and are provided.
- Keep the environment clean inside and out.
- Periodically disinfect materials that are handled by student.

In Case of Fire

- Stay low to the ground
- Cover your mouth with cloth if smoke is present.
- Check door for heat by touching them before you open them.

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- Keep calm and do not re-enter the building.
- If your clothes should catch on fire, stop, drop to the ground and roll.
- Follow Fire Evacuation Plan, posted in every classroom.

Medications Administered at School

A student's health is a critical factor in the learning process, cooperation among physician, home, and school is essential.

In general the administration of medication to pupils while they are in school should be avoided. Treatment schedules, which allow medicine to be given at times other than school hours, are preferred and encouraged. When, however, in the opinion of the student's physician, it is necessary that medication be given during school hours, the Administrative Assistant or a representative from Administration of the school will administer such medication. Our Faculty members are prohibited from administering any medication, including aspirin, to any student, except as authorized by parent or guardian and the student's physician. The following procedures will be followed:

1. Medications Sent From Home

- A. All medications sent from home must be accompanied by the "Authorization to Administer Medication" and the "Physicians Statement" forms, signed by the prescribing physician before the first day medication is administered at the school. Any medication sent without the appropriate completed authorization forms will not be administered.
- B. When filing a prescription, parents should request two (2) bottles, labeled (one for school, one for home). The bottle containing the medication must have the pharmacy label on and intact. If the container does not have an official pharmacy label the medication cannot be administered.
- C. This policy applies to prescription and over-the-counter medications. A new authorization form must be completed for each episode of illness and each new medication.
- D. The parent or guardian is responsible for administering the first day's dosage of any new medication at home.
- E. The parent or guardian is responsible for notifying the school in person or by telephone on the first morning a new medication is being brought in with the completed authorization form and physician's statement.
- F. In cases involving long-term medication for chronic conditions, a new authorization form must be filed with the school each year in August. Any medication changes during the school year must be accompanied by a new medication form
- G. Whenever possible, medication schedules should be arranged to cause minimal interruption in the student's school day.

2. Over-the-Counter Medication:

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- A. Absolutely no medication, including Aspirin, Tylenol, cough remedies or other over-the-counter medications will be given at school unless accompanied by an authorization form or note signed by the parent or guardian, which includes the student's name, name of medication, condition being treated, time and dosage to be administered and the length or period the medication should be administered.
- B. A copy of the form authorizing the school to dispense medication may be obtained from the teacher.
- C. The medication container must be labeled with student's name.

In The Event of Illness or Accident at School

1. The most minor scratch or cut can be treated in the classroom.
2. If a student needs more extensive first aid, they must be promptly taken to the School Administrator, or designated individual who is trained in first-aid for examination and possible care. A notation of amount given must be noted on the Permission to Administer Medication Form completed by the parent.
3. In the event of an insect sting, the student must always be taken to the School Administrator without delay!
4. To prevent student from experiencing over-exposure to the sun, the use of sunscreen lotion is highly recommended, especial during the fall, spring, and summer months. Parents should be encouraged to apply a lotion at home. This should last all day.
5. If a student becomes ill during the day, take them to see the Administrative Assistant. This individual will attempt to contact the parents to inform them of the situation and to ask them to take the student home for care. They will also have the student lie down and keep them warm and under close observation.

Accident/Incident Reports

Whether accident or illness, if a potentially significant medical condition presents itself prompt and careful steps must be taken. The moment a condition becomes apparent, the Administrative Assistant is called to look at the student. They will:

- Contact the rescue squad without delay if immediate medical attention seems necessary
- Contact the school physicians for medical opinion and instructions
- Contact the student's parents and ask them to take their student to their pediatrician for treatment of conditions not requiring immediate attention

In every case, the school will make immediate and diligent efforts to contact the student's parents. The School Administrator should do this, if at all possible. If it has been decided to send the student for emergency care, either the School Administrator or other senior Faculty member, must accompany the student and remain with them until parents arrive. The student's Medical Emergency Form must accompany the student.

First Aid and CPR Classes

Teachers are required to take first-Aid for student and the CPR course prior to employment and every subsequent year. One Faculty member with both of these certifications must be on the school grounds at all times. Montessori Academy of Cornelius will pay the fees for these courses. Please give the School Administrator a copy of your certification card when your course is completed. A copy of the card will be placed in the employee file.

Safety Precautions

It is the responsibility of every Faculty member to keep the students safe at all times. Please do a safety check of your class on a regular basis. Make sure cleaning products are put away. Be sure safety plugs remain in outlets. Watch out for pointed edges. Clean up broken glass with the student. Be sure doors and gates are secured. Always look over the playground when you first go out and be sure it is safe.

Look out for open gates that were left out, dangerous tree branches broken playground equipment, etc. Watch students closely in the playground. Each teacher should be stationed where all students in your area can be seen. Watch students on trees and playground equipment closely. Do not excessively engage in conversation with parents and/or teachers. Your job is to be sure the students are safe.

Handling of Food

- Always wash your hands prior to and after handling food.
- Once a food item is opened, it must be stored in a sealed plastic container.
- All food must be stored separately from any other supplies.
- Perishable items must be stored in a refrigerator.

Lunch Procedures

All Faculty members are encouraged to eat their meals at their designated lunch periods/break away from the classroom. However Faculty members are encouraged to sit and socialize with the student during the lunch period. Lunch is provided by parents or school. A well balanced, nutritious lunch should be encouraged. Desserts should be discouraged.

Classroom Lunch Procedures:

- All meals should be treated as an in-home experience. Student should be allowed to help set up the tables. Table setup should include place mats, tablecloths, silverware, and flower centerpieces. We encourage parents and student who bring their lunch to send reusable containers, napkins, plastic ware, lunch boxes and cups.
- Student should wash their hands.

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- Teachers of young student should have a brief silence, song, or poem before the student begin eating (No prayers). This is to help the student feel relaxed, clam, and focused before they eat.
- Microwaves may not be used to heat a student's meal.
- Student should set food out on place mat or napkin then remove lunch box from table.
- Student should stay in their places during lunch, except for going to the bathroom, helping a friend, or getting necessary tools.
- Encourage student to eat the main portion of their lunch first and engage in pleasant conversation. Student should talk quietly only to student sitting at their table. Whatever food is not eaten should go home in their sealed containers, send a note explaining circumstances (too much food, didn't feel well, etc).
- If you choose to eat outside, clean up after yourselves. If bees become a problem, move the class inside.
- Students should clean up after themselves.
- Faculty members will need to plan a story or quiet activity for student when they are finished eating.

Snacks

- The parents provide a nutritious snack and juice daily for the toddler and primary students. Montessori Academy of Cornelius provides snack for After-School program.
- Snacks are to be set up for individual student. Group snack may be used for special occasions, the first couple of weeks of school and as your schedule may warrant.
- Be aware of potential allergies. Check each student's emergency form before feeding a new type of food, snack or juice. If a student is allergic to the snack, ask the parents or guardians to provide an alternative snack.
- Birthdays are celebrated in the classroom. The parents usually bring a special treat for the student to share; they may ask for suggestions in advance. Parents are asked to send in individual store bought and cut snacks sufficient for the entire class.
- In keeping with the Montessori philosophy, the teacher should encourage the parents to include their student in the process of selecting and preparing the special snack for the class. Remind them that the simpler the better for their student and the class.

Miscellaneous

Field Trips

Teachers should plan several field trips throughout the year. These trips should coincide with subjects discussed in class, or take advantage of special community events. The parents must be notified of all field trips by use of permission slips designed by the school. No student may go

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on a field trip without a signed permission slip by parent or guardian. Montessori Academy of Cornelius primary teachers may not drive on a field trip unless their own student is in the car. In that case, the teacher drives as a volunteer part, not as a teacher. Teachers are responsible for the class when on a field trip.

Please follow these procedures:

1. Assign each student to a car and a volunteer parent. All parent drivers must present a valid North Carolina drivers license and automobile insurance. Copies must be made and turned into the school Administrator.
2. Make a note of who is in each car and leave a list with the School Administrator. Take a head count before you leave, during the trip, and before you return.
4. Take the emergency phone numbers.
5. Take a first-aid kit and Blood borne Pathogens kit.
6. Keep the group together.
7. Keep student with special needs with a teacher.
8. Make sure you have every student when you return.
9. Call the school if you will be returning late.
10. Each student should wear a school ID tag with the school's name, address and phone number.

Substitute Policies

Teachers are responsible for finding a substitute teacher on the days they cannot work. A list of suggested substitute teachers and their phone numbers will be given to teachers. If a teacher cannot find a substitute they should contact the School Administrator for help. A teacher should contact the School Administrator only after exhausting all other possibilities. Advanced notice of absences is needed. Notify substitute teacher, partner and administration prior to the absence by calling in sick by 6am the day of absence. All absences must be preapproved or employees will receive an Employee Notice Form.

Completion of Time Sheets

All employees are required to record attendance on a time sheet. This time sheet should include beginning and ending of a workday, mealtime and breaks. Please see the Business Manager to discuss the procedures for recording the information listed above. Prompt arrival is essential for all employees to make efficient use of work time. It is each employee's responsibility to track the hours they work and initial the line at the end of each pay period. Falsifying a time sheet will be grounds for disciplinary action or dismissal.

Telephone Policies

- Personal telephone calls may be made only during lunch breaks. They may not be made during class time.

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- Calls pertaining to school business may be made throughout the day at the discretion of the teacher. If the call requires a long-distance connection, it is the responsibility of the individual making the call to inform the Business Manager of the time the call was made, the duration of the call and the reason for the call.
- Calling card must be used to make personal long distance calls.
- Please limit any personal calls to 10 minutes.
- Please check the Director of Admissions or other office staff for phone messages every morning, afternoon, and evening.

Mailboxes

Everyone on **the Faculty** has a mailbox. Please check it every morning, afternoon and evening for messages and mail.

Procedures for Half Day Students

Some Toddler students have contracted for a half-day; they leave the group after lunch. Please make sure that lunch is completed so that the student may be picked up by 12:00 p.m. If you are planning a field trip, Primary classrooms, that will extend beyond 12:00 p.m., be sure to notify the half-day parents and ask them to pick up their child when the trip returns to school.

End of Day Dismissal

Before the first day of school you will receive a list indicating the method by which the student leaves you each day. ASP indicates After-school Program, FDSP indicates Full-day Student Authorized for Car Pick-up. All students are dismissed by 3:00 p.m. who attend Kindergarten and all higher grades dismiss at 3:15.

Student attending ASP should be taken to their assigned rooms.

Any changes in the student's after school schedule should be sent to you by the parents or come from the main office in writing. If a student communicates a change verbally, you must verify the change with the parent and School Administrator.

Releasing Student to Anyone Other Than a Parent or Guardian

Never, under any circumstances, release a student to anyone other than their parent or guardian without the explicit written permission from the student's parent or guardian or the office. Parents are instructed to send a note in advance indicating their permission to release their child to a given individual. You should ask the person picking up the student for identification if you have not met them before. If a person comes to pick student up and you have not been notified, send the person to the office so that someone can contact the parents directly.

VIII. Record Keeping and Documentation

Head teachers are responsible for keeping thorough records on each student. These include: daily, cumulative and class records, mid-year and end-of-year progress reports, school reports and end-of-year reports as needed and a portfolio of each student's work. Some record keeping can be delegated to team members.

- A. Head teachers must keep: Daily records, Cumulative records, Class charts (e.g. auditory/visual, Portfolio for each student, and Parent phone logs).
- B. Head teachers must write Progress reports at Oct/Nov and March/April, Narrative Reports at Jan/May; and Conference summary reports (in school and phone).
- C. Head teachers must plan: Year-plan - - reviewed with Head of School and Level Coordinator.
- D. Weekly/Monthly plans - - shared with team.
- E. Head teachers must hold: Oct/Nov conferences with each family, and March/April conferences with each family; start-of-year conferences with each family, if needed.
- F. Head teachers may assign reports to team members. These reports must be edited and revised before being submitted to the office.

Attendance Records

Both school policy and State Law require regular attendance at school. While we are flexible regarding certain family oriented absences as long as they do not interfere with the year's work we do need to keep accurate records and know the cause of the absence. Contact a student's family by phone when they are absent more than two (2) days in a row. Establishing consistent attendance is sometimes a problem with Primary age student.

- Attendance records must be kept on each student. The number of days absent and tardiness must be recorded on the progress report for each student each year.
- Students arriving after 9:00 am are considered tardy. Please note this on the student's Individual Attendance Sheet. The School Administrator should be informed of any students tardy more than four (4) times in a semester so that the parents can be called and the policy reviewed.
- A List of all absent students must be turned in daily to the Administrative Assistant.

Health Forms

Each student must submit a new Emergency Information and Permission form every year. Health Examination forms are due for all new student to Montessori Academy of Cornelius and student in the Toddler and Primary Division. A copy of these is kept in the student's health file in the Administration office and a copy will be placed in a binder for your class records. Teachers

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should carefully review each student's medical forms at the start of school to look for allergies or medical conditions of which they need to be well aware.

End of Year Packet

At the end of the term, in June, teachers in each classroom compile information collected throughout the year and hand this into the School Administrator in one packet. A complete packet contains:

- Updated progress reports or school report addenda. Progress reports are not updated if: 1. Student is definitely leaving our school this June and 2. Written school report is in student's file. A school report addendum is written for each student moving on to a new school. It notes any significant changes and student's emergent, numeracy, and literacy development.
- Parent phone logs
- Conference summary sheets
- End-of-year reports and teachers check list of requests for these reports
- Inventory sheets with photographs
- List of repairs needed in the classroom
- List of missing classroom material
- Class summary check off sheet for all enclosed items

Parent Teacher Conferences

Conferences are scheduled at least twice a year in Fall- - Oct/Nov and Spring- March/April. Additional conferences may be requested by either parents or teacher.

Conference appointments need to be mutually agreeable by both teacher and parent. Since we all have very tight schedules, conference scheduling is complex and rescheduling is difficult, please urge your parents to not miss their appointments, and if they must cancel to please notify you as soon as possible.

Montessori Academy of Cornelius feels that both parents should attend each conference. If step-parents are involved they too should attend. Both parents have the right to hear information directly and ask questions. The student deserves to have all points of view represented. Therefore, please insist on both parents being present.

All conferences should be documented.

Montessori Academy of Cornelius has developed two (2) conference formats for the scheduled conferences. The traditional format involves parents and teachers. The year wrap-up format involves the student. Parents of second and third year student may elect to have either conference format. We suggest the **traditional format** for most children under the age of 5.

Conference Goals

- Teachers should present in everyday language a balanced description of the student in school; the parents confirm each behavior in terms of the student's home behavior. Since students act differently at home, teachers must collect information about the student's out-of-school behavior.
- Parents should be encouraged to enjoy and accept their child as a separate human being. Our goal is to help parents appreciate and respect their student's growth. Parents are not typically aware of how development progresses in the social, emotional or intellectual areas. No parent should ever feel guilty about a child's behavior.
- Parents need to understand their child's behavior in relation to their peers. Most parents have no idea of what is age appropriate behavior.
- As needed, practical recommendations for supporting certain behaviors must be developed. Healthy parental child-rearing practices should be acknowledged and supported.

Conference Format

1. Welcome the parents with a warm, personal sentence. Smile, maintain eye contact, and breathe. Start the meeting in a serious yet positive manner.
2. Present an overview of your goals, what information will be covered and how the information will be shared. "After I describe a behavior, I'd like to hear if your child also acts this way at home."
3. Go through your outline giving behavioral examples and asking for confirmation or disagreement. Every time a parent says, "Yes, my child does that at home," ask for an example. This is the only way to ensure that the parent and teacher are discussing the same behavior. Give examples of appropriate delightful behavior as well as problematic behavior. Present a balanced picture of each child.
4. Develop recommendations out of the information. Interpretations may or may not develop out of the information.
5. A follow up procedure, if necessary, should be negotiated at this time. "Let's talk again in 2 weeks."
6. Encourage and answer parent questions. At the end of each topic ask. "Do you have any other questions or concerns?"
7. At the end of the conference, summarize the conference in a positive, supportive manner.

List of Do's and Don'ts

- Do have humility for conferencing. Even child development specialists do not know everything there is to know about children.
- Do offer resources (articles, books, etc.) for parents to reference.
- Do not emphasize or focus on more than one (at the most, two) problematic areas. Once a parent's anxiety level is raised, the parent (indeed, any adult) develops selective amnesia and situational deafness. When parents say they were not told about the behavior before, they often mean they did not hear it before. Decide which behavior to discuss first, and be prepared to follow-up with further conferences.

Conference Summaries

Following any parent conference, including both telephone contact and in-person contact the teacher conducting the conference must complete the conference summary form and turn a copy into the Head of School. This is to make a record from the teacher's point of view of what transpired; including the family's attitude, concerns, points discussed, and agreements made. **Please inform the Head of School immediately if you have a problem with a parent.**

Home Visits

Toddler and Primary teachers make home visits in August. During these short (20-30 minutes visit), they spend time with the student. Therefore, it is not necessary for the parent to be at home; caregivers are fine. The purpose is to reinforce the home/school connection. Teachers need to call parents to set dates and times.

Telephone Log

Each teacher maintains a phone log for each student. Every phone call with a parent is logged. At the end of the year, all phone logs are put in the student's file.

Work Folders/Portfolios/Scrapbooks

Portfolios are collections of a student's work. A few schools keep portfolios for longitudinal research projects or for the length of a student's stay in the school. Versions may be given to parents as is or assembled in a book form at the end-of-year conferences.

What seems important to the success of this project from the student's perspective is having a beginning of year conference with each student followed by regularly scheduled conferences throughout the year to discuss the collected items.

The following items may be collected for each student's portfolio:

- Art work (minimum 5 items plus September/June self portraits)

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- 35mm photos of Lego/block constructions, completed puzzles/maps 3dimensional art creations. Develop photos weekly.
- Writing samples (demonstrating development through the year)
- Audio tapes of student reading aloud (demonstrating development throughout the year)
- Video-tapes of student's typical day (include classroom, playground, and specialists times)

Additional items for longitudinal research or if the portfolio is kept over a few years:

- Relevant parent/family background (on the Progress Report)
- Up-to-date scores on any assessment tools oral language transcripts and analyses that demonstrate, ability to code switch
- Completed Progress Report
- Copies of all conference summary forms
- Copies of school and/or end-of-year reports
- Parent telephone logs

Classroom Procedures for Portfolios

Have student save all their work in individual portfolios. On Day 1 introduce student to their portfolios. Talk about portfolio, how to use it, and why it's so special. Store the portfolios in a place that is accessible to the student. Be sure that all their work including paintings will fit into the portfolios. We have found it successful to begin each student's collection with their self-portrait.

Conduct a beginning-of-year (goals) conference with each student (September). Review: how to use the portfolio, why it's so special. Ask: "What do you want to learn?" "What do you like to do?"

On a scheduled day (or at a student's request), have a conference with the student to reflect on their saved work (about 6-8 conferences between October and June). As student review and reflect on items in their portfolios, they begin to notice what is missing as well as reflect on their own growth. For example, one student noticed that there was no math work in his portfolio and chose to do some so that he could collect samples. Another student noticed that her recent artwork included more details - - caterpillars had legs and were clearly not worms; on her drawing of a Medusa head the snakes for hair were clearly snakes.

At each portfolio conference, the student selects a few items from the collection, discusses each selected item, dates them, and puts them in a large manila envelope (work that reflects what they are doing) and either takes the other items home or keeps them in their portfolio in a reviewed section. Some questions to ask: How did you decide to do X? What was hard about doing it? What parts did you like doing? How do you plan to learn more about X?

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At the final portfolio conference at the end of the year, the student selects a sample of saved (from the manila envelope) items and uses these items to discuss their development with teachers and with parents. Older students can write a statement about what they learned and why they selected the specific items.

Note: When a student creates a drawing or painting for a gift (e.g., for mommy) it goes home.

Variations Personal Scrapbook

About once a week or whenever a student desires, they select one or two important items from their portfolio and glue each item in a page in a scrapbook. The student writes on the opposite page why this item is special, what they like about it, what they might change next time, etc.

Narratives Reports

A narrative Report will go out twice a year (late January and late May). The report should share the vitality of the student while presenting an honest, factual picture of the student as a member of the class.

Reports should contain behavioral descriptions rather than generalizations or interpretations. If a student is described as curious and alert, the words mean little unless backed up with specific details and anecdotes.

Parent Report Format

Describe:

- Student's learning style and ways of relating to new ideas/new procedures/work related problems.
- Student's social relationships with classmates and adults.
- Student's development over the year in the following areas:
 - Physical (large and small motor)
 - Artistic/creative
 - Intellectual/academic

End with a summary paragraph describing the uniqueness of the student. (Also refer to following School Report format).

School-to-School Report

These reports need to be particularly precise, concise, and honest. Present information in a positive manner and provide specific examples of typical behavior.

The following format was developed and refined by a group of admission directors and early childhood school heads in New York City. It is used for school reports and, at times, specialist reports.

Suggestions for writing School Reports

General:

- Say it once and say it precisely.
- Write succinct, descriptive phrases in the chart areas.
- Do not repeat information in the question area.
- On each question: be sure to include a response for each item. If there is a problem, clearly state what it is and how we work with the student.

School-to-School Report Format

In responding to specific questions on School Report:

1. Write a sentence on each: physical strengths/challenges, visual, auditory, motor, and general health. Visual and auditory refer to perceptual skills; motor refers to large and small motor.

Zaire is a healthy child who challenges herself as she climbs the monkey bars (occasionally asking a teacher to stand near by "just in case I fall") and climbs past the second rung on our cargo net. She is working on learning how to play Hopscotch. So far, she can hop to number 5 while keeping her balance! She eagerly participates in games -
- Ring Around the Rosie or Duck Duck Goose.

Zaire has outstanding motor skills; she manipulates tools - - hole punchers, scissors, staples, and tweezers - - with controlled, precise, decisive movements. She has repeatedly worked with many of the activities (lacing, basket weaving) designed to enhance fine motor skills, Zaire has shared with teachers a small red cloth purse that she sewed together all by herself. Her handling of tiny objects is graceful and delicate, as she pays attention to fine details. During, the home visit, she placed miniature cribs and dolls carefully and gently within their dollhouse, remembering to "tuck the baby in at the corner with his blanket."

Zaire's drawings are colorful and filled with details. She draws people adorned with hair, colored eyes, eyelashes and clothing. Her printing of letters/numerals is always legible; she adjusts the size of her print to the amount of space. When she labels her artwork, she uses 1 inch high upper case letters; as she practices writing words from her word bank, she uses both upper and lower case letters that are evenly spaced and incredibly neat (12 inch high).

2. This is typically no unless the student has severe allergies or asthma that does limit their participation in school.

Zaire has a severe allergy to nuts (peanuts, cashews, walnuts) and is possibly allergic to bananas. This has not been a problem at school.

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3. Language and speech includes oral language (receptive and expressive), articulation, and reading development as well as writing development. Include quotes that typify the complexity of the student's language in different contexts.

Lucy is a very verbal student who expresses herself clearly and assertively. She initiates conversations and shares personal experiences. When giving messages on her leader days, she uses a loud tone, distinctively enunciating each word in her directions, "All should be put away now. Please come to the group. Thank you for listening to my message." In conversations, she emphasizes certain words to ensure that her ideas are communicated: "I'm not going to plane today, I'm going TOMORROW!" She descriptively explains her drawings on her contribution to block structures planned and built collaboratively with classmates.

An avid reader, Lucy can often be found snuggled in a corner surrounded with books (10+), particularly storybooks. She systematically reads through all the books, looking at pictures and running her finger under the text. She reads by remembering familiar phrases and by using the pictures as a cue to the story time. The Color Box is one of her favorite books, "I like it because Max sees all the colors from all the pages, you know for the colored box."

A confident writer, Lucy's invented spelling contains initial, final and some middle sounds. She writes menus for snack and recently wrote a list of materials needed for the art area. This list read: GLO LEC PAT (glue, leaves, paint). She has excellent phonemic abilities.

Eric is bilingual (Swiss/English). His English is clear but with slight accent ("th" is pronounced with a "d" for words like "the" while other words like "theater" are pronounced correctly). His sentences are short and staccato and his word order is often inverted; for example, when entering the room early, Eric stated, "There's not so much people her." His English vocabulary is growing daily. At this time, he repeats words like "very" two or three times to express intensity, "De cows in de Swiss are very, very pretty. We walk in de forest, you know. Very deep."

Eric eagerly participates in group discussions particularly during nature program. For example, when discussing killing animals to eat meat, he explained that all animals eat other animals. "Big sharks eat big fish, and big fish eats the little fish, and the little fish eat very, very little fish."

Eric is in the reading area two to three times every day. He selects a wide variety of picture books and studies the pictures closely and slowly. When asked by an adult to discuss the story or pictures, he hypothesizes saying, "I think..." before describing his interpretation of what the picture depicts. Eric recognizes his name as well as those of his friends, Sam and Gus.

Eric always signs his name on artwork. He has recently begun to print his name (mid November), and is very proud of his new ability. He prints in one and half inch, uniform uppercase letters.

4. Meaningful connections: This part is where you describe connections: with books in conversations, in science events, political events...

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Mitzi is a very bright student who learns skills and concepts with ease - - often just by observing her peers working with material. She also is able to take another student's ideas and build on them. For example, while watching a friend draw a detailed representation of a spaceship, Mitzi copied the illustration exactly - - and then embellished it with additional items such as control buttons and stars. When working with unfamiliar activity, Mitzi will investigate all the material and, if unsure, ask a teacher, "How do you do this work?" She watches presentation attentively and quickly declares, "Ok, ok, I know." An eager and enthusiastic learner, she chooses new activities as soon as they are placed on shelves.

Mitzi contributes relevant information on topics under discussion and makes meaningful connections about her observations. During lunch one day, students were discussing different foods. Mitzi described what she had for dinner the night before and then commented on what each student was eating. "You're eating ham and you're eating chicken; you both have meat, but we are all drinking milk, that's dairy."

5. Math is more than just arithmetic. It includes students noticing and repeating patterns; as well as, a student's natural ability to use math processes in everyday activities.

With a solid understanding of 1-10, Mitzi accurately computes single digit addition and subtraction equations using concrete manipulatives. She determines the amount of snack needed for the day based on the number of students present. Mitzi also has completed the 100 board with another student. She began by placing 1 tile in the first square and a 100 tile in the last square. While placing the number of tiles, she commented on a few that she personally identified with, "Five, I'm going to be five in December." and "Sixty-seven! That's the street I live on." Mitzi engages in non-standard measurement using the longer side of construction paper to measure the amount of string needed for her many art projects.

6. Social/Emotional: describe how a student relates to classmates and adults.

Josh is a social, outgoing student. On his first day of school he sat at a lunch table with five other students asked them their names, ages and if this was their first time Montessori Academy of Cornelius; he then introduced himself (his name and age). He has since become friends with several of the students. Josh has at least two play dates a week with his new classmates, and apprizes his teachers of his social calendar so we do not forget who will be leaving with him that day.

During his first few conflicts (on the roof or gym), Josh responded physically - - mainly pushing the other person away. However, he very quickly internalized the policy of "using words only." He now voices his feelings and solicits a teacher if his words are not being heard. When Josh's feelings are hurt, he rejects a teacher's invitation to mediate a discussion and chooses to quietly peruse a book instead. As mentioned above, Josh's mother is expecting her third child this summer. He talks about the baby good-naturedly and jokes "I hope it's a girl. There's too much boys in our family!"

7. Be sure to respond to each item listed in this question: pace, perseverance, independence, problem-solving ability to work to completion, and attitudes.

Mike typically has a plan or agenda when he enters the classroom and gets to work immediately. He works at a quick, focused, determined pace. Should any obstacles present themselves (no paper bags available or not enough work time left), he problem-solves (making his own paper bag "from scratch" or saving his work for later). He always works to completion and several of his art projects have taken over two weeks to complete to his satisfaction.

Mike is competitive. He constantly reviews classmates' projects and incorporates ideas he deems worthwhile into his projects. When Mike stated the he could "stay under water for a really long time" and another student replied that he "could stay under for 15 minutes," Mike responded, "Well, I can stay for more than 100 minutes!"

Mike is an extremely bright, innovative, highly motivated, hard working student. He is capable of extraordinary accomplishments.

IX. Faculty Evaluation

This evaluation process is designed to give each teacher an opportunity to discuss with co-workers the quality of their work and activities at Montessori Academy of Cornelius. It is an opportunity to bring public one's private reflections on their performance.

Goals:

- To provide an opportunity for personal growth
- To provide an opportunity for recognition of growth
- To create personal/professional goals and action plans
- To make the process professional
- To create written documentation of the process

The self-assessment process is followed by each teacher setting short and long-term professional goals. A goal-setting meeting is held with the Head of School or Educational Supervisor in which these goals are reviewed and agreed upon.