



# **CHARTER SCHOOL APPLICATION** **for** **Spruce Pine Montessori Academy and Charter School**

***(For opening in the fall of 2011)***

Spruce Pine Montessori Academy and Charter School  
67 Walnut Avenue  
Spruce Pine, NC 28777  
828-765-7779

***Mission:***

*We are committed to making a Montessori-based education accessible to all children. Nurturing children's early curiosity and creating a school environment ripe for experiential learning fosters future success. Using the Montessori model, we empower children to become confident and self-motivated individuals with a strong sense of respect for themselves, others, and the world around them. Education is preparation for life.*





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## Charter School

Mailing Address: 67 Walnut Avenue

City/State/ Zip: Spruce Pine, NC 28777

Phone Number: 828-765-7779

Email: headofschool@sprucepinemontessori.org

Fax: 828-766-7779

Name of Proposed Charter School: Spruce Pine Montessori Academy and Charter School

Location Proposed Charter School (LEA): Mitchell County Schools

Proposed Grade Levels: (i.e., K-3, K-4, etc.)

2011-12: K-6    2012-13: K-6    2012-14: K-6    2014-15: K-6    2015-16: K-6

Projected Enrollment:

2011-12: 83    2012-13: 98    2012-14: 108    2014-15: 114    2015-16: 122

Targeted Population:

In 2009, Mitchell County was again designated as Tier I, or a severely economically distressed community, by the NC Department of Commerce. Unfortunately, socio-economic problems, such as low literacy rate, high drop-out rates, unemployment and greater reliance of state and federal assistance programs are prevalent trends associated with Tier I communities (NC Smart Growth Alliance), and Mitchell County is no exception. We seek to diversify our student body to more closely reflect the cultural and economic breadth of our population base. We believe our individualized educational approach and the comprehensive support programs of Spruce Pine Montessori School will help meet the complex educational and developmental needs of all students, including those from impoverished backgrounds.

With a goal of developing future generations of active community members, it is essential that Spruce Pine Montessori School represent the diverse population of Mitchell County. Beyond socio-economic diversity, our students will reflect the geographic and cultural diversity of our county. Becoming a charter school will allow us to be more inclusive in effectively drawing students from every part of the tri-county area. It is our mission to make the education we provide accessible to all children, including students from the Pigeon Roost and Buladean communities in the northern part of our county, families who trace their Mitchell County roots to before the Civil War, as well as to families who have recently moved to our area. Our strengthened community presence will also be a draw for families seeking to relocate and searching for an alternative education option.

Conversion:

No: ☐ Yes: ☐ If so, Public ☐ or Private: ☐

If a private school, give the name of the school being converted: **Spruce Pine Montessori School**

If a public school, give the name and six-digit identifier of the school being converted: \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_





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## I. GOVERNANCE

### II. PRIVATE NONPROFIT CORPORTATION (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: Spruce Pine Montessori School

Mailing Address: 67 Walnut Avenue

City/State/Zip: Spruce Pine, NC 28777

Street Address: 67 Walnut Avenue

Phone: 828-765-7779

Fax: 828-766-7779

Name of registered agent and address:

Kori Fidler

67 Walnut Avenue

Spruce Pine, NC 28777

FEDERAL TAX ID: 56-1010584

### 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)



ORGANIZATION (EMO)

For schools with an “educational management organization”, please specify the name of the company, address, phone number, contact person, fax, and email: N/A

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.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices)

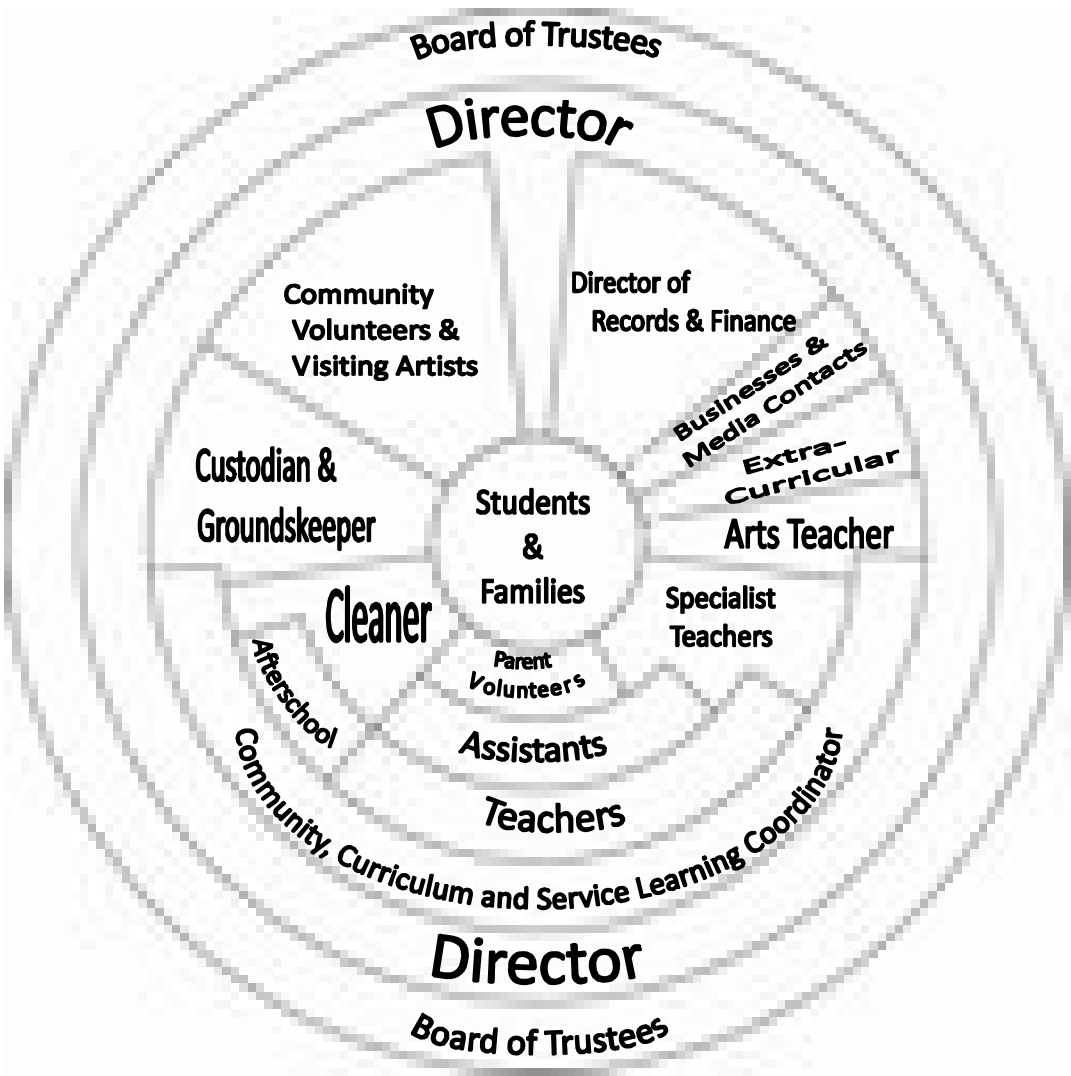
1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.

16 (d) The board of directors of the charter school shall decide matters related to the

17 operation of the school, including budgeting, curriculum, and operating procedures.
1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.

16 (d) The board of directors of the charter school shall decide matters related to the

17 operation of the school, including budgeting, curriculum, and operating procedures







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## **Spruce Pine Montessori Charter School**

in this section of the application, a one-page resume highlighting his or ears.

( Enclosed in the following order:)

Dr. William Sears – Chair  
Gregory Stella – Treasurer/Chair of Finance Committee  
Stacey Lane – Secretary  
Wanda Levin – Staff Representative Member  
Kirk Edwards – Member  
Morgan Gibson – Member  
Mark Milliron – Member  
Betty Silver – Member/Chair of Academic Policy and Evaluation Committee





**VILLIAM J. SEARS**  
**101 Mt. Breeze**  
**Spruce Pine, NC 28777**  
**828-765-4262**

**EDUCATION:**

Doctorate, Administration and Curriculum Development, University of Alabama, 1968  
Master of Arts, Administration and Supervision, Appalachian State University, 1964  
Bachelor of Science, Agriculture and Biology, Clemson University, 1962.

**PROFESSIONAL EXPERIENCE:**

Superintendent, Mitchell County Schools, Bakersville, NC, 2000-2007.  
Assistant Superintendent, Mitchell County Schools, Bakersville, NC, 1993-2000.  
Assistant Principal, Mitchell High School, Bakersville, NC, 1992-1993.  
Visiting Professor, Western Carolina University Graduate School, Cullowee, NC, 1991-1992.  
Adjunct Professor of Education, University of North Carolina at Asheville, NC, 1990-1991.  
Superintendent, Madison County Schools, Mars Hill, NC, 1988-1989

**PROFESSIONAL ACTIVITIES:**

- Grants Procured for Mitchell County Schools:
  - Collaborative grant with Mitchell County Agricultural Extension Service, 3 years, \$75,000 annually
  - National School Improvement Grant, 2 years, \$75,000 annually
  - Eisenhower grant with Western Carolina University and Mitchell High School, \$30,000
- Served on Accrediting teams at elementary, junior high, high school, and college levels over the last 20 years
- Research: Investigated high school size and academic success in college
- Served on faculty committees every year while at Mars Hill College
- NEA and NCAE Life Member
- SNCAE Advisor
- APO Advisor
- Optimist Club Member
- National Council for Social Studies, Regional Presentation
- Member: Mars Hill Zoning Board of Adjustments
- Mars Hill Methodist Church, Chairman, Finance Committee

**COMMUNITY SERVICE:**

- Spruce Pine Montessori School, Board Chair
- Friends of Mitchell County, Board Chair
- American Cancer Board, Chair
- Mitchell County YMCA, Board Member
- Mitchell County Chamber of Commerce, Active Fundraiser
- Hospice of Mitchell County, Board Chair and Active Fundraiser

**REFERENCES:**

References will be furnished upon request.



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**GORY MARK STELLA**  
**ENTIST/MANAGING PARTNER**  
**INE GEOPHYSICS, LLC**  
**387 Pollard Mine Road**  
**Burnsville, NC 28714**  
**828-675-9045**  
**[gms@alpinegeophysics.com](mailto:gms@alpinegeophysics.com)**

## **EDUCATION:**

B.S. Chemical Engineering, The Johns Hopkins University, Baltimore, Maryland, 1992.

## **PROFESSIONAL EXPERIENCE:**

Senior Scientist and Managing Partner, Alpine Geophysics, LLC, Burnsville, NC, 2003-Present.  
Emissions Specialist, U.S. Environmental Protection Agency, Office of Air Quality Planning and Standards, 1997-2003.  
Chemical Engineer, E. H. Pechan & Associates, Inc., 1993-1997.  
Associate, Hampshire Research Associates, Inc., 1992-1993.  
Research Assistant, Department of Chemical Engineering, The Johns Hopkins University, 1991-1992.

## **FIELDS OF EXPERIENCE:**

Mr. Stella is internationally recognized as a technical authority in the planning, design, development, evaluation, application, and modeling of local, national, and international emission inventories and policy options for the projection and control of ozone and particulate matter pollutants and precursors. He has coordinated with Federal, State, Regional, Local, International, Tribal, and private workgroups, modeling centers, and stakeholders to develop, evaluate, and apply alternative control measures and control program designs in support of emissions and air quality analyses. He has over seventeen years of experience with the management of multi-year projects involving dozens of individuals and organizations and valued in millions of dollars.

## **SPECIAL SKILLS, ACCOMPLISHMENTS, AND AWARDS:**

U.S. EPA Gold Medal for Exceptional Service ó Tier-2 Tailpipe Standard (2001)  
U.S. EPA Gold Medal for Exceptional Service ó NOx SIP Call Rulemaking (1999)  
U.S. EPA Bronze Medal for Commendable Service ó Clear Skies Initiative (2003)  
U.S. EPA Bronze Medal for Commendable Service ó Innovation and Initiative in Development of Systems and Practices for the Acquisition, Management, and Delivery of Air Pollutant Emissions Data for Air Quality Management and Accountability (2003)  
U.S. EPA Bronze Medal for Commendable Service ó Emission Inventory Improvement Program (2001)  
U.S. EPA Bronze Medal for Commendable Service ó Section 126 Rulemaking (2001)  
U.S. Department of Justice Certificate of Commendation ó Environment and Natural Resources Division (2000)

Multiple public presentations and instruction on emissions development, modeling and strategy application.  
Fluent programmer in FORTRAN, dBase, Visual Basic, and FoxPro.  
Experienced with Windows, Oracle, UNIX, and Linux operating systems.  
Background with JAVA, PERL, and SAS.

## **REFERENCES:**

References will be furnished upon request.





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**Stacey Lane**

8705

828/467-2165

staceylanekline@gmail.com

### **Studio Jeweler - Present**

Maintain a studio in Bakersville, NC. Create one-of-a-kind pieces on a commission basis and sell pieces through galleries and private showings.

### **Manager of Community Collaboration, Penland School of Crafts, 2006 - Present**

Manage Penland's collaboration with community partners, oversee Teaching Artist Initiative, coordinate special projects at the school, and work on facilities accessibility and diversifying student population.

### **Director of Student Affairs and Studios, Penland School of Crafts, 2000 - 2006**

Coordinate special projects and conferences. Supervise studio coordinators. Monitor safety in studios. Oversee community education programs. Assist instructors with class issues. Consult with students regarding class selection. Travel to conduct presentations about Penland's programs. Act as student advocate. Assist with programming summer and concentration classes.

### **Program Coordinator, Penland School of Crafts, 1999 - 2000**

Assist with programming summer and concentration classes. Work on special projects and conferences at the school. Supervise Studio Coordinators. Monitor safety in studios. Aid instructors with class issues, consult with students regarding class selection. Travel to conduct presentations about Penland's programs.

### **Studio Coordinator, Penland School of Crafts, 1997-1999**

Coordinated Metals Studio. Worked directly with instructors in planning for courses, ordering supplies for classes, maintaining equipment and initiating new equipment purchases, consulted on programming, coordinated Studio Assistants, budgeted and developed long-range studio plans.

### **Studio Assistant, Penland School of Crafts, Penland, NC, Summer 1995, Spring 1996, Summer 1996**

Awarded Studio Assistant position to instructors in three classes teaching introductory techniques. Duties included monitoring studio safety, ordering supplies, care of equipment, and general instruction. Demos given on stone setting, cuttlefish bone casting, metal finishing techniques, wax sculpting, wood die forming, roman chainmaking, hingemaking, and soldering techniques.

### **VOLUNTEER ACTIVITIES**

**Mitchell County Chamber of Commerce**, Spruce Pine, NC, Board Member, 2005-2009

**Spruce Pine Main Street**, Spruce Pine, NC, Board Member, 2002-Present

**Spruce Pine Montessori School**, Spruce Pine, NC, Board Member, 2008-Present, Secretary 2008-Present

**Center for Craft, Creativity and Design**, Board Member, 2003-2005

**Toe River Arts Council**, Spruce Pine, NC, Board of Directors, President 2005, Vice-President 2003 and 2004, Board Member 2002

**St. Thomas Episcopal Church**, Burnsville, NC, Vestry Member, 2008-Present

**DC Arts Center**, Washington, DC Volunteer 1994 - 1997

**Girl Scout Troop 112**, Spruce Pine, NC Troop Leader 1997 . 2002

### **GALLERY REPRESENTATION**

**Penland School Gallery**, Penland, North Carolina

**Bennett Gallery**, Knoxville, Tennessee

**MADE**, Kutztown, PA

**Jewelerswerk**, Washington, DC

**Creative Arts Workshop**, New Haven, Connecticut

*Green Hill Center for North Carolina Art, Greensboro, North Carolina*

**Ogden Museum**, New Orleans, Louisiana

### **EDUCATION**

**BA in Art History, University of Georgia, Athens**







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**Kirk Edwards**  
**167 Locust Street**  
**Spruce Pine, NC 28777**  
**(828) 765-1040**  
**kirk.edwards@gmail.com**

**Experience:**

**Accountant/Auditor**

**David Wylie CPA, 2008-present**

**Assist in accounting and auditing functions of the firm. The firm specializes in small to medium size businesses as well as auditing governmental and nonprofit organizations.**

**Director of Retail Operations/Marketing Director**

**Diamond Brand Outdoors, 2000-2007**

**Responsibilities included all aspects of the retail business from human resources to Board presentations. In 2001 designed and implemented custom purchasing software for centralizing purchasing decisions. In addition to the operational and financial functions of the company, other responsibilities were marketing campaigns, designing advertisements, and public relations.**

**President/Author**

**Soco Publishing, 1998-2001**

**Owner and operator of Soco Publishing Company. In 1999 authored Hiking North Carolina's Pisgah Ranger District.**

**Education:**

**AICPA & NCACPA Continuing Education in Governmental and Nonprofit Accounting and Auditing, 2008-present**

**Western Carolina University, B.A. Economics, Minor Entrepreneurial Studies, 1992**

**Community Service:**

- **Apple Country Greenway Commission Board Member**
- **Spruce Pine Montessori School Board Member**





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## Spruce Pine Montessori Charter School

330 Balsam Avenue, Spruce Pine, NC 28777

828-467-6312

Montessori School

Spruce Pine, NC

Initiation of daily after school program for youth age 1 ½ - 12 for 60 student private school.

Responsible for daily supervision, coordination of activities, and record keeping.

6/2007-present

In-Home Childcare Provider

Spruce Pine, NC

### Childcare

Responsible for daily care of infants and toddlers, and drop-in care of youth ages 3-6.

Maintain a safe, caring, clean environment to enable youth to grow and thrive to meet their greatest potential.

8/2008-present

St. Thomas Episcopal Church

Burnsville, NC

### Church Nursery

Responsible for care of infants and toddlers during weekly church service.

Maintain a safe, caring, clean environment. Provide structured, age appropriate, enrichment activity.

8/2005-6/2007

Mitchell County Cooperative Extension

Bakersville, NC

### Extension Agent, 4-H Youth Development

Responsible for Management of \$88,000 and \$22,000 state grants for coordination of after school programs meeting the needs of 6 public schools.

Supervised staff of 10-15 part-time and full-time employees.

Increased countywide traditional 4-H program from 175 to 250 plus youth.

Acted as liaison between county extension program and state 4-H office.

Created program to be used at state level to introduce and foster a love of outdoor recreation as a method to combat childhood obesity.

Active board member dealing with youth in the county such as the Juvenile Crime Prevention Coalition and

Eat Smart Move More.

Facilitated scholarship applications for youth at both county and State level.

2000-2005

Oconee State Park

Mountain Rest, SC

### Waterfront Director, Assistant Park Ranger

Worked seasonally in various aspects over the course of 6 years.

Responsible for supervision and safety of park patrons. Supervision and in-service training for 4-6 person staff.

Responsible for concession stand sales and reconciliation of monies at days end.

Responsible for reservations for park visitors, assisted in transition from paper based registration and reservation system to computer based system.

Daily interaction with park visitors, assisting in check-in/out, trip planning, and general question.

## Education

1986-1997

Westport Central School

Westport, NY

1997-1998

Culinary Institute of America

Hyde Park, NY

Culinary Arts Curriculum.

1999-2003

Clemson University

Clemson, SC

BS Parks Recreation Tourism Management ó Emphasis in Travel and Tourism

Minor in Business Administration

2003-2005

Clemson University

Clemson, SC

MS Parks Recreation Tourism Management ó Emphasis in Recreation Resource Management

## Certification

CPR/First Aid Instructor, Water Safety Instructor, Lifeguard Certified, Servsafe Sanitation and Ropes Course Facilitation

## Volunteerism

Currently serve on Board of Directors for Spruce Pine Montessori school.

Continue to serve as volunteer leader for 4-H programs within Mitchell County.





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*Deputy Director, Higher Education  
Bill and Melinda Gates Foundation  
[mark.milliron@gatesfoundation.org](mailto:mark.milliron@gatesfoundation.org)*

Dr. Mark David Milliron serves as the Deputy Director for Higher Education with the Bill and Melinda Gates Foundation, leading a team of program officers in efforts to increase student success in the postsecondary education sector in the United States (<http://www.gatesfoundation.org/postsecondaryeducation>). He is an award-winning leader, author, speaker, and consultant well known for exploring leadership development, future trends, learning strategies, and the human side of technology change. Mark has worked with hundreds of universities, community colleges, K-12 schools, corporations, associations, and government agencies across the country and around the world. He serves as a Trustee for Western Governors University and as a board member for Spruce Pine Montessori School. In addition, he serves on numerous other corporate, nonprofit, and education boards and advisory groups; guest lectures for educational institutions nationally and internationally; and authors and moderates the Catalytic Conversations Blog.

Mark brings broad experience to this work. He founded and served as CEO for the private consulting and service group, Catalyze Learning International (CLI). In addition, he previously served as an Endowed Fellow, Senior Lecturer, and Director of the National Institute of Staff and Organizational Development in the College of Education at The University of Texas at Austin; Vice President for Education and Medical Practice with SAS, the world's largest private software company; President and CEO of the international education association the League for Innovation; and as Vice President for Academic and Student Services at Mayland Community College (NC).

Mark graduated summa cum laude with his BS from Arizona State University. He was an Arizona State Regent's Scholar while receiving his MA from Arizona State University; and he served as a Kellogg Senior Research Fellow while completing his Ph.D. in Educational Administration from University of Texas at Austin.

While teaching at Arizona State, Mark received the International Communication Association's Teaching Excellence Award. More recently, the University of Texas at Austin's College of Education honored Mark as a Distinguished Graduate for his service to the education field. In 2005, PBS named Mark the recipient of its annual O'Banion Prize for transformational work in support of teaching and learning. And in 2007, the American Association of Community Colleges (AACC) presented Mark with its National Leadership Award for his outstanding accomplishments, contributions, and leadership.





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## Spruce Pine Montessori Charter School Betty Silver

Carolina 28705 828.688.5864 bettysilver@ccvn.com

develop, create and maintain comprehensive programs. Expertise using a whole  
It learning methods and technologies. Success building high performance teams while  
faced with limited resources, budgetary constraints and political adversity. Demonstrated commitment to personal development and empowering  
others. Collaborative facilitation methods for highly participative structures dealing with change. Proven ability to set long term strategic direction  
and execute short term tactical success.

**KNOWLEDGE ENCOMPASSES:** Program design and development, Strategic planning, Ability to collaborate and build lasting relationships with  
diverse groups, Budget management, Business development, Individual, staff and team development, Global marketing, Marketing communications,  
Consulting, Mentoring, Facilitation, Strong written and oral communication skills.

### EXPERIENCE:

#### North Carolina Community College System 2008 **Western Region Customized Training Director**

With responsibility for a twenty three county region encompassing eleven community colleges, I serve as a liaison between the community college  
and the community college system for funding customized training programs. Regional consultative leadership is provided to the colleges through  
education, one on one training and quarterly regional meetings. Overseeing compliance with program guidelines through industry visits, budget and  
project management encompasses a large part of this job. Building strong relationship and the ability to influence without authority is imperative to  
the success of this job.

#### Mayland Community College 2007 **Customized Training Director**

I serve as the liaison to business and industry for Mayland, Yancey and Avery counties providing customized training programs for the education,  
training and retraining of the workforce. Building strong relationships with economic development agents, chambers of commerce, the community  
support systems, community colleges and individuals to understand and assist in promoting economic development within North Carolina.  
Coordination of all training schedules, materials, unique industry needs and administration of training are important components of this position.

#### Mayland Community College 2007 **Correctional Facility Contract Instructor**

As a contract instructor, I designed and taught life skills programs to inmates. The life skills included financial management, employability and self  
development. Using assessment tools, consulting and diagnostic models and my heart, I mentored individuals to be better prepared to reenter society  
after their incarceration.

#### SAS 1996-2006 **Director, SAS Corporate University**

As the Director of SAS University, I was responsible for the design and implementation of the university. The university focused on developing  
comprehensive customized programs for individual, team and organizational capacity building to achieve our mission. Using a whole system  
approach and a highly participative structure, programs were designed with a focus on lifelong learning. As part of designing the university, I was  
responsible for developing and maintaining a high performance leadership team empowered to execute programs with little direction. Our  
consultative approach was one of collaboration with both internal and external individuals requiring strong interpersonal skills and the ability to build  
lasting relationships.

#### SAS **Global Strategist**

As a global strategist, I set the strategic direction for *SAS Human Capital Management* solutions across a multitude of industries. Representing SAS  
globally, I was responsible for understanding the emerging conditions of industry needs and assisting them in developing solutions to thrive in and  
within change. Developing cross functional global teams for industry awareness and consulting on business strategy encompassed a large part of this  
position. Creating, writing and presenting global marketing material and public speaking to large global audiences assisted with a clear vision for  
managing human capital assets. I developed, positioned and messaged technology solutions to a variety of markets and individuals including  
analysts, thought leaders, clients, potential clients, internal sales force and SAS executives.

#### SAS **Program Manager**

The program management responsibilities included aligning solution offerings to industry needs. A thorough understanding of industry needs and  
the ability to communicate those needs to the SAS R&D team was imperative in the alignment of software development. I was responsible for the  
deployment of SAS solutions and supporting efficient sales strategies based upon targeted problem solving. I acted as the liaison between  
research/development and sales to lead solutions through product development to market, including testing, pricing, release engineering, training and  
support.

### EDUCATION & CERTIFICATIONS:

Western Carolina University B.S/B.A. Business Administration

Duke University

Certification in Business Coaching

Wharton School of Business

Certified Employee Benefit Specialist

Center for Creative Leadership

Leadership at the Peak, Leadership Development Program Developing the Strategic Leader

Additional certifications:

Skilled facilitator, Genuine Contact Leadership Development Program

**PROFESSIONAL AFFILIATIONS:** Who's Who of American Business Women 2006, Board of Directors of Spruce Pine Montessori School,  
Mayland Foundation and former board member of Triangle Learning Consortium, Hospice Volunteer,  
Genuine Contact Training Global Network, Mentor for Habitat for Humanity





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a Conflict of Interest Policy for board members and a stated commitment 8.9 et seq)

we are submitting with this application the by-laws of Spruce Pine Montessori School as last revised in 1996. We have begun a new revision process and have documented some proposed changes to these by-laws.

Additionally, the Board hereby acknowledges and formally states a commitment to observing the NC Open Meetings Law, to give public notices of all meetings and to keep accurate minutes of those meetings to be available to the public at all times.

### Policy on Conflicts of Interest:

It is in the best interest of Spruce Pine Montessori School to be aware of and properly manage all conflicts of interest and appearances of a conflict of interest. This conflict of interest policy is designed to help directors, officers, employees and volunteers of the Spruce Pine Montessori School identify situations that present potential conflicts of interest and to provide Spruce Pine Montessori School with a procedure to appropriately manage conflicts in accordance with legal requirements and the goals of accountability and transparency in Spruce Pine Montessori School's operations.

1. **Conflict of Interest Defined.** In this policy, a person with a conflict of interest is referred to as an **Interested person.** For purposes of this policy, the following circumstances shall be deemed to create a Conflict of Interest:
  - a. A director, officer, employee or volunteer, including a board member (or family member of any of the foregoing) is a party to a contract, or involved in a transaction with Spruce Pine Montessori School for goods or services.
  - b. A director, officer, employee or volunteer, (or a family member of any of the foregoing) has a material financial interest in a transaction between Spruce Pine Montessori School and an entity in which the director, officer, employee or volunteer, or a family member of the foregoing, is a director, officer, agent, partner, associate, employee, trustee, personal representative, receiver, guardian, custodian, or other legal representative.
  - c. A director, officer, employee or volunteer, (or a family member of the foregoing) is engaged in some capacity or has a material financial interest in a business or enterprise that competes with Spruce Pine Montessori School.

Gifts, Gratuities and Entertainment. Accepting gifts, entertainment or other favors from individuals or entities can also result in a conflict or duality of interest when the party providing the gift/entertainment/favor does so under circumstances where it might be inferred that such action was intended to influence or possibly would influence the interested person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any particular transaction or activity of Spruce Pine Montessori School.

### **2. Definitions.**

- a. A "Conflict of Interest" is any circumstance described in Part 1 of this Policy.
- b. An "Interested Person" is any person serving as an officer, employee or member of the Board of Trustees of Spruce Pine Montessori School or a major donor to Spruce Pine Montessori School or anyone else who is in a position of control over Spruce Pine Montessori School who has a personal interest that is in conflict with the interests of Spruce Pine Montessori School.
- c. **A "Family Member" is a spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister, of an interested person.**
- d. A "Material Financial Interest" in an entity is a financial interest of any kind, which, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect an Interested Person's or Family Member's judgment with respect to transactions to which the entity is a party.





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or relationship involving the sale or purchase of goods or services, the establishment of any other type of financial relationship, or the exercise of a gift to Spruce Pine Montessori School is not a Contract or

### 3. **Procedures.**

- a. Prior to board or committee action on a Contract or Transaction involving a Conflict of Interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting. If board members are aware that staff or other volunteers have a conflict of interest, relevant facts should be disclosed by the board member or by the interested person him/herself if invited to the board meeting as a guest for purposes of disclosure.
- b. A director or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- c. A person who has a Conflict of Interest shall not participate in or be permitted to hear the board's or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
- d. A person who has a Conflict of Interest with respect to a Contract or Transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the Board of Trustees of Spruce Pine Montessori School has a Conflict of Interest when he or she stands for election as an officer or for re-election as a member of the Board of Trustees.
- e. Interested Persons who are not members of the Board of Trustees of Spruce Pine Montessori School, or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee action, shall disclose to their supervisor, or the Chair or the Chair's designee any Conflict of Interest that such Interested Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Interested Person. The Interested Person shall refrain from any action that may affect Spruce Pine Montessori School's participation in such Contract or Transaction.

In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to his or her supervisor or the Chair or the Chair's designee, who shall determine whether full board discussion is warranted or whether there exists a Conflict of Interest that is subject to this policy.

4. **Confidentiality.** Each director, officer, employee and volunteer shall exercise care not to disclose confidential information acquired in connection with disclosures of conflicts of interest or potential conflicts, which might be adverse to the interests of Spruce Pine Montessori School. Furthermore, directors, officers, employees and volunteers shall not disclose or use information relating to the business of Spruce Pine Montessori School for their personal profit or advantage or the personal profit or advantage of their Family Member(s).

### 5. **Review of policy.**

- a. Each director, officer, employee and volunteer shall be provided with and asked to review a copy of this Policy and to acknowledge in writing that he or she has done so.





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volunteer shall complete a disclosure form identifying any relationships, involved that he or she believes could contribute to a Conflict of Interest. might include service as a director of or consultant to another nonprofit organization, or ownership of a business that might provide goods or services to Spruce Pine Montessori School. Any such information regarding the business interests of a director, officer, employee or volunteer, or a Family Member thereof, shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

- C. This policy shall be reviewed annually by each member of the Board of Trustees. Any changes to the policy shall be communicated to all staff and volunteers

Basic Conflict of Interest Disclosure Form

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position (employee/volunteer/trustee):\_\_\_\_\_

Please describe below any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest between Spruce Pine Montessori School and your personal interests, financial or otherwise:

\_\_\_\_\_ I have no conflict of interest to report

\_\_\_\_\_ I have the following conflict of interest to report (please specify other nonprofit and for-profit boards you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or director, or a majority shareholder, and the name of your employer and any businesses you or a family member own):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Spruce Pine Montessori School.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





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## Creative Pine Montessori School

(Revised in 1996) with proposed revisions in italics:

### BY-LAWS

*Revised 1996*

### CREATIVE PRE-SCHOOL

(D.B.A. Spruce Pine Montessori School)

#### ARTICLE I.

##### Name

The name of this Corporation shall be Creative Pre-school, Inc., known as Spruce Pine Montessori.

*The name of this Corporation shall be Spruce Pine Montessori Charter School.*

#### ARTICLE II.

##### Purposes and Policies

MISSION STATEMENT: We believe education is preparation for life. By fostering cooperation, respect for oneself and for others, we empower our children to be confident and self-motivated individuals with a life-long enthusiasm for learning.

*REVISION: We are committed to making a Montessori-based education accessible to all children. Nurturing children's early curiosity and creating a school environment ripe for experiential learning fosters future success. Using the Montessori model, we empower children to become confident and self-motivated individuals with a strong sense of respect for themselves, others, and the world around them. Education is preparation for life.*

The purpose of Creative Pre-school (*Spruce Pine Montessori Academy and Charter School*) is to provide developmentally appropriate education of the highest quality for children based on a philosophy that is committed to teaching children through all the senses. We value diversity and reverence for the interconnectedness of all life and the environment. The educational philosophy we follow is one first set forth by Maria Montessori.

The school strives for a balance among its students, including age, sex, ethnic and racial (*and socioeconomic*) diversity.

The Corporation is organized exclusively for educational purposes, including for such purposes the making of distributions to organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article third hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on: a) by a Corporation exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code or b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code.

The School is an equal opportunity employer, and in the selection of members and officers of the Corporation, in providing service to the public, as in all other aspects of its functioning, there shall be no discrimination concerning race, sex, religion, national or ethnic origin (*or socioeconomic status*).





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## Spruce Pine Montessori Charter School

### ARTICLE III. Members

There will be representation from the following communities: parents, one teaching staff member from the 3-6 classrooms, one teaching staff member from the 6-12 classrooms, and the Director.

Members may be proposed and elected at any stated meeting of the Corporation or at a meeting duly called for that purpose, by an affirmative vote of a majority of the members of the Corporation. Elections shall be by ballot (*Nominations shall be submitted in writing with an introduction of the nominee and elections shall be by a show of hands.*) Any member may withdraw from the Corporation by notice in writing to the Secretary (*Chair, and Director*).

At each annual meeting the successors to those members whose terms of office then expire may be chosen for the term no more than three years. This is renewable. Only one member of a family shall be permitted to serve at the same time. In case any member shall by death, resignation, incapacity to act, or otherwise cease to be a member during a member's term, a successor may be chosen to serve for the remainder of the term.

If any member of the Corporation shall be absent from three consecutive duly announced meetings, such absence, if unexcused by the Chairperson, shall be deemed a resignation of the membership, and the vacancy so caused may be filled as provided herein.

All the powers of the Corporation shall be exercised by its members, and they may, by resolution, subject to the provisions of the articles of association and by-laws of the Corporation, delegate to officers or to committees of their own number such powers as they may see fit in addition to any powers specified in the articles of incorporation and by-laws.

### ARTICLE IV. Quorum

A majority of the members shall constitute a quorum for the transaction of business at meetings of the Corporation. Voting on all matters, except the election of directors, shall be by voice or by show of hands, unless a member represented at the meeting shall request, prior to the voting on any matter, a ballot vote on the particular matter. Each member having voting rights shall be entitled to one vote on each matter submitted to a vote. The Director of the School shall be an ex-officio member of the Board, voting only in case of a tie in the voting of regular members.

### ARTICLE V. Officers

At the annual meeting of the Corporation each year or in default of such meeting, then at an adjournment thereof, the Board of Directors may elect the following officers: Chairperson, Vice Chairperson, Secretary, and Treasurer. The term of office shall be for one year for all officers. One or more Assistant Treasurers and/or an Assistant Secretary may be appointed who need not be members of the Corporation.

### ARTICLE VI. Chairperson

The Chairperson shall preside at all regular or special meeting of the Board. The Chair shall appoint all committees unless otherwise provided in the by-laws. In case of the absence or disability of any officer of the Corporation, the Chairperson shall have authority to exercise all the powers and to perform all the duties of such other officer.

### ARTICLE VII. Vice Chairperson

The Vice Chairperson, in addition to duties herein specified, shall perform such administrative functions as may be assigned from time to time by the Chairperson.



**ARTICLE VIII.  
Secretary**

as specified, shall perform such administrative functions as may be assigned from time to time by the Chairperson. The Secretary shall keep a permanent record wherein shall be filed all acceptances of, and withdrawals from, membership as well as extracts from official minutes indicating constructive resignations of members. The Secretary shall serve as secretary and keep minutes of all meetings of the Board.

**ARTICLE IX.  
Treasurer**

The Treasurer, subject to such regulations as may from time to time be prescribed by the Corporation, shall have the custody of the funds and securities of the Corporation, and shall also have the disbursement of its money. The Treasurer shall deposit the funds of the Corporation in such banks or trust companies as designated by the Board of Directors. Such deposits of funds shall be made subject to draft only on the signatures of the Treasurer and other such officer, member, or employee of the Corporation as may be designated by the Board of Directors. At each annual meeting of the Corporation, the Treasurer shall make a report of the accounts for the preceding fiscal year. The Treasurer shall keep proper books of the account, and other books, showing at all times the amount of funds belonging to the Corporation in trust or otherwise, which shall at all times during ordinary business hours be open to the inspection of the members of the Corporation. Quarterly, the Treasurer shall present an account showing in detail the receipts of the property belonging to the Corporation and of all disbursements thereof since the last report. A projected budget for the forthcoming fiscal year shall be presented for approval with a designated reasonable period following the Annual Meeting. The Treasurer may delegate to an Assistant Treasurer or to any other employee the duty of keeping the accounts and financial records of the Corporation but the responsibility for the completeness and accuracy of such accounts and records shall remain with the Treasurer.

**ARTICLE X.  
Meetings**

The Chairperson may call a meeting of the Board by not less than five days written notice given by the Chairperson. The time and the place of the meeting shall be specified in the announcement of the meeting. Board meetings shall be open; parents and others who wish to attend as observers of the Board in session are welcome. The Chairperson and the Director shall draw up the agenda for meetings.

**ARTICLE XI.  
Director of the School**

The Board of Directors shall employ a Director of the School who will be the chief executive officer, charged with the operation of the School within the policies and guidelines of the Board. A job description for the director shall be approved by the Board.

**ARTICLE XII.  
Committees**

The Corporation may by by-laws or resolutions provide for such committees, and may delegate to such committees such powers as it shall deem wise. The Chairperson of the Board and Director of the School shall be members of all Committees, ex-officio, non-voting except as indicated in the by-laws.

Finance Committee: there shall be a standing finance committee of a minimum of three members of the Board. The Treasurer shall serve as Chair. The other members of the finance committee shall be elected by the Board at the annual meeting. The finance committee shall have power to make investments and to change the same, and may from time to time sell any part of the securities of the Corporation. The Committee shall be deemed to be in continuous session and may act without formal notice of meeting. In case of disability of the Treasurer, the Chair shall have authority to exercise all the powers and to perform all the duties of the Treasurer. The committee shall provide for the short- and long-term financial stability of the School. It shall develop a strategic plan to deal with long-term financial stability, including treatment of:





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3. Expenditures
4. Financial Aid
5. Salaries

Salary scales for all employees of the School will be recommended to the Board. The Board will determine the salary of the Director. The Director will make the final decision on salaries of all employees within the Board approved scales.

The Committee periodically reviews the School's insurance policies.

Long-Range Planning Committee: The function of the committee is to develop a long range plan in accordance with the mission statement, draw up an operating plan to support the goals of the strategic plan and to evaluate the administration's progress toward achieving these goals.

### **ARTICLE XIII. Dissolution**

If the Corporation is to be dissolved, the Board shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all the assets of the Corporation conclusively for the purposes of the Corporation in such manner, or to such purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any assets not so disposed shall be disposed of by the Court of Common Pleas of the County in which the principal office of the Corporation is then located.

### **ARTICLE XIV. Fiscal Year**

The fiscal year of the Corporation shall be from July 1 to June 30.

### **ARTICLE XV. Amendments**

These by-laws may be altered or amended at any duly called meeting of the Corporation by a two-thirds vote of the members of the Corporation, provide that written notice has been sent to every member of the Corporation at least ten days in advance of the date of the meeting, stating specifically the proposed amendment(s).





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I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following seal hereto attached to be a true copy of

ARTICLES OF INCORPORATION  
OF  
SPRUCE PINE MONTESANO SCHOOL, INC.

The original exhibits are now on file and a master of record is this office.



Clara A. Marshall  
Secretary of State

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## Spruce Pine Montessori Charter School

**ART**

### FILED

As of 11/11/2014, the following information is filed:

Entity: **SPRUCED PINE MONTESSORI CHARTER SCHOOL**  
 Address: **1111 Spruce Pine Road, Spruce Pine, NC 28773**  
 State: **NC**

#### A. INCORPORATION INFORMATION

We, the undersigned natural persons of the age of majority, being of legal age, do hereby certify that we have organized and incorporated under the laws of the State of North Carolina, as provided in Chapter 55A of the General Statutes of North Carolina, entitled "Non-Profit Corporation Act", and the several amendments thereto, to carry out the following:

- The name of the corporation is **SPRUCED PINE MONTESSORI CHARTER SCHOOL**.
- The period of duration of the corporation shall be **Perpetual**.
- The purpose for which the corporation is organized and operated is to create and operate a school for pre-elementary age children, all without profit to the members.

- The corporation is to have the following class or classes of members: (If there are to be no members, so state.) **One class of members as selected by the board of directors.**

- Members of the corporation shall be elected in the following manner: **The directors shall be elected annually by the members.**

- The address of the principal office of the corporation is as follows:  
 Street address, if any, in state: **One Spruce Pine Road, Spruce Pine, NC 28773**  
 City or town: **Spruce Pine, N. C. 28773**  
 County: **Wilkes Co.**

The name of the initial registered agent of the corporation at the above address is **Mr. William H. H. H.**





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## Spruce Pine Montessori Charter School

6. The number of directors constituting the initial board of directors shall be \_\_\_\_\_ and the names and addresses (including street and number, if any) of the persons who are to serve as directors until the first meeting of the corporation or until their successors are elected and qualified are:

NAME

ADDRESS (including  
street and number, if any)

CITY AND STATE

Mrs. Elaine Reed (see street address) St. J. Baptiste, N.Y.

Mrs. Eugene French (see street address) Portland, N.Y.

Mrs. Natalie Babbie (see street address) St. J. Baptiste, N.Y.

7. The names and addresses (including street and number, if any) of all the incorporators are:

NAME

ADDRESS (including  
street and number, if any)

CITY AND STATE

Mrs. Elaine Reed (see street address) St. J. Baptiste, N.Y.

Mrs. Eugene French (see street address) Portland, N.Y.

Mrs. Natalie Babbie (see street address) St. J. Baptiste, N.Y.

8. In addition to the powers granted corporations under the laws of the State of North Carolina, the corporation shall have full power and authority to:

NAME

NAME

NAME





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## Spruce Pine Montessori Charter School

In Testimony Whereof, we have hereunto set our hands, this the 1st day  
of August, 2020, A.D. 1878.

*Glenn Head*  
*My Comm. Expires 6/30/20*

Witness my hand and seal  
County of Missoula, Montana.

This is to certify that on the 1st day of August, A.D. 1878, before  
me, a Notary Public, personally appeared

Mrs. Glenn Head, Mrs. Frances Fugate and Mrs. Natalia Roberts

who, it was satisfied, are the persons named in and who executed the foregoing articles of transfer,  
convey, and I having first made known to them the contents thereof, they did each acknowledge  
that they signed and delivered the same as their voluntary act and deed for the uses and purposes  
therein expressed.

In Testimony Whereof, I have hereunto set my hand and official seal, this the 1st day  
of August, 2020, A.D. 1878.

Attest:

*William J. Anderson*  
*My Comm. Expires 6/30/20*

These are genuine copies as is attested by the attestation of Notary Public and the recording of general office of the Notary Public, and  
copies thereof in the office of the Notary Public, at the place of the recording of the same.





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# North Carolina

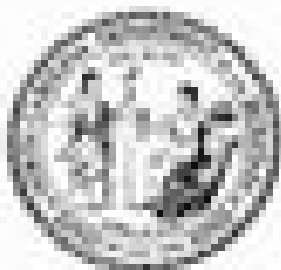
## Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

### ARTICLES OF INCORPORATION OF SPRUCE PINE MONTESSORI SCHOOL, INC.

the original of which is now on file and a matter of record in this office.



IN WITNESS WHEREOF, I have hereunto  
set my hand and affixed my official seal at the  
City of Raleigh, this 20th day of May, 2012.

*Elaine F. Marshall*  
Secretary of State

Document Number: 0000000000 Page: 1 of 1 Not a Notarization

Verify this certificate online at: [www.sos.state.nc.us/certificates](http://www.sos.state.nc.us/certificates)





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FILED

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NOTARIAL PUBLIC  
JANUARY 1, 2011  
SANDRA F. HARRIS, Notary Public  
SANDRA F. HARRIS, Notary Public

STATE OF MONTANA

1. The name of the corporation is Spruce Pine Montessori, Inc.
2. The addresses are as follows:
3. Paragraph 1 is deleted in its entirety and in its place is added:

"1. The purposes for which the corporation is organized are educational, charitable and apolitical within the meaning of sections 170(c)(2) of the Internal Revenue Code including the operation of a school for pre-kindergarten children."

4. There is added a paragraph 10 as follows:

"10. In the event of dissolution, the residual assets of the corporation will be turned over to one or more corporations which themselves are exempt as corporations described in sections 501(c)(3) and 501(c)(29) of the Internal Revenue Code of 1954 or corresponding sections of any future or future laws, or to the Federal, State, or local government for exclusive public purposes."

"11. Notwithstanding any other provision of these articles, this corporation will not agree to any other articles and amendments to be carried on by any corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provisions of any future federal state internal revenue law or any corporation, notwithstanding to whom are donations under section 170(c)(2) of the Internal Revenue Code of 1954 or any other corresponding provision of any future federal state internal revenue law."

5. The manner of meeting at which the amendments were adopted was in March 2011. A record of actual attendance and proxy was prepared and the amendments carried more than two-thirds of those entitled to be seen by the members present or represented by proxy at said meeting.

This was \_\_\_\_\_ day of March 2011.

SANDRA F. HARRIS, Notary Public

*Sandra F. Harris*  
Notary Public

WITNESSES:

*[Signature]*  
WITNESS

WITNESS:





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STATE OF NORTH CAROLINA  
COUNTY OF WATKINS

Henry Wade, as President of Creative Free-Schools, Inc.,  
and Tisha Smith, as Secretary of Creative Free-Schools, Inc.,  
each, under oath and declared that she signed this Certificate of  
Assurance, that the documents containing therein are true and  
that each was authorized to sign in her representative capacity.  
This was done on the 1st day of March 2011.



My commission expires:  
6-30-11



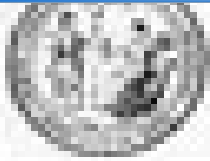


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Spruce Pine Montessori Charter School



# North Carolina

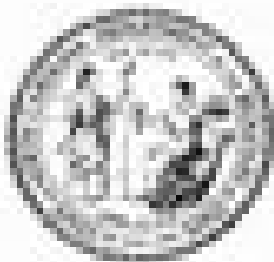
## Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby  
certify that following and herein attached to be a true copy of

### ARTICLES OF AMENDMENT OF SPRUCE PINE MONTESSORI SCHOOL, INC.

the original of which is now on file and a matter of record in this office.



IN WITNESS WHEREOF, I have hereunto  
set my hand and affixed my official seal at the  
City of Raleigh, this 09th day of May, 2002.

*Elaine F. Marshall*

Secretary of State

Generation Number: 00000001 Page: 1 of 1      (Not applicable)  
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APR 11 1992

NOTARY PUBLIC  
FOR THE STATE OF MONTANA  
OF  
CREATIVE FREEDOM, INC.

COUNTY OF MISSOULA

1. The name of the corporation is Creative Free-School, Inc.

2. The amendments are as follows:

3. Paragraph 2 is deleted in its entirety and in its place is added:

"2. The purpose for which the corporation is organized and shall carry its activities and operations within the meaning of section 101-1-111 of the Montana Revenue Code including the operation of a school for pre-kindergarten and children."

4. There is added a Paragraph 13 as follows:

"13. In the event of dissolution, the assets of the corporation shall be turned over to one or more corporations which themselves are exempt or organizations described in Montana Sections 101-1-111 and 101-1-112 of the Montana Revenue Code of 1981 or corresponding sections of any state or federal law, or in the Federal, State, or local government for exclusive public purposes."

"14. Notwithstanding any other provision of these articles, such corporations will not carry on any other activities not permitted to be carried on by (a) a corporation under state federal laws and other federal laws or (b) the Montana Revenue Code of 1981 or the corresponding provision of any future United States Internal Revenue law or (c) a corporation or organization in which are described other sections of 101-1-111 of the Montana Revenue Code of 1981 or any other corresponding provision of any future United States Internal Revenue law."

5. The meeting of members at which the amendments were adopted was held March 1992, a quorum of stated members and proxy was present and the amendments contained were duly carried and those entitled to be dealt by the members present or represented by proxy at said meeting.

This was \_\_\_\_\_ day of March 1992.

CREATIVE FREEDOM, INC.

By Thomas J. Hilde  
President

SECRET

Thomas J. Hilde  
Secretary

NOTARY





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## Spruce Pine Montessori Charter School

### STATE OF NORTH CAROLINA COUNTY OF WATKINS

Barry Weeks, as President of Creative Free-Schools, Inc.,  
and Julie Adams, as Secretary of Creative Free-Schools, Inc.,  
both, being duly and lawfully sworn, depose and declare that the signed and attested Articles of  
Association, that the statements containing therein are true and  
that each was authorized to sign in her representative capacity,  
this the 29<sup>th</sup> day of March 2000.



My commission expires:  
6-28-00





**Spruce Pine Montessori Charter School**

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■ **WILLIAM J. DODD** is a senior research advisor at the Center for Strategic Studies, RAND Corporation, and a senior advisor at the U.S. Department of Defense.

84. The undersigned natural persons of the age of majority years or more, acting in conjunction for the purpose of creating a nonprofit corporation under the laws of the State of North Carolina, as provided in Chapter 35A of the General Statutes of North Carolina, entitled "Non-Profit Corporations Act," and the several amendments thereto, do hereby set forth:

2. The name of the corporation is Donation Foundation, Inc.
3. The period of duration of the corporation shall be Perpetual
4. The purpose for which the corporation is organized are: To receive and operate a school for preadolescent age children, all without profit to the corporation.

8. The corporation is to keep the following data on classes of members: (If there are to be no members, so stating) (a) a list of members, as reflected by the Board of Directors;

10. The address of the corporate office of the corporation is as follows:  
 Street address, if none, as stated \_\_\_\_\_, P.O. Box, if any, \_\_\_\_\_  
 City or town \_\_\_\_\_, State \_\_\_\_\_  
 County \_\_\_\_\_

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## Spruce Pine Montessori Charter School

1. The names of directors constituting the initial board of directors shall be \_\_\_\_\_ and the names and addresses (including street and number, if any) of each of the persons who are to serve as directors until the first meeting of the corporation or until their successors are elected and qualified are:

NAME

ADDRESS (including street and number, if any)

CITY OR TOWN

Mrs. Elaine Reed (no street address) St. J. Benedictine, R. D. \_\_\_\_\_

Mrs. Teresa Fugate (no street address) Portland, R. D. \_\_\_\_\_

Mrs. Natalia Juhola (no street address) P.O. Box 383, Jerome, Idaho, R.D. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The names and addresses (including street and number, if any) of all the incorporators are:

NAME

ADDRESS (including street and number, if any)

CITY OR TOWN

Mrs. Elaine Reed (no street address) St. J. Benedictine, R. D. \_\_\_\_\_

Mrs. Teresa Fugate (no street address) Portland, R. D. \_\_\_\_\_

Mrs. Natalia Juhola (no street address) P.O. Box 383, Jerome, Idaho, R.D. \_\_\_\_\_

3. It is agreed by the persons named herein that the laws of the State of Idaho shall govern the corporation and that the corporation shall have full power and authority to:

ARTICLE

ARTICLE

ARTICLE





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## Spruce Pine Montessori Charter School

IN TESTAMENT WHEREOF, we have hereunto set our hands, this the 12th day  
of August, 2020.

[Signature]  
[Signature]  
[Signature]

Witness our hand, Carolina  
[Signature] of [Signature]

This is to certify that on the 12th day of August, 2020, before  
me, a Notary Public, personally appeared

Mrs. Elaine Reed, Mrs. Tamara Prigot and Mrs. Rachelle Rogers

who, I am satisfied, are the persons named in and who executed the foregoing articles of incorpora-  
tion, and I having first made known to them the contents thereof, they did each acknowledge  
that they signed and delivered the same as their voluntary act and deed for the stated purpose  
therein expressed.

In Testimony Whereof, I have hereunto set my hand and official seal, this the 12th day  
of August, 2020.

(S. S.)

[Signature]  
[Signature]  
[Signature]

These are the persons named in the petition to be created as incorporated and are entitled to become officers of the corporation. The  
signing instrument is to be filed in the County of North State of North Carolina.



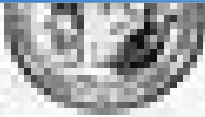


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Spruce Pine Montessori Charter School



# **RTH CAROLINA**

## **Department of The Secretary of State**

To all whom these presents shall come, Greetings:

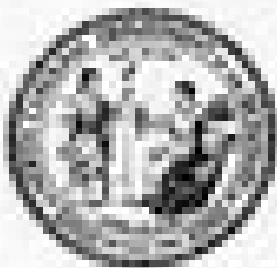
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### **ARTICLES OF AMENDMENT**

**OF**

**CREATIVE PRE-SCHOOLS, INC.  
WHICH CHANGED ITS NAME TO  
SPRUCE PINE MONTESSORI SCHOOL, INC.**

the original of which was filed in this office on the 11th day of October, 2000.



Document ID: 00000000

IN WITNESS WHEREOF, I have hereunto  
set my hand and affixed my official seal at the  
City of Raleigh, this 11th day of October, 2000.

*Elaine F. Marshall*  
Secretary of State





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Case Filed: 10/19/2006 12:40 pm  
 Judge: J. Edwards  
 North Carolina Secretary of State





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## Spruce Pine Montessori Charter School

This article will be effective upon filing, unless a date earlier than is specified: \_\_\_\_\_

This is the 20th day of July, 2019

\_\_\_\_\_  
Executive President, Inc.

\_\_\_\_\_  
Agent of Insurance

\_\_\_\_\_  
State Agent, Superior Clerk of the Court

\_\_\_\_\_  
State Agent, Clerk of the Court  
Superior Court of the State

None

Filing fee is \$10. This document will use most or preferred copy of these articles must be filed with the Secretary of State.

Instructions for Filing  
ARTICLES OF INCORPORATION  
INCORPORATION DOCUMENT

Item 1. State the complete corporate name exactly as it appears in the records of the Secretary of State.





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Spruce Pine Montessori Charter School

October 17, 2009

Department of the Treasury  
Internal Revenue Service  
Chief Counsel  
Post Office Box 420  
Atlanta, GA 30331

RE: Name Change for Creative Preschool, Inc.; File #080000074

Dear Department of the Treasury:

Enclosed please find a copy of the tax-exempt letter for Creative Preschool, Inc., in Spruce Pine, North Carolina. The name of Creative Preschool, Inc. has recently been changed from Creative Preschool, Inc. to **SPRUCE PINE** **WELFARE FOUNDATION, INC.** A copy of the Amended Articles of Incorporation are enclosed for your records. If there are any additional forms that need to be filed to effect this name change, please contact my office or forward copies of those forms to me. If not, please issue a new 501(c)(3) status letter showing the new name of Spruce Pine Montessori School, Inc. I appreciate your attention in this matter.

With kind regards, I am

Very truly yours,

Erin R. Buchanan

BAE:mlw  
Enclosures  
cc: Mr. Kate Vogel



Model is as follows:

We are committed to making a Montessori-based education accessible to all children. Nurturing children's early curiosity and creating a school environment ripe for experiential learning fosters future success. Using the Montessori model, we empower children to become confident and self-motivated individuals with a strong sense of respect for themselves, others, and the world around them. Education is preparation for life.

## **PURPOSES OF PROPOSED CHARTER SCHOOL:**

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

Purposes of Proposed Charter School as Outlined in 115C-238.29A:

- 1) We propose to improve student learning using an expanded Montessori model. Maria Montessori's methods, which have been in use internationally since 1907, allow children to learn at their own pace in a nurturing and enriched learning environment, using a multi-age classroom, specific self-correcting materials, and specially trained teachers. We also emphasize the exploration of our area's rich cultural and artistic resources through local craftspeople volunteering as teachers and day trips to the many studios and art schools in the community. We propose to further expand our current art program, incorporating it into the curriculum at an even higher level, particularly in grades 1-6. Additionally, we have communicated with a representative of the Gates Foundation proposing a Montessori for the 21<sup>st</sup> century model for our elementary program through the acquisition of a Smartboard for each elementary classroom and through the use of laptop carts and secure internet access for our elementary students. Gates has indicated a potential interest in aiding our pursuance of this goal upon receipt of a NC Charter.
- 2) By converting to a charter school, we will dramatically expand the educational alternatives in our four-county catchment area. There is only one other charter school within a fifty-mile radius; however, it primarily serves as a boarding school for children from troubled circumstances. Because of the individualized pace of learning, small class sizes, and experiential and multi-sensory learning environment, the Montessori model is uniquely equipped to serve children at both ends of the learning spectrum. Our Montessori-trained teachers are prepared to guide not only the age range they specifically teach, but an additional year above and below that range. For example, a teacher leading a classroom of 6-9 year old children would be trained to handle the needs of children ages 5-10, thus encompassing the needs of both the academically challenged and the gifted child. It has been our experience over the lifetime of our school that these children achieve great success using our model, based on both reported experience and objective evidence on the California Achievement Test.
- 3) By definition, the Montessori method is an innovative teaching method, for the reasons described above. In addition, our school has 37 years of experience in using an expanded Montessori model. We have a long tradition of bringing the skills of parents and community volunteers into our classrooms; this has allowed a strong emphasis on arts, music, and Appalachian culture. We plan to continue to capitalize on the cultural and artistic assets of our area, in addition to bringing technology to the schools through the use of the Gates foundation resources, as discussed above.
- 4) The conversion to a charter school would allow our lead teachers the opportunity to be both Montessori-trained and licensed by the state. They would also be able to attend regional and national conferences on Montessori education on a more regular basis than our budget currently allows. In addition, they would be able to get targeted training on using a Montessori approach to serve the needs of special education students. They would also have the opportunity to participate in curriculum development as we work to align the Montessori curriculum model with the state standard course of study.
- 5) Our part of the state, while rich in tradition and culture, has limited financial resources and educational opportunities. The model we propose would allow a more personal, nurturing environment for students than found in most public schools, while offering local parents an opportunity to be involved on a daily basis with their children's education. We value and rely on parents' contributions of time, energy, and skills to enrich their children's education.
- 6) Spruce Pine Montessori School students are currently tested in grades 3 and 6 using the California Achievement Test. We would plan to spend the next year developing a plan of action to incorporate integrated testing strategies in grades 3 through 6 for the purpose of preparing our students to take the NC End of Grade tests based on our work with both the Montessori curriculum and the N.C. Standard Course of Study.





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## Spruce Pine Montessori Charter School

of the proposed charter school. This description will be used in public such as: the media, the State Board of Education, parents, school by the Office of Charter Schools. It must be concise and relate directly to

the mission of the school.

### Educational Focus:

The Spruce Pine Montessori School has been in existence since 1972. Serving four rural mountain counties as a private school, the School has successfully brought a Montessori education to generations of children. It is our mission now to expand to serve our community as a whole. We wish to offer an education proven to empower children to seek learning opportunities, become independent thinkers, and have a strong sense of connection to and service for the community. We feel that it is increasingly critical to offer this education to students who could not otherwise afford it. Our part of the state, while relatively impoverished financially, is rich in cultural resources, including the Penland School of Crafts and the Blue Ridge National Heritage Area, and we propose to highlight this in our approach to the Montessori educational model.

Mitchell and Yancey Counties, where most of our students live, have among the highest concentrations of working craftspeople in the country. Since its inception, the school's parent leadership has had strong roots in this crafts community. This has allowed us to expand the traditional Montessori model to include a strong focus on the arts, as well as exploration of the history of our mountain counties. Additionally, our school makes a conscious effort to organize programs of community service, ranging from our daily interactions with others within our classrooms and school, to community outreach programs that allow children and adults to make a difference in the lives of others. The fundamental idea is one of stewardship. We envision our transition to a charter school as an opportunity to provide this educational model to a greater diversity of students and families. In addition, we plan to further expand the Montessori model to include a transition to the 21<sup>st</sup> century through support provided by the Gates Foundation, headed by Bill and Melinda Gates. The Gates Foundation has indicated an interest in providing support for this vision through the donation of computer equipment to aid in teaching; we see this as a way to add a critical element of modern education to the otherwise well-rounded Montessori educational tradition.

In sum, our school has been a place of active learning and educational success in western North Carolina for 37 years. By diversifying the student population, emphasizing the school's connection to local arts and culture, sharpening our focus on service-learning, and bringing cutting-edge technology onto the campus while maintaining the school's longstanding dedication to the Montessori method, we plan to offer an educational opportunity unlike any other in our area.



your answers in this section of the application, do not include as an whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

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

Provide a description of the overall instructional program, including the following:

1. Educational theory and foundation of the model.

Maria Montessori believed that the universe provides answers to all possible questions, and this is the basis of the elementary curriculum. She believed that the needs of children must be met in order for deep learning to occur. These needs include freedom of movement and activity; developmentally appropriate activity; real work that is meaningful; an environment that is prepared to meet these needs including a prepared teacher; and the context of the whole instead of fragmented pieces. There is a deep web of interconnectedness between these needs and their fulfillment, and they cannot be seen as isolated components.

Without individualized knowledge of a child, it is impossible to meet the needs of that child and present activity that is developmentally appropriate. Montessori encouraged continual observation of each child, as opposed to presenting a set curriculum to an age group of children. Children learn what they are ready and interested to learn in Montessori classrooms. Teachers present lessons with didactic materials especially designed to bring abstract ideas to a concrete level. Students derive learning from experience with materials.

Montessori-trained teachers learn the importance of teaching through all of the senses. With materials being introduced in order to teach abstract concepts through the hands and body, so also is the imagination engaged, with the unknown being enticing for the child to pursue. Montessori gives the child a picture of the whole, as well as a place within the universe from where to gaze both outward and inward. It presents a sense of identity based on a scientific and historical perspective. Montessori education does not attempt to force the child to memorize what someone else deems important, but rather encourages the child's natural curiosity and desire to learn. It allows the child the liberty to pursue his or her own passions and interests. It teaches the whole child, meaning all of the aspects that make up an individual: physical, intellectual, emotional and spiritual. Montessori education allows children to discover their place in the universe and in the environment.

Our mission reflects the Montessori philosophy regarding the importance of teaching children about the interconnectedness of all people and life. Woven into our elementary curriculum is an emphasis on the value of service to others. Through this year, our students have worked cooperatively with other service organizations, locally, nationally, and internationally, in support of learning about ourselves as individuals in a global setting and about the impact we can have when we work together for the good of the whole. Examples of ways our students have reached out both locally and globally are: working in a local community garden that donates food to needy families, making donation boxes for our local Habitat for Humanity, raising money through read-a-thons, potluck suppers, services, etc. for the preservation of rainforest acreage in Belize and for victims of the tsunami and the recent earthquake in Haiti, purchasing Montessori materials and supplies for a Montessori school/orphanage in Honduras, collecting and delivering canned goods for local families, donating gently-loved toys to the local Centro Latino organization at Christmas, adopting a stream (going to a portion of the river and picking up trash), volunteering at The Attic for Safeplace (a local domestic violence coalition thrift store), participating in raising money and awareness for the Aman Iman Water is Life project, and Christmas caroling and making of valentines for residents of our local nursing home.



and instructional methods, courses of study, etc.

- **The Earth/Physical Science:** Earth science, in the Montessori curriculum, begins with an overview, and then progresses to detail. The child learns the functioning of the galaxies, the universe, the solar system, the formation of earth, seasons, natural wonders, the weather, rocks and minerals, etc. At the beginning of each academic year, the students are introduced to an impressionistic lesson of how our universe and earth were created. Learning progresses into the different studies which will sometimes be led by the teacher, and other times will be led by the child and what he/she is interested in learning more about. As the child learns about the discoveries of the past, he/she participates in present discovery by means of experiments in all areas.
- **Biology:** The biology study has three main areas of focus. The first area of focus is to observe, experiment and discover about plants and animals; their needs and amazing variety. The second area of focus is to learn about the evolution of plant and animals. The third area of focus is to learn about the classification of plants and animals. This is a personal journey of discovery, guided by the teacher, where they will join others for research projects and lessons. Ecology provides a framework for students to bring together all of the details regarding the living world.
- **History:** The history curriculum begins with an emphasis on prehistoric life, plants and animals. This is the second lesson in what Maria Montessori termed as The Great Lessons. The timeline of life starts with a one celled organism, and progresses through the periods and eras to early man. The children are encouraged to research and discover about early life through the making of timelines, researching animals and plants, researching different periods and the plants and animals that lived at that time, how fossils were made, etc. The third great lesson is the History of Early Humans, where the child is introduced to our earliest ancestors, and is given the story of how we evolved. As the child develops, the emphasis shifts to early civilizations, from tribal culture and ancient civilizations to the development of modern cities. The last area of focus in the elementary curriculum is on the child's national and state history.
- **Geography:** The Montessori geography curriculum begins with a focus on physical geography, specifically on land and water forms, and the study of biomes. As different continents are introduced, the child learns about the cultures of different countries, along with the ecology, economics, history, and indigenous plants and animals of these different places. The child will make and study political maps of the continents of the world, while also learning the history of mapmaking. The child develops and appreciation for diversity and a respect for all life.
- **Math and Geometry:** The Montessori math curriculum is an integrated approach that builds upon itself as a child moves through the curriculum. The child moves through a series of sequential experiences that ultimately lead the child to discover many different mathematical concepts. Maria Montessori said "Our aim is not only to make the child understand, and still less to force him to memorize, but so to touch the imagination as to enthuse him to his innermost core." Her cosmic theory that, as teachers we plant the seeds, becomes apparent again in the math curriculum. One of the most important parts of Maria Montessori's math curriculum is that it moves from the concrete to the abstract. The materials were designed to be self-correcting, reinforcing independence and problem solving. The children are encouraged to help each other, as they learn best by teaching. The Montessori method gives the child a strong foundation in all mathematical concepts. Mathematical concepts that are focused on in the elementary classroom include numeration, place value, qualitative and quantitative concepts (addition, subtraction, multiplication and division), fractions, decimals, multiples, squaring, cubing, introduction of algebra, measurement and the Pythagorean Theorem. In geometry, the child discovers relationships between figures, and learns the rules of geometry through discovery.
- **Language:** The Montessori curriculum is an experiential, hands-on way to learn about language. The preparation for reading and writing begins in the preschool, giving the child direct and indirect lessons with the spoken and written word. Many lessons incorporate all three learning parts of the brain; visual, auditory and kinesthetic. This continues into the elementary classroom, with a focus on surrounding the child with wonderful literature, and being exposed to many different types of writing through read-alouds, journaling, guiding discussions, book clubs, creative writing, poetry, descriptive writing, research, etc. The aim of Montessori grammar lessons at the elementary level is to see the diversity of language, to explore how words do their work, how to classify words, and to look at the essence of language- to search for an understanding of words, meanings and changes in language. Other important aspects of the language curriculum include word study, sentence analysis (subject, predicate, indirect and direct objects), and mechanics of writing (capitalization, punctuation, etc.)





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## Spruce Pine Montessori Charter School

aged from a very young age to become independent learners. This academically, but in their day to day activities as well. Examples of practical knitting/sewing, gardening, and taking care of the classroom and living children take an active role in planning their week-long field trip (which coincides with studies in the classroom). The elementary classes also have a beginning and end of the year camping trip where they help with camp set up, cooking and cleaning up after meals, packing their own belongings, and the taking down of camp (all with the supervision of chaperones and teachers). The beginning of the year camp-out was created to help the children bond as a learning community and to get comfortable with one another and their teachers. The end of the year camp-out is a culmination of the year, where children and families come together to celebrate the joy and discoveries of the year, and to honor children who are graduating and taking the next step in their lifelong path of learning.

### Service Learning:

Global and local citizenship/peace education: Montessori classrooms create a culture of partnership, kindness, respect and peace. Our school makes a conscious effort to organize programs of community service, ranging from our daily interactions with others within our classrooms and school, to community outreach programs that allow children and adults to make a difference in the lives of others. The fundamental idea is one of stewardship. As stated above, examples of ways our students have reached out both locally and globally include: working in a local community garden that donates food to needy families, making donation boxes for our local Habitat for Humanity, raising money through read-a-thons, potluck suppers, services, etc. for the preservation of rainforest acreage in Belize and for victims of the tsunami and the recent earthquake in Haiti, purchasing Montessori materials and supplies for a Montessori school/orphanage in Honduras, collecting and delivering canned goods for local families, donating gently-loved toys to the local Centro Latino organization at Christmas time, adopting a stream (going to a portion of the river and picking up trash), volunteering at The Attic for Safeplace, participating in raising money and awareness for the Aman Iman Water is Life project, and Christmas caroling and making valentines for residents of our local nursing home.

### Art:

Art is a language. It is a reflection of our understanding of the world as we know it. Arts integration serves as the avenue to a deeper understanding of the lessons. It is a moment to step back from a kaleidoscope of information and assemble that information in a new way, enabling the child to gain a personal perspective on the lessons. In the Montessori classroom, art is woven into the curriculum through dance, movement, drama, literary arts, music, and the visual arts.

Our Montessori school is fortunate to be located near the internationally renowned Penland School of Crafts, in the heart of an ever-growing artist community. Our students are continuously exposed to the expertise of visiting artists and teaching artists within our community. The Arts are facilitated through group lessons and work that is introduced then placed in the classroom for further exploration by the child who is ready to inquire deeper with his/her newly acquired skills. It is, in part, the carefully prepared Montessori classroom that inspires our students to create. In the Montessori classroom, you will find child-initiated poems that are written, plays that are performed, songs that are sung and ideas expressed with a variety of mediums readily available to the child. Art is not a separate area of the Montessori curriculum, it is an integral component.

### 3. Compliance with Federal and State regulations for serving exceptional children.

The curriculum and overall approach to education in SPMS classrooms is compatible with the individualization required by IDEA for children with disabilities to access the curriculum. The intrinsic nature and design of the Montessori approach to learning (at SPMS) is demonstrative of the acceptance of every student regardless of ethnicity, national origin, gender, or disability. The curriculum in our Montessori classrooms is compatible with the individualization required by both state and federal law for children with disabilities. Each student receives access to the curriculum based on his or her individualized approach to learning and need. Through partnerships with our local school district's professional services/resources, SPMS already consistently assesses individual student needs and provides the necessary individualized access to those resources and services. We are committed to following all Federal and State regulations for serving exceptional children and plan to continue to partner with our LEA and/or have an EC teacher on staff at SPMCS as enrollment dictates.

### 4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school). N/A





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## Spruce Pine Montessori Charter School

tion for a minimum of 180 instructional days);

### 2011-2012 Calendar Spruce Pine Montessori Charter School

Aug. 10-12	W-F	FIRST DAY OF SCHOOL/Orientation Days
Aug. 11	Th	Elementary Parent Orientation
Aug. 12	F	Kindergarten Parent Orientation
August 15	M	Opening Celebration 9:15 am
Aug. 10-Sept. 2	W-F	Student Attendance Days <b>(18)</b>
Sept. 5	M	Closed for Labor Day
Sept. 9	F	All-School Family Potluck
Sept. 6-Oct. 13	Tu-Th	Student Attendance Days <b>(28)</b>
Oct. 14	F	TWD
Oct. 17-18	M-Tu	Parent/Teacher Conferences . No Student Attendance
Oct. 19-No. 22	W-Tu.	Student Attendance Days <b>(25)</b>
Nov. 23	W	School Closed/Optional Teacher Workday
Nov. 24-25	Th, F	School Closed for Thanksgiving
Nov 28-Dec 20	M-Tu	Student Attendance Days <b>(17)</b>
Dec. 21-Jan. 3	W-Tu	Winter Intercession
Jan. 4-13	W-F	Student Attendance Days <b>(8)</b>
Jan. 16	M	Closed for Martin Luther King, Jr. Holiday
Jan 17-March 1	Tu-Th	Student Attendance Days <b>(33)</b>
March 2	F	Teacher Work Day
March 5-Apr 3	M-Tu	Student Attendance Days . <b>(22)</b>
March 13	T	Early Dismissal: 12:00 . Open House 5:00-7:00
April 4	W	No Student Attendance - TWD
April 5-6	Th-F	Parent/Teacher Conferences - No Student Attendance
Apr. 9 -13	M-F	Spring Intercession
Ap. 16-June 1	M-F	Student Attendance Days <b>(35)</b>
May 7-9	M-W	Elementary Testing/3 <sup>rd</sup> through 6 <sup>th</sup> graders
June 1	F	LAST DAY FOR STUDENTS (Tentatively) Early Dismissal and Potluck

**Built in days: Student Attendance Days-186 with flexibility of 6 Snow Days**





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or test that the proposed charter school will use in addition to any state

In addition to all state or federally mandated tests (NC EOG tests), we will use the Montessori approach to student assessment as follows:

Assessment/Observations by the teacher:

In Montessori, it is recognized that there are three stages of learning. The first stage is the introduction to a concept through a lesson, lecture, something read in a book, etc. The second stage is the processing of information and developing an understanding of the concept through work, experimentation, and creation. The third stage is the stage of knowing or possessing an understanding of the information. This is demonstrated by the ability to pass a test with confidence, to teach another, or to express the concept with ease. The steps of learning any concept are analyzed by the teacher and are offered to the child. A child is always learning something that is indirectly preparing him to learn something else, making education a joyful discovery. Observations of the child's development are constantly carried out and recorded by the teacher. These observations are made on both the level of concentration of each child, and the introduction to and mastery of each curricular lesson. What the teacher observes in the child is documented in writing and used in creating each child's daily work plan for school. These documented observations are also used to communicate to the student and his/her parents the child's progress in each area of the curriculum. Through these means, all constituents are able to know what lessons have been introduced, practiced, and/or mastered by the child.

7. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

In accordance with the No Child Left Behind initiatives and the North Carolina ABCs of Public Education, SPMCS will continue to place an emphasis on students' learning of the basics and on high educational standards. It is our goal that all students will score a passing grade on all state mandated EOG tests in grades three through six and that all students will pass the fourth grade writing test. Additionally, and in concurrence with the Montessori model, our teachers at every grade level will actively participate in ongoing individualized assessment through observation and documentation of student progress toward curricular benchmark goals in order to monitor student achievement as it corresponds to both the Montessori curriculum and the North Carolina Standard Course of Study. While we value the differences in each child and honor individual strengths and learning styles, it is our goal for every student at SPMCS to be functioning at our above grade level in each subject area and we commit to providing individualized learning plans for each child in accordance with the Montessori teaching and learning philosophy.

**SPECIAL EDUCATION** (G.S.115C-106)

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:

*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.*

Provide an explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

The collaboration between the Montessori approach and special education is a natural one. The Montessori method has its earliest roots in special education and compensatory early childhood education. (Dr. Montessori first began to develop her approach to education as she worked as a physician in an asylum which housed children with special needs. This initially sparked her interest in children with disabilities. Because of Dr. Montessori's successful experiences with the children in the asylum, she next initiated a special education teacher training program which evolved into what we have today.) In the SPMS classrooms, each student is viewed as an individual possessing unique gifts and sometimes challenges in their educational process. The intrinsic nature and design of the Montessori approach to learning at SPMS





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...at regardless of ethnicity, national origin, gender, or disability. The ...ble with the individualization required by both state and federal law for ...ess to the curriculum based on his or her individualized approach to ... learning and need. Through partnerships with our local school districts, professional services/resources, SPMS already consistently assesses individual student needs and provides the necessary individualized access to those resources and services. Work in a Montessori classroom is introduced to children based on individual readiness rather than the average chronological age of students. When a child who is in any way differently abled works on an individual need or skill that is varied from the needs of his peers, he or she is not set apart as different. The curriculum and overall approach to education in SPMS classrooms is compatible with the individualization required by IDEA for children with disabilities to access the curriculum.

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

The School agrees that it shall report the names, addresses, names of the legal custodian of the students, addresses of the custodians of the students, and Student ID number of all students enrolled, as required by the SBE. The School also agrees to provide to the local boards of education from which it is entitled to receive local funds the above information with regard to any students from those districts enrolled in the School. When a student withdraws from the School, the School shall promptly notify the local board of education responsible for the attendance area in which the student resides so that the local board may fulfill its legal obligation to verify the student's compliance with compulsory attendance laws.

### **Enrollment Policies:**

Spruce Pine Montessori Academy and Charter School has a three-step admissions process for acceptance:

- A scheduled tour and question-and-answer session with the Head of School (This should be done with the child if possible.)
- A completed application turned in to SPMS
  - If you are applying to the Charter School, your application must be received prior to the lottery closing date.
  - If you are applying to the Academy, you must enclose with your application the non-refundable \$50 application fee.
- For enrollment in the Academy: review of application by the Admissions Committee

### **Tour and Question-and-Answer Session**

One of the best ways to decide whether a school is right for your child's education is for you and your family to visit the school, meet the faculty and staff, and see the classrooms in action. To learn more about the Montessori approach and about SPMS specifically, please schedule a tour by contacting the office at (828) 765-7779.

### **Enrollment Application**

Please complete the enrollment application and return it to the school office (along with your \$50 non-refundable application fee if applying to the Academy). You may also mail your application (and fee) to:

Spruce Pine Montessori School  
Head of School  
67 Walnut Ave.  
Spruce Pine, NC 28777

### **Admissions Committee**

The Spruce Pine Montessori School Admissions Committee is responsible for application review for the Academy and conducting the lottery for the Charter School. The admissions committee consists of the Head of School, at least one member of the Board of Trustees, and the faculty for the appropriate age-level program. The Admissions Committee will notify you by phone and/or email regarding your acceptance status.



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as a rolling admissions process where children are accepted as a Toddler program for children ages 15 months-3 years and a Primary program for children ages 3-5 years. We maintain a 1:6 teacher to student ratio in our Toddler program; based on this ratio, we have a maximum of 12 spaces for children ages 15 months-3 years. We maintain a 1:9 teacher to student ratio in our Primary program; based on this ratio, we have a maximum of 25 spaces for 3-5 year old children. If there are no spaces available at the time we receive your application, we will be happy to put you on our waiting list.

Students at Spruce Pine Montessori School Academy are accepted on a first-come, first-served basis. Students in the Toddler program are accepted from ages one to three; they must be walking prior to enrollment, but do not need to be toilet trained. Students in the Primary program are accepted as early as age 2 ½, as long as they are toilet trained. We define adequate toilet training as two or fewer accidents per week (after the first two weeks in school as an adjustment period). Diapers and pull-ups are not permitted.

A non-refundable application fee is due upon receipt of application. A non-refundable registration fee is due upon enrollment.

### **Charter School Enrollment Requirements**

Students at the Spruce Pine Montessori Charter School are accepted via a lottery process. Children may apply to the kindergarten class as long as their birthdays fall before the state-mandated deadline of August 31, 2011. Because Charter School applications are governed by North Carolina state law, Academy students are not guaranteed a spot in the Charter School when they reach kindergarten. All children must apply to the Charter School via the lottery process.

### **2011-2012 Lottery Policies and Process**

In order for you and your child to become acquainted with our school, we ask that you schedule a tour of our facility prior to the lottery deadline. Please call the school to schedule an appointment.

#### **The Lottery Process**

- All spaces in the Academy, which serves children ages 18 months to 5 years, are filled on a first-come, first-served basis. We will establish a waitlist once all spots are filled. The Academy uses a rolling admission process and does not use the lottery process described below.
- All spaces in the Charter School, which serves children in grades K-6, are filled by lottery. The lottery will be held on March 1, 2011.
- Applications for the Charter School must be received by March 1, 2011, at 4:00 p.m. These must either be mailed or brought to the school in person. No faxed or emailed applications will be accepted.
- Only completed applications will be accepted. One application per child, please. You may enclose multiple applications from the same family in one envelope. If you wish to have confirmation of receipt of the application, please enclose a self-addressed stamped envelope with your application so that we can mail you a verification of receipt.
- All applications received after the lottery deadline will be placed at the end of the waitlist. No exceptions will be made.
- You will be notified by phone and email if your child is offered a space at the school. You will have 48 hours to accept or decline; after 48 hours, that spot will be offered to the next child on the waitlist.

#### **Sibling Lottery Policy**

- All students will be admitted to the Charter School through a lottery process.
- Siblings will be given preference, as will children of faculty and staff, if they apply by the lottery deadline and if space is available in their particular grade level.
- Siblings will be placed in separate classrooms when possible.
- If a sibling spot is offered and accepted, then later declined by the parent, that sibling loses sibling status for lottery purposes in future years.
- Multiple birth siblings will receive one lottery number so that they are either all accepted or none are accepted.
- Siblings applying to the Academy gain sibling priority status immediately upon a sibling being enrolled in the Charter School.
- For Charter School lottery purposes only, siblings are defined as brothers, sisters, or close relatives or foster children *sharing a home* with a student enrolled in the Charter School for a given academic year.



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Health and immunization records on all students. Health records are  
Medical forms require a signature and date of physical examination by a  
more than six months prior to enrollment.

Please note any chronic health conditions of your child(ren) on these forms and notify teachers and staff as well.  
Examples would include asthma, allergies, or any condition requiring medication or special consideration. Confidentiality  
is protected.

### Documentation

The following documents are required for Academy students prior to their first day of school:

- Application for Enrollment
- Emergency Contact Information (local contacts required)
- Student Permanent Health Record
- Current Immunization Record
- Parent Handbook Review Form (this includes the discipline policy and parent participation requirements)

The following documents are required for Charter School students prior to their first day of school:

- Copy of Original Birth Certificate
- Kindergarten Health Assessment completed by the student's health care provider
- Current Immunization Record
- Parent Handbook Review Form (this includes the discipline policy and parent participation requirements)
- Emergency Contact Information (local contacts required)

### Parent-Teacher Organization

Parent volunteers are an essential part of our school community. Through the efforts of the PTO, a volunteer group made  
up of parents, family members, school faculty, and community members, we build community through social events and  
fundraising efforts. We encourage parents to be a part of their child's academic and social life at school, and we offer a  
variety of opportunities for families to learn and play together. Please pay close attention to the calendars distributed with  
your child's materials and posted on our website. We welcome your participation in any and all school events and fund-  
raising activities.

### **STUDENT CONDUCT AND DISCIPLINE** (G.S. 115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies  
governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of  
students.

As required by Article 27 of Chapter 115C of the General Statutes, Our Board of Trustees shall ensure they have clear  
policies governing the conduct of students. At a minimum, these policies shall state the consequences of violent or  
assaultive behavior, possessions of weapons, and criminal acts committed on school property or at school-sponsored  
functions.+

Additionally, in accordance with Article 9 of these same Statutes:

- (a) The policies and procedures for the discipline of students with disabilities shall be consistent with federal laws  
and regulations.
- (b) If a change of placement occurs under the discipline regulations of IDEA, a local educational agency shall not  
assign a student to homebound instruction without a determination by the student's IEP team that the homebound  
instruction is the least restrictive alternative environment for that student. If it is determined that the homebound  
instruction is the least restrictive alternative environment for the student, the student's IEP team shall meet to  
determine the nature of the homebound educational services to be provided to the student. In addition, the  
continued appropriateness of the homebound instruction shall be evaluated monthly by the designee or  
designees of the student's IEP team.
- (c) A local educational agency shall be deemed to have a "basis of knowledge" that a child is a child with a  
disability if, prior to the behavior that precipitated the disciplinary action, the behavior and performance of the  
child clearly and convincingly establishes the need for special education. Prior disciplinary infractions shall  
not, standing alone, constitute clear and convincing evidence. (2006-69, s. 2; 2007-425, s. 1; 2008-90, ss. 2, 3.)





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Family Handbook and proposed language for governing  
recognize that there are certain policies currently in place in this  
changed upon conversion from a private school according to  
limited to, policies governing: tuition and fees, student attendance,

discipline, transportation, special education, and testing. Some revisions have been noted in the text of the handbook. For others, please see our proposal for the revised handling of these issues in the applicable sections of the application.

## Spruce Pine Montessori School

67 Walnut Avenue  
Spruce Pine, NC 28777  
828-765-7779  
[sprucepinemontessori.org](http://sprucepinemontessori.org)

## Family Handbook 2009-10

Dear SPMS Families,

Welcome to a new school year! I am looking forward to spending time during the upcoming year with you and your child. I want you to know that your presence at the school is valued, and I cannot emphasize enough the importance of taking an active role in your child's education. I hope that your desire to participate first-hand in your child's school community is one of the reasons you chose to enroll at Spruce Pine Montessori School. We encourage you to plan to visit your child's classroom as an observer, and also to let us know how your skills may be used to enhance our students' educational experience. We appreciate hearing your ideas about how to make Spruce Pine Montessori the best possible learning and growing environment for our children. This handbook is filled with important information about our school including a brief history, a description of your role as an SPMS parent and community member, information about our policies and procedures, and a Montessori educational resource page. Please take the time to read through your handbook in its entirety, to familiarize yourself with its contents, and to place it in a convenient location where you can refer to it as needed. Even if you are a returning parent, please commit to reading through this year's handbook carefully and bear in mind that the SPMS handbook is a continual work-in-progress that continues to grow and change as the school does. Whether you are a returning family or new to our school, we hope you find this handbook informative and helpful. Please do not hesitate to contact us if you have any questions, comments, or ideas to share.

Sincerely,  
Kori Fidler  
Head of School  
License number: 6100002

## History of SPMS

Spruce Pine Montessori School was established in 1972 as a preschool (for ages 3. 5) by three parents who sought a creative, active learning environment for children instead of a traditional daycare. For over twenty years the program rented several rooms in the basement of the Trinity Episcopal Church in Spruce Pine, serving thirty students with two guides and parent volunteer participation. In 1993, several involved parents decided to help the school expand its reach by creating and staffing an additional classroom for grades 1. 3, beginning with five students in the new program. Demand for this program quickly grew, and a year later it was moved into a small nearby house purchased by some parents to accommodate the now sixteen students in attendance. The following year saw the creation and staffing of a classroom for grades 4. 6, thus completing the expansion of the school into the elementary grades. The elementary program currently serves 21 students. Along with this expansion came the need to house the entire program under one roof. In 1997, Phillip and June Frye offered the school the opportunity to purchase an appropriate building and the adjacent land in a perfect campus+location downtown. Through diligent work and a deep commitment by the school's staff and parents, money was raised to meet the down payment and closing costs to make the dream a reality. All renovation and repairs to the building and grounds to create the classrooms and playground spaces were done by parent volunteers and through donated in-kind services provided by local merchants, businesses, foundations and contractors. In 2008, the staff and board of SPMS recognized a community need for a Montessori toddler classroom. After much research and discussion, the school decided to move forward with the development of a classroom for children ages 15 months to 3 years. Working with the locally run MAY Coalition, SPMS was able to renovate the old office space in the main building, turning it into a





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## Spruce Pine Montessori Charter School

of young students. Opening in the fall of 2009, our new toddler class  
ester and, beginning in January 2010, will start to transition its first  
environments. Over the school's 37-year history, the program has  
in a church basement (operated as a parent cooperative), to the  
present 51 students in four classrooms with five trained Montessori guides and two assistants. In 2000 the board hired the  
school's first full-time Head of School to meet our increasing administrative needs and in 2009 we welcomed our first full-  
time assistant to the Head of School. We continue to be proud of, and rely on, the amount of parent volunteerism that  
serves to support the Spruce Pine Montessori School in many capacities and has always been an integral part of the  
creation and climate of our wonderful school. We are a community of learners. And with the main office now residing in  
the little red brick house, the school's administration space can truly be an open-door and we'd love to see you, so come  
on in!

### Statement of Non-Discrimination

Spruce Pine Montessori School invites students, ages 15 months to 12 years, of any race, religion, color, national and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school. It does not discriminate on the basis of race, religion, color, sexual orientation, or national and ethnic origin in administration of its educational or admissions policies. Priority is given to returning students, then to siblings and transferring Montessori students. After these considerations, children are selected from the waiting list based upon age and gender as we strive to maintain a balance in each classroom.

### Administration

SPMS is organized as a non-profit corporation that is governed by a board of trustees who serve without remuneration. The daily operations of SPMS are the responsibility of the Head of School. The Head implements board policy.

### North Carolina Child Care Law

The NC Division of Child Development requires that we post the Summary of the North Carolina Child Care Law for Child Care Centers in a place accessible to all parents of toddler and 3 to 6 year-old students. This summary is posted on the bulletin board in the multi-purpose of SPMS. Please review the summary if you have any questions regarding NC child care law.

### Expectations for all Parents

Spruce Pine Montessori School was founded to be a community of learning for children, their parents and the guides. From the beginning, our school has relied heavily on the participation and assistance of its parents to foster a high standard of education through the contribution of ideas, skills and experience. While we are a non-profit organization managed by an elected Board of Trustees, the parents are involved in many aspects of school operations. Each parent is encouraged to participate at whatever level he/she can. Whether you are a snack provider, classroom helper, or committee member, your involvement in your child's school instills a richness, closeness and sense of pride between you and your child.

Parents are expected to promote the image of the school and support its mission, vision, and goals. Cooperation, peaceful communication, respect, and resourcefulness are qualities expected of staff, students, and parents at all times.

At the beginning of each year, families new to SPMS, or those who are moving into a new classroom within the school, will have an interview with their child's guide(s). All parents are asked to attend a classroom-specific orientation meeting. At that time, guides will review classroom procedures and policies. It is very important that both parents plan to attend. Likewise, it is extremely important that your child attend the orientation week at the start of each new year. The first six weeks of school are very important times in which relationships are formed and a foundation for the year is set. Transitions into new classes can be difficult for children and parents. Each child transitions differently and this early time is essential to the child's feelings of confidence and comfort in his/her new environment. Absenteeism during the first weeks of school should be avoided as it can add to the transition difficulty. Of course, if your child is ill during this time, please use your best judgment in deciding whether to keep him/her home from school. Parents of toddlers may want to coordinate an individualized transition schedule with your teacher that meets the needs of your child, your family, and the class as a whole. In addition, attendance during the last weeks of school is also vital. Many important activities that are tied to the curriculum happen throughout the last month of school. Please check your school calendar when planning a family vacation. Make your child's education a priority by having him/her attend during these times. Each year, the parents of SPMS are asked to contribute to the enrichment of the school environment . assisting within the classrooms, during fundraising events, for maintenance, repairs, and even landscaping around the SPMS campus, just to name a few. Parents are a very important part of making our school successful. Your contributions ensure a reasonable fee policy and





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## Spruce Pine Montessori Charter School

their education. **We will be asking all parents for at least 30 hours participation-schedule school year (May 2009-April 2010). Families with hours of participation at SPMS.** There will be a current list of on our website; you may also check with your child's teacher for classroom

specific tasks. Parents will be responsible for logging participation hours. There will be log-in sheets in the SPMS office and/or you may e-mail your volunteer hours to either [headofschool@sprucepinemontessori.org](mailto:headofschool@sprucepinemontessori.org) or [erin@sprucepinemontessori.org](mailto:erin@sprucepinemontessori.org). At the end of the school year when your final tuition payment is due, in April 2010, the parent participation deposit will be credited towards your child's tuition based on the level of fulfillment of your parent participation hours at the established rate of \$10/hour. Along with paying tuition, parents of children in the toddler and 3 to 6 year-old programs are asked, if possible, to work at least one 4-hour shift per month as a parent-helper and/or provide snack once or twice per month. Parent helper duties include: welcoming students to school in the morning, helping prepare snack, tidying the classrooms and kitchen, and other odd jobs as needed. (Parent-helpers from our toddler families will be asked to serve outside of their child's classroom as it can often be difficult for a child that age to have temporary access to a family member.) We always welcome grandparents to help fill this role too; it's a great way for extended family to get involved at SPMS! We also ask for parent volunteers to help with laundry (we now have a washer and dryer on premises,) and serve as hike-helper each Friday. Parents with children in the elementary program are expected to drive on field trips, be responsible for one classroom job for which you will sign up at the beginning of each year, help their child complete his/her homework, help with big field trips or the school play, volunteer at least once during the year with a special event, and provide snack for one week at a time on a rotating basis. **We ask that each parent observe in his/her child's classroom at least one time during the school year and preferably before parent conferences.** Parents of toddlers will be asked to observe through the observation windows located in the multi-purpose room of the main building. Please call or e-mail your child's guide to set up an observation appointment after the first month of school. Additionally, if teachers notice a behavior pattern in the classroom about which they would like you to be aware, they may ask you to observe your child in his/her school environment at another scheduled time. Please note that being a parent helper for the toddler or 3-6 age groups is different than coming to observe your child's class. Parent volunteer workdays are planned about twice each year. Through these workdays, we can help keep costs down and tuition low by performing tasks we would otherwise have to pay for or ask the guides to assume. Your participation in these scheduled workdays is crucial to keeping tuition down. They are also a fun way to meet other SPMS parents and build a sense of community. If you are doing a volunteer project for the school or are participating in a meeting, please make plans for the supervision of your child. Oftentimes children make themselves comfortable in the classrooms they consider their own when guides are preparing for the next day. If your child must be in a classroom during off hours, please talk to the guide in advance and know that you must be responsible for the supervision of your child. State law requires that we cannot leave children on the playground unsupervised. These expectations will be further discussed at parent orientation meetings and conferences. The tuition-based Academy reserves the right to cancel enrollment of a child based on the uncooperative or non-supportive attitude of the parents.

### Hours of School

#### Toddler Program:

Early Arrival 7:30 AM

Full Day 8:30 AM until 2:45 PM

#### Before-School Program:

7:30 AM until 8:15 AM

#### 3 to 6 Year-Old Program:

Morning Program 8:30 AM until 12:00 noon

Full Day 8:30 AM until 2:45 PM

#### Elementary Program:

8:30 AM until 2:45 PM

#### After-School Program:

3:00 PM until 5:30 PM





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## Spruce Pine Montessori Charter School

8:30 for early-arrival toddlers with a limit of 6). We do offer a before-school care program. Children needing before-school care should be walked in by their parent to the multi-purpose room or on the playground until 8:15. There is a legal limit of 10 or fewer before-school students, so it is best to check for space availability in advance if you are using this as a drop-in service. The before-school care provider reserves the right to refuse drop-in care to a student if he/she is already at the legal ratio limit of 1:10. The before-school time is a critical time when guides are preparing for their day. If you need to speak with your child's guide, mornings are usually not a good time. Please call between 3 and 4 PM (after the children have left the school), e-mail, or send a note requesting an appointment.

Afternoon pickup is scheduled to occur between 2:45 and 3:00 PM. Please make sure your child is picked up on time. In the case of an emergency, call and notify the school office if you will be late. Likewise, if you need to pick your child up early, please call the school office so that the teachers and child can be prepared for your early arrival. Toddlers in need of an early pickup time should try to arrive before 12:00 noon so as not to interrupt the napping time of the rest of the class. If you must pick up your toddler between the hours of noon and 2:30, please let the teachers know in advance so that they can have your child awake and ready in a way that does not disrupt the group. If you are unexpectedly late picking up your child, he/she will be placed in the after-school program as long as there is space available, and you will be charged the regular after-school rate dependent upon what time you arrive. If there is no space available in the after-school program and your child's guide must continue to supervise your child, a one dollar per minute late fee will be charged. This fee should either be paid that day or can be charged on your regular tuition statement.

### Toilet Training for the Toddler Classroom

The teachers at Spruce Pine Montessori School use an approach to toilet learning that we believe is the most advantageous to the child because it allows for independence and experiential learning. All of the children, as soon as they enter the environment or upon their first daily changing, wear cloth diapers or cotton training pants all day. In cotton training pants that are wet or soiled, the child becomes aware of wetness and therefore his/her own toileting needs and cycles and is often more motivated to want to change his/her soiled pants. Unlike disposable diapers or pull-ups, these alternatives can give the child an opportunity to more readily assist in dressing him/herself at an early age. He/she can quickly become proficient at pulling his/her pants up and down, which will greatly aid in the development of self-confidence and independence with this skill. Additionally, we are not interested in and will not require any child to use the toilet before s/he chooses to do so him/herself. What we are interested in is facilitating the natural process by which a child 1) becomes aware of when s/he is wet; 2) begins to anticipate or feel the need to go; 3) is interested in how older children and adults go to the bathroom; 4) tries the toilet; and 5) eventually uses the toilet on his/her own. It is the parent's responsibility to provide a supply of labeled training pants prior to the child's start of school. When you meet with your child's teacher, you will have the opportunity to discuss what will work best for your family with respect to what your child will wear when s/he arrives at school. For your family, disposable diapers may be the best alternative when leaving home in the morning. In that case, your child will change into cotton at school, either right away if that works for the child or when his/her teachers first learn s/he is wet during the morning. If you choose to also put your child in training pants at home, the following guidelines may ease the transition from diapers to underpants:

- When the child wets his/her pants and the floor, stay calm.
- Remember, there is no need to say, "Oh-oh!" It is not a mistake or a problem, it is a natural act. The child simply needs to learn where and how to perform it.
- Invite the child to go to the bathroom with you to sit on the toilet.
- As soon as s/he wants to get up, let him/her get up and choose some dry pants which are preferably kept in or near the bathroom.
- If s/he is interested, allow your child to assist in the cleanup process. It is nice to have child-sized tools for this purpose.
- To aid in his/her success, try to establish the routine of taking your child to the bathroom immediately before nap and bedtimes and upon waking.



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ed to be out of diapers and/or pull-ups before entering our 3 to 6  
old class room to be toilet trained. We realize that there may be a few  
ool. After the child has gotten used to the school routine, if there are  
two or more accidents a week, the guide will call the parents to arrange a meeting to discuss the concern.  
Parents will also be called if a child is defiant or controlling about issues relating to the toilet. If the problem continues, this  
may mean that the child is not ready for school. The child will be welcomed back to school when he/she is toilet trained.  
Children transitioning into the 3 to 6 program from our toddler classroom due to N.C. state childcare regulations who are  
not yet fully toilet trained will be changed by his/her regular classroom teacher or assistant if an accident occurs.

### Goodness of Fit Policy

The first six to eight weeks of school for all students is considered a trial period. In this time the guides closely watch new students to assess the goodness of fit between the child and the school environment. Respect, manners and cooperation are needed to function well socially within the classroom. Although most children thrive in a Montessori setting, it may not be the best fit for certain personalities or learning styles. Likewise, you as a family may decide that the Montessori environment is not a match for your child's individual needs. As necessary, your child's guide or you as parents can call a meeting or send a note to discuss any concerns and to develop a plan of action. The Head of School will likely attend the meeting. Immediate dismissal may result (please see information on suspension and expulsion process in the Student Discipline section of the Handbook) from especially uncooperative, disrespectful, or violent behavior. If you have questions, please talk to your child's guide.

### Absences and Tardiness (Particularly relevant for our students ages 5-12)

Attendance will be taken each day of the school year. In order to be considered in attendance, a student (except for hospital/homebound) must be present in the school for the school day or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. By law, a student must be present at least one-half of the school's instructional day in order to be recorded present for that day.

### Ten Day Rule:

The State Board of Education Ten Day Rule states that when a student accumulates more than ten consecutive days of unlawful absences, he/she is to be withdrawn from school as of the first day following his/her last day in attendance.

### Lawful/Excused Absences:

1. **Illness or Injury:** When the absence results from illness or injury which prevents the student from being physically able to attend school.
2. **Quarantine:** When isolation of the student is ordered by the local health officer or by the State Board of Health.
3. **Death in the Immediate Family:** When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.
4. **Medical or Dental Appointments:** When the absence results from a medical or dental appointment of a student.
5. **Court or Administrative Proceedings:** When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.
6. **Religious Observance:** When the student is absent due to a religious observance in accordance with local school board policy.
7. **Educational Opportunity:** When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.
8. **Absence related to deployment activities:** - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. ( G.S. 115c-407.5Article V (E) )

### Unlawful/Unexcused Absences:

1. A student's willful absence from school with or without the knowledge of the parent; or
2. A student's absence from school for any reason other than those listed as excused absences above.





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## Spruce Pine Montessori Charter School

critical to your child's educational experience. Guides and parents must be prepared to learn and to prepare for their next educational step. If a child is tardy more than 5 times, your child's guide will ask you to meet for a conference and discuss the child's behavior. Excessive absenteeism affects your child's smooth integration into the classroom environment and may result in your family's not being invited back for another school year. Any elementary child arriving after 8:30 AM or 3 to 6 year child arriving after 9:00 AM is considered tardy. Because all classroom doors are locked after 8:30 AM (elementary) and 9:00 AM (3 to 6), if your child is running late you must walk your child onto campus and check in with the office to be admitted to class. (Toddler students arriving late may simply knock on their classroom door to sign-in there.) Elementary students are required to take a blue tardy slip to their teacher to show that they have checked in with the school office. Please understand that, for safety purposes, dropping your child off without escorting him/her to the office and/or classroom is not allowed.

### **Transportation (This section will be changed to include a description of established carpool routes and pick-up points as described in the Transportation Plan section of the application.)**

To ensure the safety of our students and to ease the flow of traffic at drop-off and pick-up, if you need to talk to another parent or are bringing something into the school, please park in a parking space or in the lot across the street from the main building on Balsam Ave. out of the flow of traffic. If you are late, park and come into the school to drop-off or pick-up your child. When entering the school grounds with your child, staying with them is the safest thing to do. Children should never be left unsupervised in your car, on school grounds or expected to find their own route to a classroom. We ask that parents help us closely supervise their children during arrival and dismissal. It is recommended that children exit from cars on the curb+side of the drive-up area. In the afternoon, once your child has been delivered to you, either into your vehicle or into your hands, you are responsible for staying with your child. Toddler parents should park and walk their children in on a daily basis. You may park in an empty spot in front of the school or, if none are available, in the parking lot directly across from the school on Balsam Avenue. (We have permission from J.J. Jones to use these spots for short-term parking when needed.) As you enter the toddler classroom, please sign your child in on the sign-in sheet in his/her folder, being sure to write any notes to the teachers on these pages as well, and use your regular goodbye routine+to indicate to the teacher that you are leaving. A teacher will come to the door as quickly as possible to greet you and your child. Please do not leave your child until he/she has been greeted by a teacher. If you have a child in another classroom as well as in the toddler program, please drop your older child off first and then bring your toddler to his/her classroom. **Please understand that, for your child's safety, your child cannot be released to anyone not on the approved pick-up list on the student information sheet.** If the person picking up your child is not listed as approved for pick up or has not been approved by a parent's permission, we will need to hold your child until we can contact a parent. If someone we don't recognize comes to pick up your child, we may ask them for a photo ID to make sure they are on your approved list for pick-up. **Please let anyone who may not be recognized by our staff know of this policy and that it is for the safety of all children so that they will not be offended by this ask.** When contacting the school to arrange for your child to be picked up by someone other than a parent, an e-mail message, a written note, or a phone call are all acceptable. If e-mailing or telephoning your request, please contact the office. If you are contacting the office to make arrangements, try not to call or e-mail after noon as we cannot guarantee that we will be able to respond to last minute arrangements. If your child is going home with another student or being picked up at a different time, please put your requests in writing to the guides in advance. **These rules are designed to protect the children's safety. The guides and office staff will be very strict in following these procedures. It is our responsibility to enforce car seat safety laws. The current NC child seat safety laws can be found by following the link on our school website's homepage. Observe the following pattern when dropping off and picking up your child:**

#### **Toddler Program:**

All toddler families should plan to park and escort your child(ren) into the toddler classroom for sign-in as described above. Please remember to drop off any older children first at the appropriate location before bringing your toddler to his/her class.

#### **3 to 6 Year-old Program:**

Enter Walnut Avenue by Bank of America and then turn left onto Balsam Avenue. Drive slowly onto the concrete pad outside the wooden gate at the corner of the building. School staff or a parent greeter will help your child out of the car and into the building. Exit the drop off area by driving forward (past the playground) and around the block. **For safety reasons avoid turning around in this area.** Follow the same pattern to pick up your child in the afternoon. Someone will help your child get ready and into the car. Parent-to-parent conversations during pick-up and drop-off times often compromise our ability to ensure safety and flow of traffic. **Please do not leave your car unattended in the flow of traffic while you are in the drop-off or pick-up line.** While we encourage our families to promote a sense of community, we ask that you please be aware and respectful as you choose where and when to stop and converse.





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Spruce Pine Library so that your car is facing down the hill (on Walnut Elementary classes. Follow the same pattern to pick up children in the **all can do the same**. When you pull up, someone will help your child get ready and out of or into the car. Parent-to-parent conversations during pick-up and drop-off times often compromise our ability to ensure safety and flow of traffic. While we encourage our families to promote a sense of community, we ask that you please be aware and respectful as you choose where and when to stop and converse.

### Personal Belongings

Each child needs: sturdy, comfortable play clothes; warm outerwear for cold weather (coat, hat, and gloves). For students in the 3 to 6 year-old program and toddler programs, extra changes of clothes (socks, underwear, pants, shirt, maybe even an extra pair of shoes) should be kept in their cubbies. Remember to switch items of clothing as the seasons change. Children in the 3 to 6 year-old program do not need a backpack. Please refer to your child's individual classroom needs list as presented by his/her teacher(s). **Please label your child's belongings** with his/her name including lunch box, backpack, coat, gloves and hat. When soiled clothing is sent home, replacement clothing must be sent with the child the next day. We discourage children from wearing dress shoes or shoes that come off easily. Students must leave toys, weapons, jewelry, money, cards, electronic games, and items of value or breakable things at home or in the car. Items from nature or books brought from home are welcome. Children starting school for the first time often want to bring a blanket or soft toy from home. They will be asked to keep these items in their cubbies and to retrieve them only during the rest period where applicable.

### Cell Phones

Students who carry cell phones are asked to keep cell phones turned off and left in their backpacks in the coat room. If a cell phone rings or is used during the day without permission, it will be held by the guide until the end of the day. We ask that students not bring cell phones on field trips. If you think your child must have a phone, please talk to your child's guide in advance. Cell phones will be held by the guides during school trips and only made available through a pre-approved written plan between parent, child, and guide. If you are a visitor or are volunteering at the school, we ask that you **please refrain from using cell phones in the classrooms**.

### Snacks

A simple and nutritious snack is provided by the "parent snack provider" for the 3-6 classrooms and is served each morning. Some suggestions include: fresh or dried fruit (grapes must be sliced), cheese, muffins, raw vegetables, peanut butter, bagels and crackers. (popcorn, peanuts or marshmallows are not permitted as these are choking hazards for young children). Whole grain snacks are preferred. We require snacks to come from two different food groups such as fruit and a grain or a vegetable and a protein. We recommend all choices be low fat, simple sugars and not be processed foods. Snack providers will be asked to record the snacks they provide on a chart in the snack basket to prevent the same snack being sent too frequently. If your child has food allergies or other dietary restrictions, please provide his/her guide and the office a written explanation of his/her needs and please plan to provide for his/her daily snack. You can leave snacks for your child at school as long as they are labeled and stored properly. Snacks in the Toddler Class will be provided, in part, by the school and will be purchased by the guides. Snacks each day will be comprised of at least two food groups. Associated costs are included in your Academy materials fee.

### Lunch

Children who stay for lunch bring their own packed lunch box. The state requires that lunches for children in 3-6 year-old classes include: 6 ounces of milk, milk substitute, water, or 100% fruit juice; one serving (1/2 slice) of grain product; one serving (1 1/2 ounces) of protein; and two servings (1/2 c. each) of fruits and/or vegetables. In the toddler class, the requirements are 1/2 cup milk, water, or 100% juice; one serving (1/2 slice) of grain product; one serving (1 ounce) of protein; and two servings (1/4 c. each) of fruits and/or vegetables. We ask that you send a nutritious, balanced lunch for your child each day. Guides will talk to parents if they notice a pattern of eating which they feel does not support the student's learning and physical activities through the day. Lunches will be inspected to ensure we are meeting the NC childcare center guidelines. We are required to substitute foods to meet requirements or remove drinks that are not milk, water, or 100% fruit juice. It will be necessary to charge \$1 for each supplemented food item. Each pre-primary classroom will have a pitcher of fresh milk and cups for children to serve themselves. To respect individual family food choices, children are asked to not share food. Most children prefer small quantities of a variety of foods rather than a large quantity of one or two foods. If your child cannot finish his or her lunch the remaining food will be sent home in the lunch box. This will help you gauge the amount needed for your child. Please refrain from sending extremely sweet and overly processed foods and choose reusable containers as often as possible. Candy, soft drinks and gum are not allowed at school.





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provide a simple treat such as fresh fruit, fruit pops, cupcakes or a special way to celebrate birthdays. Please ask your child's guide for permission to have a party outside of school, and are NOT planning to invite the entire class, we ask that you send birthday invitations via the US mail instead of distributing them at school. Too many times a child's feelings are hurt when they find others are invited to a party and they are not. An exception can be made if everyone in the class is invited.

### Holidays

Some holidays are presented as cultural events and as part of cultural studies. Children gain an appreciation of the world by exploring the customs, food, and music of other countries. One goal of our cultural studies is to help children gain tolerance, understanding and compassion for all people in the world. Parents are welcome to share their cultural knowledge through classroom presentations. Talk to your child's guide with your ideas. If you would like to send a holiday treat for your child's class, talk to your guide first, and remember to choose a low-sugar, unprocessed food and ask about student allergies. Handmade cards, drawings, or poems are encouraged when gift-giving.

### Snow days

If school will be closed or delayed due to inclement weather, an announcement will be made on WLOS TV (channel 13 in Asheville) and on their web site at [www.wlos.com](http://www.wlos.com) as well as on Fox Carolina and their website. As soon as the decision is made, if possible (depending on computer & internet accessibility), an all-school e-mail will be sent concerning our status. A "phone tree" will also be used to inform parents of delays and closings. Please help us make the phone tree successful by making sure you place a call to the next person on your list. If you are unable to reach them directly, leave a message and immediately call the following person on your list. As soon as you receive a recorded phone message, please return the call so the person knows you got the message. Also, verify that they called the next person after you on the list. **We will try to hold school as often as possible. However, it is necessary that enough staff is able to be present in order to have school. Remember, we serve a tri-county area and, as we all know, the weather patterns can vary greatly from one community to the next. Our teachers, as well as our parents, drive to SPMS from at least three counties, and we want everyone to feel safe in getting here. Your patience with this difficult decision is appreciated. We feel strongly that parents should always follow their own best judgment in determining their child's attendance on inclement weather days. Parents are always welcome to drop off late and/or pick up early, regardless of the administrative decisions, if they deem the road conditions unsafe. Absences for inclement weather are considered excused.**

### Fundraising Events

Each year parents and board members work to raise the additional funds needed to cover the operating costs of the school. Generally an additional \$1000 per child is our goal. This fundraising keeps tuition low and gets everyone involved in the active and rewarding process of educating our children. Throughout the year, various fundraising projects and events will be planned based on ideas and feedback from staff, parents and the board finance and communications committees. Announcements regarding dates and deadlines will come to you regularly via your child and/or e-mail. If you would like to gain some experience in fundraising, please call about volunteering. Your involvement in this aspect of the school is deeply appreciated.

### Tuition (for the Academy only)

Because we rely so heavily on tuition payments to meet our operating expenses, tuition payments must be paid on time (between the 1st and the 15th of each month). Payments can be sent in the mail to 67 Walnut Avenue, or delivered to the school office. Any payments received after the 15th of each month will incur a \$20/month late fee unless you have worked out an alternative payment plan with the head of school. A cost-of-living tuition increase can be expected each year. Parents will be informed of this increase before the enrollment process begins in the spring. Disputed tuition payments and fees will be settled in small claims court. Tuition statements will be sent on a monthly basis. In accordance with board mandated policy, any outstanding tuition balances sixty days or more overdue will result in the temporary dismissal of your student(s) from SPMS until all aforementioned outstanding balances are paid. Additionally, also in accordance with board policy, any offered and/or accepted financial assistance will be revoked for both all past due amounts as well as for any future tuition payments. You will also be ineligible for consideration of any further financial assistance through the SPMS financial aid program, and may be subject to additional legal action necessary for the school to recover outstanding balances. Upon payment in full of all outstanding balances in excess of and including those sixty days late, your child would be welcome to return to his/her classroom at Spruce Pine Montessori School.





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ability for tuition payment continues through any payments scheduled withdrawal. **Tuition paid up until the time of withdrawal will not be**

### Work-exchange (for Academy students)

A limited amount of money is available to help families pay tuition through our work exchange program. Our work-exchange program involves the performance of a necessary function on behalf of the school to be exchanged at a set hourly rate and taken off of a student's tuition balance. Most jobs involve housekeeping and maintenance. Financial aid decisions for work-exchange are made on a first-come, first-served basis. Work exchange applicants are not eligible for the 2% discount for annual payment in the fall. Please see the Head of School for more information.

### Illness

During the first 24 hours of an illness such as the common cold, sore throat, and gastrointestinal upset, students and staff are required to stay at home as this is the most contagious period. No one with a fever is to attend school for at least 24 hours after the fever ends. Students with communicable diseases (pink eye, chicken pox, mumps, measles, etc.) must be kept at home until the illness has run its course. Please notify us by calling the office when your child will be absent due to sickness. The answering machine is always on so you can leave a message the night before or early in morning if need be. If a child suddenly becomes ill or a fever develops while a child is at school, parents will be contacted to pick up their child. We are unable to give full-day care to a sick child who must leave his/her classroom. Please have a backup plan in place if you cannot leave work or if there is no way you can pick up your child until the end of the day. Please give over-the-counter and prescription medication directly to a guide instead of sending it in your child's lunch box. **By law, written permission must be on file before any type of medication may be administered to a child.** You may download and print all necessary forms for administering medication from our website or pickup a print copy in the school office. All medicine must be properly labeled and in its original container. Please ask your physician to have your child's medications set up for dispensing at home if possible. See the attached handouts for more information on administering medication at school. In the event of an accident requiring medical care, the school will notify the parents. If parents cannot be reached, the child will be sent with a staff member or via ambulance to the emergency room to be treated by the physician on call.

### Outdoor Play

If a child is well enough to attend school, the child will be expected to go outdoors with classmates for scheduled playtime. Separate staff supervision is unavailable for children whose parents request they stay indoors. Children with fading cold symptoms, ear infections, etc. are considered by staff to be capable of outdoor play when dressed appropriately for weather conditions. Please remember to have your child dress appropriately for the weather.

### Asbestos Testing

In compliance with state law, our school was tested in 2004 and found to not contain any asbestos in the building. You can get a copy of our inspection in the office.

### Cleaning Schedule for Classrooms

Each SPMS has class-specific guidelines for daily, weekly, and monthly cleaning schedules.

### Parent –Teacher Conferences

SPMS does not issue traditional letter or number grades. The goal for each child is to achieve mastery of the skills and knowledge of the subject matter. We do not compare students against one another for the purpose of ranking their talents or achievements. As a result, traditional Montessori evaluations describe what the child has experienced or achieved as an individual without reference to other students or an arbitrary norm. Parent conferences in the 3 to 6 and elementary classes are held twice a year. Parents of toddlers will be offered the opportunity to meet with their child's teachers at one month, three months, six months, and nine months into each year. Parent conferences are important meetings to discuss the guides' observations about your child(ren) and to ask questions. Put these dates on your calendar now and plan to attend. Because it is taxing on guides to hold these conferences at other times, please coordinate your schedule with these designated days. We encourage both parents to attend if possible. Remember, school is closed on conference days. See your annual calendar for the dates set for parent-guide conferences this year. You are encouraged to observe your child's classroom at least once before your conference.





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**partner with our LEA for the provision of resources and/or have an  
ment, and will change this policy according to federal and state  
s according to IDEA. Please see specifically the Special Education**

**portion of the application.)**

SPMS serves children that represent a full range of academic abilities. While the Montessori method well serves most students, SPMS does not currently specialize in dealing with specific learning differences. As a school, we are committed and willing to address the needs of students on an individual basis. While we do contract with our local school district to assist in serving the needs of our learning different students, we do not currently have salaried specialists on our staff and our guides are not trained to accommodate the many special needs that may arise. Parents may need to assist guides by hiring professionals who are able to assess a child's needs and work with the guides to develop the best strategies for success. Reports from these meetings will be shared with all appropriate staff members as needed. We ask that parents who know or suspect that their child has special needs discuss options with the guide. If the level of support a child needs to find success with our curriculum exceeds the school's resources, parents may be required to seek outside assistance for their child such as private tutoring.

**Elementary Homework Policy**

Homework is taken very seriously at SPMS. For your child to achieve optimal success, schoolwork must be reinforced at home. Your child will receive homework based on his/her age level, and he/she is expected to have it completed by its due date. Long-term assignments may also be given. Your student is expected to complete all assignments and have them turned in on the day they are due.

**Testing**

**(Upon receipt of NC Charter School status, this would be changed in accordance with the law to state that our students would take the NC End of Grade Tests at the third through sixth grade levels as well as the required fourth grade Writing Test.)**

Students are tested using the basic CAT test at the end of third and sixth grade. If you would like your child tested at another time, ask the Head of School for information regarding home testing.

**Child Abuse Prevention**

For a child's needs to be met, he/she needs healthy nutrition, protective shelter, proper medical care, good hygiene, intellectual stimulation, appropriate discipline, love, encouragement, and a feeling of importance. When these needs are not met a child cannot easily grow and learn. Spruce Pine Montessori is committed to providing an environment that meets the needs of each child. If you feel that the staff is not meeting your child's needs, please share your concerns first with your child's guide. Then, if necessary, make an appointment to talk with the Head of School. If you are having difficulty meeting your child's emotional or physical needs, we encourage you to ask for help. Our staff can help you find a community resource that can offer assistance. In a rare instance when we think your child's needs are consistently not being met, our staff will work with you to identify your child's needs and help you meet those needs. If you are temporarily unable or unwilling to meet your child's basic needs, our staff is mandated by North Carolina State Law to make a report to the Department of Social Services (DSS) in your county. DSS will then ensure that your child's needs are being met. It is important that you keep us informed about your child's health history, illnesses, injuries, etc., so the staff can be attuned to your child's needs. Please let us know if your child develops a new health problem, gets a communicable disease, is injured, or is under any new stress. It is most helpful to put this information in writing to your child's guide.

**Discipline Policy**

The goal of Spruce Pine Montessori is to encourage appropriate behavior. From the beginning, children learn that this is their school and they can help make it a happy place. Many problems are a function of developmental needs, learning to share, and sometimes a clash in values. The guide is not a disciplinarian, but rather a facilitator for the individuals/groups to learn skills to regulate their own behavior. We practice group problem solving and mediation to arrive at solutions that build on the class community and the child's personal growth. The staff use positive approaches to help children behave constructively.





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- Modify the classroom environment to encourage acceptable behavior.
- Listen to the children.
- Provide redirection for inappropriate behavior of the children.
- Respect the individual needs, desires, and feelings of each child.
- Explain things to the children on their level.
- Remain consistent in our behavior management program.
- Use short supervised periods where the child can sit and observe the classroom environment.
- Do not use corporal punishment.

Toddlers, who will sometimes impulsively push, bite, pinch, or otherwise hurt one another due, in large part, to a developmental inability to process their feelings in a more appropriate way or a lack in the language needed to communicate their needs, will be given comfort and help in developing alternative ways to express their needs. The goal is self-discipline to the degree the child is capable.

**On SPMS property, parents may not use corporal punishment with their children or any other child.**

### **Behavior Management Policy**

**\*Please note: The Toddler Classroom will be handled a bit differently based on developmental appropriateness. The policy will also be progressive and your toddler's teacher will note any behavioral concerns on his/her "How I was Today" worksheet.**

Our rules are simple and clear. Children are not allowed to hurt one another, disrupt the classroom or damage materials. Intentional aggressive behavior towards peers or staff which includes behavior such as: kicking, biting, fighting, defiance, pinching, poking, hitting, beating, shoving, spitting, tripping, scratching, profane language, verbal abuse, disruptive noises, taking the school's and/or other's belongings, will result in one of the following:

- Child's immediate removal from the environment.
- When the child has calmed down the guide will discuss the behavior with the child.
- Documentation of the repeated behaviors by the guide, which will be reported to the parents.
- Parents may be asked to take the child home for the remainder of the day
- A conference of parents, guides, and Head of School may be requested.
- Dismissal of the child from the school.

**Dismissal from SPMS (for the Academy) (We recognize that this portion of our current handbook will change according to state regulations for the suspension and expulsion of students (see below).)**

It is at the discretion of the Head of School to ask a family to withdraw from the program (Academy). Tuition payments are nonrefundable. Prior to sending invitations for reenrollment for the subsequent year, guides will conduct an annual review of each student's growth to determine if the school can continue to meet the student's needs, and will discuss this with parents during parent conferences or during additional meetings. It is always our hope that every child who begins their education at SPMS will graduate from our school, but this is not always possible. If a child continues to exhibit either a lack of progress or a pattern of inappropriate behavior that disrupts the student's learning or the learning of others, guides may suggest other educational options for your child.

### **GENERAL PROVISIONS**

All students shall comply with all rules and regulations governing behavior and conduct. Violation of Board or Administrative Policies or Procedures, the Student Code of Conduct, regulations issued by the individual school, rules designed by teachers to govern student behavior, or the North Carolina General Statutes may result in disciplinary action including suspension of the student pursuant to the Due Process Procedures for Administrative Disciplinary Action. Students shall be informed by school rules or school authorities of any infractions not listed in this Code of Conduct that may result in short-term or long-term suspension or expulsion. During the period that a student is suspended, he/she is prohibited from entering the school grounds and from attending any school-related functions without express permission of the school director. Further, a student suspended from riding school provided transportation should not enter a contract vehicle for the purpose of being transported from home to school or from school back home during the period of suspension.



law enforcement authorities will be notified if the school administrator or school personnel that an act has occurred on school property involving assault, sexual offense, rape, kidnapping, indecent liberties with a child, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law. Law enforcement will be called in other instances if the director has reason to believe a crime may have been committed and may be called if the involvement of law enforcement would advance the director's efforts to determine whether a crime has been committed, to quell a disturbance or to maintain order. School officials shall cooperate at all times with the efforts of law enforcement; however, school disciplinary measures will proceed independently of any criminal or juvenile investigation or prosecution. Lockers, desks, and other school property remain at all times the property of the Board and shall be subject to search at the discretion of the director or his/her designee. Lockers, desks, parking lots, and any other property of the school may not be used for any unlawful purpose, and any unlawful or disruptive or dangerous material found in or on school premises may be confiscated.

## IMPLEMENTATION

In order to assure that all students and their parents are aware of the Behavior and Discipline Policy and the consequences for its violation, and all rights and responsibilities following an allegation of a policy violation, teachers will distribute the Family and Student Handbook to all students and verify, in writing, the Handbook's distribution and the students' understanding of the policy. Additionally, each student will be required to provide a copy of the Behavior and Discipline Policy to his or her parents, and every student and parent will sign a verification form that they have read and reviewed the policy and understand the expected behavior and consequences resulting from unacceptable behavior. This verification will take place at the beginning of the school year, or, in the case of students enrolling after the beginning of school, at the time of enrollment.

## PROCEDURE FOR DISCIPLINARY ACTIONS AND APPEALS

(In-School Suspension/ISS and Out-of-School Suspensions/OSS for 10 days or less) North Carolina General Statute 115C-391 states that "the principal, or his delegate, shall have the authority to suspend for a period of up to ten days or less any student who willfully violates policies of conduct established by the local board of education." A disciplinary action of any suspension in-school or a suspension out-of-school for 10 days or less shall be determined by the director. Parents are encouraged to seek any clarification or explanation of any disciplinary action from the director within 2 days of the assignment of the consequences. (Out-of-School Suspensions/OSS of 10 days or more)

The following procedure will be utilized when a student is recommended for a long-term suspension by the director:

1. The director or designee shall investigate the alleged violation as it relates to the student.
  - a) A conference will be held with all parties involved in the situation including parent(s)/guardian(s), if they can be reached within a reasonable time.
  - b) The evidence related to the situation will be presented and reviewed during the conference.
  - c) If the investigation is complete at the conclusion of the conference, the parent/student will be informed of the long-term recommendation and given appeal information.
  - d) If the investigation is incomplete at the conclusion of the conference, then the director will render a decision as soon as the investigation is complete.
2. The principal or designee will prepare and forward the long-term suspension recommendation letter and appeal information by hand delivery to the parent/student within two (2) school days. The letter will include notice of the time, place and date of the long-term suspension hearing before the Hearing Officer, who is the Board's designee. The director or designee must deliver the letter to the parent, guardian or custodian or to the address of record for the student contained in the student's official school file.
  - a) It is the goal of the Board that every student will be given a hearing with the hearing officer within six (6) school days from the student's initial date of suspension.
  - b) The director or designee will present to the hearing officer the evidence supporting the recommendation of long-term suspension and the parent/student will have an opportunity to present evidence disputing the recommendation of the principal.
  - c) The hearing will be scribed and the student will have a right to a copy of the minutes if requested.
  - d) The student has a right to legal representation at the hearing (at the student's expense) to present evidence, and to examine and present witnesses, including witnesses for the administration.
  - e) At the conclusion of the hearing the hearing officer, as the Board's designee, will determine whether the director's recommendation for long-term suspension should be upheld. In the alternative, the hearing officer may also consider disciplinary reassignment and a Behavior Modification Contract.





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## **Board of Education**

hearing officer to a panel of the Board of Trustees. If the parent/student, the written request must be received by the hearing officer within two of the hearing officer. A Board panel, composed of not less than three (3) members of the Board of Trustees, will hear and act upon the Hearing Officer/Director's recommendation in the name and on behalf of the Board.

- a) The school administration and the parent/student will have the opportunity to present their cases(s) to the Panel. The hearing will be scribed.
- b) The student is entitled to have legal representation (at the student's expense), to present evidence, to present and examine witnesses, including witnesses for the administration.
- c) The Panel will render a decision in a timely fashion.
- d) The parent/student may request a copy of the appeal minutes.

### **(Student Expulsion)**

N.C.G.S. §115C-391 provides that a student can be expelled if the Director and Hearing Officer recommend expulsion to the Board of Trustees and the Board finds, based on clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The procedure for the decision-making process is as follows:

### **A. Administrative Level:**

The Director determines if the conduct warrants recommendation for expulsion. The Director shall:

1. Gather all documentary evidence, including written statements, photos, weapons, police reports, student discipline record for current year, and any evidence of long-term suspensions from previous years, etc.
2. If the School Faculty Representative and Director concur that evidence supports expulsion by clear and convincing standards, the Director should put the recommendation in writing and forward it to the Board of Trustees with a copy of the recommendation to the parent or guardian. Upon receipt of the recommendation, the Hearing Officer shall set a time, date and place for a hearing and send notice of the hearing to the student and his or her parent or guardian. The notice should include:
  - (a) The details of the behavior which form the basis for the principal's recommendation;
  - (b) A statement that before expulsion can be invoked, the student has a right to a hearing before the Board of Trustees or a panel thereof as provided in N.C.G.S. §115C-45(c);
  - (c) The fact that if the Board of Education upholds the Superintendent's recommendation, the student will be excluded from school and all related services and activities for an indefinite period of time;
  - (d) A date, time, and place for the hearing before the Hearing Officer;
  - (e) A statement that the student has the right to be represented at the hearing by legal counsel; provided, however, that if the student intends to be represented, he/she must notify the Hearing Officer thereof prior to the date set for the hearing; and
  - (f) A summary of the evidence which the Principal has available at the time the notice is sent and which will be introduced at the hearing, a copy of the Family Handbook including the Student Discipline Policy, and a copy of the expulsion procedures. A form shall be attached to the notice by which the student may waive his right to a hearing before the Hearing Officer
  - g) The hearing shall be for the purpose of finding the facts as a basis for serious discipline. In those instances where the administration is recommending both long-term suspension and expulsion, the evidence and facts that form the basis of the recommendations can be heard simultaneously.
  - h) The Director shall present the evidence for the administration and the student and/or his parent or guardian shall present the evidence on the student's behalf. At the conclusion of the hearing, the Hearing Officer shall determine whether there is sufficient evidence to recommend expulsion to the Board of Trustees.





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## Spruce Pine Montessori Charter School

If the Hearing Officer's recommendation for expulsion, he or she should: the administration to present the case to the School Board. The Hearing Officer has the right in the event that the student is represented by counsel to request that the administration also be represented by counsel.

2. Send notice to the student and his/her parent or guardian, including:
  - (a) The details of the behavior which form the basis for the Hearing Officer's recommendation;
  - (b) A statement that before expulsion can be invoked, the student has a right to a hearing before the Board of Trustees or a panel thereof as provided in N.C.G.S. §115C-45(c);
  - (c) The fact that if the Board of Trustees upholds the Hearing Officer's recommendation, the student will be excluded from school and all related services and activities for an indefinite period of time;
  - (d) A date, time and place for the hearing before the Board;
  - (e) A statement that the student has the right to be represented at the hearing by legal counsel; provided, however, that if the student intends to be represented, he/she must notify the Board of Trustees prior to the date set for the hearing; and
  - (f) A summary of the evidence which the administration has available at the time notice is sent and which will be introduced at the hearing, a copy of Student Discipline Policy, and a copy of the expulsion procedures. A form shall be attached to the notice by which the student may waive his/her right to a hearing before the Board.
3. The hearing before the Board shall be scheduled at the next available scheduled hearing date following the receipt of the notice described above.
4. The Board Panel shall:
  - (a) Consist of at least three members.
  - (b) Record the hearing in writing and keep a permanent file of all proceedings and all written documentation reviewed at the hearing.
  - (c) Consider the student's age and maturity when determining its findings relative to the guidelines for expulsion.
  - (d) As trier of fact, make findings based on the standard of CLEAR AND CONVINCING EVIDENCE as follows:
    1. Did the conduct at issue occur?
    2. Is the conduct, considered with other pertinent data, evidence that the student is a threat to the safety of others?
    3. Is there an alternative placement within the school system or in the community?
    4. Should the student be removed from the rolls of the School?
  - (e) Send written notice by certified mail of its decision regarding expulsion. If the Board determines that the student should be expelled, the letter should contain a thorough description of expulsion, describe the findings of the Board Panel in summary fashion, and forbid the student from entering the property of the school without written authorization from the building supervisor.
  - (f) Maintain records of expulsion hearings at least until the student reaches twenty-one.

### Grievances

If you have a concern about the school we would like to hear about it immediately. If something is bothering you, let's work together to find a solution; small problems can often become big if not addressed immediately. If you have a problem that involves your child's guide, talk to her directly. If you feel your concern is not being addressed, please make an appointment to talk with the Head of School by calling the office. The Head of School may ask you to describe the problem in writing, and then will make an appointment to have a conference between the people involved. For other administrative concerns, call the office Monday through Friday to leave a message for the Head of School.





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ly. It contains announcements and information you need to know. you via e-mail. If you have something you would like to contribute to ly, each classroom lead teacher sends a weekly classroom-specific e-newsletter to all class parents. If you would like to join the newsletter email list, please go to our Newsletter+page on our school website and register. If you need to communicate with another parent, you may leave a message for them with the school office. Messages left with teachers can always get where they need to go as quickly as expected. We try to always have someone in the office to answer the phone. However, if someone cannot answer your call, you will get the answering machine. You can leave a message any time of day or night. If you have an emergency, continue to call back until someone can get to the phone. Additionally, each staff member has a mailbox in the school office. You can leave written messages for them there. Teachers are usually not available to speak on the phone during school hours; please call after 3 PM to reach them. SPMS encourages an open door policy+between families and staff. When you need to speak to your child's guide, the accounts manager, or the Head of School, please call, e-mail, or stop by the office to schedule a meeting.

### Communication with Second Families

When parents are separated, divorced or for some other reason not residing in the same home, we want to keep both parents informed of their child's progress and posted on school events. Please notify the office regarding the best way to ensure good communication between separate households. During conference days, each family is scheduled for one conference session per student. We ask that both parents attend this conference. It is important to communicate the same information to both parents at the same time.

### Visitors

Visitors may visit the school by appointment after school has been in session for at least one month. The best days to visit are Tuesday, Wednesday, or Thursday. All visitors must register with the school office.

### Recommended Reading List for Parents (Many of these titles are available at the school office.)

- The Absorbent Mind* · Maria Montessori
- The Secret of Childhood* · Maria Montessori
- The Montessori Method* · Works by Maria Montessori
- Montessori — A Modern Approach* by Paula Polk Lillard
- The Hurried Child* by David Elkind
- The Montessori Way* · Tim Seldin and Paul Epstein
- A Parents' Guide to the Montessori Classroom* by Aline Wolf
- Montessori: Planting the Seeds of Learning* · DVD available in the SPMS office
- Children Who are Not Yet Peaceful* · Donna Bryant Goertz
- Montessori-The Science Behind the Genius*—Angeline Stoll Lillard
- Raising Cain-Protecting the Emotional Life of Boys*· Dan Kindlon and Michael Thompson

### Helpful websites

- www.montessori.org
- www.montessori-namta.org
- www.Montessori-ami.org
- www.amshq.org

### Our Lending Library

You can find a variety of Montessori books and other educational resources in the school office. If you would like to borrow a book sign it out on the near-by clipboard and please remember to return it. We hope you will add to our library by donating books that you think would be helpful to other parents.

I have read and understand the 2009-10 Spruce Pine Montessori Family Handbook, including the:

- Discipline Policy
- Financial Policy for early withdrawal
- For toddler and 3-6 program parents, the Summary of NC Child Care Law is posted in our multi-purpose room as noted in the family handbook. \_\_\_\_\_(Please initial)

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_





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school; (e.g., principal or director; support staff; teachers, part-time and ical, and maintenance).

Projected Staff for Year One:

**Administration and Office Personnel:** 1 full-time Executive Director, 1 full-time Director of Records and Finance, 1 full-time Curriculum and Service-learning Coordinator (with first-year focus on continued integration of Montessori curriculum and NC Standard Course of Study and Test Prep.)

**Teachers:**

Full-time: 6 Lead Teachers, 3 Assistant Teachers, 1 Art Teacher,

Part-time: 1 P.E. Teacher, 1 Spanish Teacher (Classroom Teachers will be responsible for designating a portion of each week to Music.)

Other: 1 Special Education Teacher (if enrollment dictates this as a need . We currently partner with our local district for professional resources to serve our special needs students.)

**Maintenance Personnel:** 1 full-time Custodian/Groundsman

Our projected number of staff, including lead and assistant teachers, changes with the annual projected growth of the school according to the following:

Year Two: We will have a total of 8 Lead Teachers and 3 Assistant Teachers.

Year Three: We will have a total of 8 Lead Teachers and 5 Assistant Teachers. With the addition of another building in year three (for which we will begin fundraising immediately), we will also add another part-time custodial/cleaning position.

Year Four: There are no projected staffing changes from year three.

Year Five: We will have a total of 9 Lead Teachers and still 5 Assistant Teachers.

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

List the qualifications and 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.

Administrator: M.Ed. in Educational Leadership with Administrative Endorsement. Will hold both a N.C. Principal's License as well as a N.C. Teaching License. Trained in American Red Cross CPR and First Aid, Playground Safety Certified, Level III Childcare Administrator.

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) and Director of Curriculum: By law, at least 75% of all Lead Teachers will hold N.C. Licenses. The Board of Trustees 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 SPMCS 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.





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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.

**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 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).*



II County Schools

List LEA #2 – Yancey County Schools

List LEA #3 – Avery County Schools

GRADES		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>
First	1	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>
Second	2	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>
Third	3	<u>6</u>	<u>3</u>	<u>1</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>
Fourth	4	<u>7</u>	<u>4</u>	<u>1</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>3</u>
Fifth	5	<u>5</u>	<u>2</u>	<u>1</u>	<u>7</u>	<u>4</u>	<u>1</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>2</u>
Sixth	6	<u>2</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>1</u>	<u>7</u>	<u>4</u>	<u>1</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>10</u>	<u>4</u>	<u>2</u>



2015-2016 (continued)

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		<u>50</u>	<u>23</u>	<u>10</u>	<u>58</u>	<u>27</u>	<u>13</u>	<u>63</u>	<u>30</u>	<u>15</u>	<u>66</u>	<u>31</u>	<u>17</u>	<u>70</u>	<u>33</u>	<u>19</u>
Overall Total Enrollment		<u>83</u>			<u>98</u>			<u>108</u>			<u>114</u>			<u>122</u>		





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**Budget: Revenue Projections 2011-12 through 2015-2016**

INCOME: REVENUE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
--State ADM Funds	<u>\$476,016.90</u>	<u>\$562,016.00</u>	<u>\$619,270.77</u>	<u>\$653,767.36</u>	<u>\$699,643.04</u>
--Local Per Pupil Funds	<u>\$89,698.77</u>	<u>\$106,895.38</u>	<u>\$118,406.73</u>	<u>\$125,876.98</u>	<u>\$135,367.78</u>
--Federal Funds	<u>\$12,402.50</u>	<u>\$15,241.75</u>	<u>\$15,241.75</u>	<u>\$18,116.41</u>	<u>\$18,116.41</u>
--Grants*	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>
--Foundations*	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>
--Private Funds*	<u>\$8,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$12,000</u>	<u>\$12,000</u>
--Other Funds*	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
<b>TOTAL INCOME</b>	<u>\$565,715.67</u>	<u>\$668,911.38</u>	<u>\$737,677.50</u>	<u>\$779,644.34</u>	<u>\$835,010.82</u>
	(State and Local)	(State and Local)	(State and Local)	(State and Local)	(State and Local)
	<u>\$604,618.17</u>	<u>\$712,652.75</u>	<u>\$781,419.25</u>	<u>\$828,260.75</u>	<u>\$883,627.23</u>
	(Total)	(Total)	(Total)	(Total)	(Total)
<p>*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.</p>					





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et (continued): Revenue Projections 2011-12 through 2015-2016

**SHOW CALCULATIONS  
FOR FIGURING STATE  
AND LOCAL DOLLARS  
FOR THE PROPOSED  
CHARTER SCHOOL**

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.

State and Local Allotments/ADM for:	State	plus	Local	Total/ADM
Mitchell County:	\$5,806.49		\$939.86	\$6,746.35
Yancey County:	\$5,572.60		\$1,080.69	\$6,653.29
Avery County:	\$5,752.26		\$1,784.99	\$7,537.25

Year 1 Total: \$565,715.67

Mitchell County: \$6,746.35 x 50 = \$337,317.50

Yancey County: \$6,653.29 x 23 = \$153,025.67

Avery County: \$7,537.25 x 10 = \$75,372.50

Year 2 Total: \$668,911.38

Mitchell County: \$6,746.35 x 58 = \$391,288.30

Yancey County: \$6,653.29 x 27 = \$179,638.83

Avery County: \$7,537.25 x 13 = \$97,984.25

Year 3 Total: \$737,677.50

Mitchell County: \$6,746.35 x 63 = \$425,020.05

Yancey County: \$6,653.29 x 30 = \$199,598.70

Avery County: \$7,537.25 x 15 = \$113,058.75

Year 4 Total: \$779,644.34

Mitchell County: \$6,746.35 x 66 = \$445,259.10

Yancey County: \$6,653.29 x 31 = \$206,251.99

Avery County: \$7,537.25 x 17 = \$128,133.25

Year 5 Total: \$835,010.82

Mitchell County: \$6,746.35 x 70 = \$472,244.50

Yancey County: \$6,653.29 x 33 = \$219,558.57

Avery County: \$7,537.25 x 19 = \$143,207.75



(continued): Expenditure Projections 2011-12 through 2015-2016

SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GS 115C-238.B(b)(5)					
<b>PERSONNEL</b>					
Total # of staff 16 (In Year One)	\$392,563	Personnel budget reflects projected staffing changes for Years 2-5. \$465,555	\$527,090	\$554,039	\$598,200
--Administrator(s) # 1	\$40,907	\$42,047	\$42,442	\$44,700	\$45,751
--Clerical #2	\$62,437	\$64,022	\$64,780	\$68,227	\$69,592
--Teachers #9	\$199,869	\$267,646	\$273,340	\$284,661	\$324,046
(This includes salaries for both full- and part-time staff as described in the Projected Staff portion of the Business Plan for year one.)					
--Librarians #N/A	\$N/A	\$N/A	\$N/A	\$N/A	\$N/A
--Guidance #N/A	\$N/A	\$N/A	\$N/A	\$N/A	\$N/A
--Teacher Assistants #3	\$67,820	\$69,710	\$115,578	\$123,514	\$124,901
--Custodian/Maintenance #1	\$21,530	\$22,130	\$22,338	\$23,526	\$24,221
--Cleaner #N/A	\$N/A	\$N/A	\$8,612	\$9,411	\$9,689
--Food Service #N/A	\$N/A	\$N/A	\$N/A	\$N/A	\$N/A
--Bus Driver/Car Pool #	\$7,200 as	\$8,000 as	\$ 8,000 as	\$ 8,640 as	\$8,640 as
Sub-Contract	<b>Subcontract – not included in salaries</b>	<b>Subcontract – not included in salaries</b>	<b>Subcontract – not included in salaries</b>	<b>Subcontract – not included in salaries</b>	<b>Subcontract – not included in salaries</b>
--Other N/A					
EMPLOYEE BENEFITS	\$59,400	\$70,235	\$77,605	\$80,305	\$84,750
STAFF DEVELOPMENT	\$5,657	\$8,696	\$8,115	\$8,575	\$9,185
MATERIALS AND SUPPLIES	\$10,748	\$14,716	\$14,015	\$14,813	\$16,700
OFFICE SUPPLIES	\$2,365	\$5,409	\$3,711	\$6,290	\$5,135
INSTRUCTIONAL EQUIPMENT	\$11,595	\$17,390	\$17,188	\$18,165	\$19,205
OFFICE EQUIPMENT	\$5,657	\$5,350	\$5,900	\$6,237	\$6,262



(continued): Expenditure Projections 2011-12 through 2015-2016

		2012-2013	2013-2014	2014-2015	2015-2016
TESTING MATERIALS	<u>\$5,657</u>	<u>\$6,689</u>	<u>\$7,300</u>	<u>\$8,575</u>	<u>\$9,185</u>
INSURANCE	<u>\$13,010</u>	<u>\$15,385</u>	<u>\$16,948</u>	<u>\$18,710</u>	<u>\$20,040</u>
UTILITIES	<u>\$12,445</u>	<u>\$14,061</u>	<u>\$15,490</u>	<u>\$17,930</u>	<u>\$19,622</u>
RENT	<u>\$22,225</u>	<u>\$22,225</u>	<u>\$22,225</u>	<u>\$22,225</u>	<u>\$22,225</u>
MAINTENANCE & REPAIR	<u>\$14,330</u>	<u>\$10,700</u>	<u>\$9,590</u>	<u>\$10,140</u>	<u>\$10,855</u>
TRANSPORTATION	<u>\$7,200</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,640</u>	<u>\$8,640</u>
MARKETING	<u>\$2,863</u>	<u>\$4,500</u>	<u>\$4,500</u>	<u>\$5,000</u>	<u>\$5,000</u>
FOOD/CAFETERIA SUPPLIES	<u>\$N/A</u>	<u>\$N/A</u>	<u>\$N/A</u>	<u>\$N/A</u>	<u>\$N/A</u>
<b>TOTALS</b>	<u>\$565,715</u>	<u>\$668,911</u>	<u>\$737,677</u>	<u>\$779,644</u>	<u>\$835,010</u>





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F APPLICATION

Certificates of Deposit	<u>\$N/A</u>
Bonds	<u>\$N/A</u>
Real Estate	<u>Will be owned by Spruce Pine Montessori Academy and leased by the Charter School</u>
Capital Equipment	<u>Will be owned by SPMA and leased by the Charter School</u>
Motor Vehicles	<u>\$N/A</u>
Other Assets	<u>\$8,500 accounts receivable</u>

TOTAL

ADDITIONAL NOTES:

As recommended, the Spruce Pine Montessori Academy tuition-based program, governed by the same Board of Trustees, will continue to own all properties, equipment, and materials currently owned by the school, and the Spruce Pine Montessori Charter School will lease needed space and materials from the Academy. As such, we are not including all current assets in the information above. Information is provided regarding the properties that the school currently owns in the Facility Description portion of this application.

Our materials and instructional equipment budget will represent a higher percentage of our overall budget during years one and three as we establish new classroom spaces, but will taper off as those classrooms become equipped with Montessori and other materials.

The maintenance budget for start-up is projected high as well because, along with other maintenance costs associated with any new and unknown space, the addition of three new classroom spaces in year one, and another new building in year three, will generate the need of installing/updating the fire systems for each space.

Because we already have an office, we do not anticipate having a huge need for new office equipment right away. We will need to purchase one additional copier.

The School's cost for North Carolina state testing and test preparation materials is currently an unknown to us. As such, we used a fairly steady percentage allocation in figuring this expense. This is also true for employee state benefits.

Of course, as we get through a couple of years and have some working history, as well as training on the state mandated chart of accounts and budget process, we will have a much clearer picture regarding percentage allocations for each line item.



**PROGRAM AUDITS:** GS 115C-238.29D(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

Annual Program Review by the Principal

The Executive Director will present to the Board an Annual Program Review. This report will include sections on enrollment, student academic performance, program changes, staff assessment, and a report on the school as a community and the role of the school within its larger community. The report will include the state audit of the EC Program, progress against the school improvement plan with specific strategic and operational goals, and the End of Grade and End of Year Testing results. It will include both objective and subjective measures and summaries. This Review will be delivered to the Board within 30 days after the end of the fiscal/academic year.

Testing

End of Grade and End of Year testing will be administered and reported as required by the State of North Carolina. This information will be included in the Annual Program Review.

Observation

There will be a schedule for classroom observation to include:

- Director observation in classrooms (three times per year minimum)
- American Montessori Society consultant observation (once every three years)
- Peer observation by teachers (each teacher to observe a peer once per year minimum)
- Other observations that may occur during the year including those by the local School Board, which will be welcome and encouraged

Parent Feedback

Parent feedback will be sought to assess specific aspects of the program as it grows over the first five years for the purpose of better understanding parent expectations and concerns. It will be sought when evaluating the performance of the director, staff, and faculty and whenever needed to help inform decisions to be made at the Board, Director or Staff Meeting level.

Principal, Staff, Faculty Assessment

The Director will receive an annual performance review by the Board of Trustees. Input for this review will be sought from Board Members, Staff, Teachers, Parents, and the School Superintendent. The Director will have a performance plan negotiated with the Board and updated as needed to reflect changing circumstances as the year unfolds.

Each staff member and teacher will receive an annual performance review from the Director. Each will have a performance plan negotiated with the Director within one month of the beginning of the school year.

**FINANCIAL AUDITS:** GS 115C-238.29F(f)(1)

**Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm that will conduct the audit (must be approved by the State of North Carolina). Include the complete mailing address, telephone number and fax number.**

Spruce Pine Montessori Charter School will conduct an annual audit of the financial statements in accordance with the AICPA standards for governmental and nonprofit organizations and in accordance with the standards of the granting agencies for reporting program income and expenses. The audit will be conducted through an independent auditing firm with specialized education and experience in governmental and nonprofit auditing. The identified firm will be David Wylie, CPA 167 Locust Street, Spruce Pine NC 28777 Phone: (828) 765-1040 Fax: (828) 765-9655.





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**AND SAFETY REQUIREMENTS** (G.S. 115C-238.29F(a))  
 Charter school will meet the requirements for the following:

- **Safety:** We have a written Emergency Plan in place and staff is trained annually in regards to its implementation. Additionally, every teacher and staff member at SPMS receives American Red Cross CPR and First Aid training to maintain current certification. We follow all childcare code in handling hazardous materials, human by-products, and medication administration. Our buildings are inspected for health and fire safety each year and we have a Certificate of Occupancy for Educational Purposes on all properties used for such. Our school administrator and several of our teachers have received Playground Safety training and do monthly playground inspections. We agree to continue to adhere to all applicable federal, state, and local health and safety laws and regulations.
- **Immunization of Students:** Upon enrollment, the School currently requires all students to submit a copy of their most recently updated record of physical wellness and immunizations signed by their physicians. These are valid for one year.
- **Fire and Safety Regulations:** Because we are an existing school serving students ages 15 months through twelve years of age, we are already required by law to have regular fire and safety inspections and to have our fire systems updated any time improvements are made to an existing structure, or a new structure is built or purchased to be used for the education and/or care of children. We hold monthly fire drills and document evacuation times. We will continue to abide by all regulations and are enclosing copies of recent inspections and drill reports.
- **Food Inspections:** We do not plan to have a school cafeteria that serves food to our students on a daily basis. We currently have a childcare consultant who checks student lunch boxes at her unannounced visits, as well as a consultant from our Health and Sanitation Department who comes unannounced to inspect classrooms, kitchens and buildings as a whole. We are including copies of our latest reports.
- **Hazardous Chemicals:** In accordance with Childcare Code, all cleaning solutions and other hazardous chemicals are kept in locked cabinets. Teachers receive annual training in the appropriate handling of hazardous chemicals and potential spills to ensure compliance with regulations.
- **Bloodborne Pathogens:** All teachers receive orientation information regarding, and a kit to prevent, transmission of bloodborne pathogens. All staff members receive American Red Cross CPR and First Aid Training to ensure up-to-date certification. We also have a local doctor who has agreed to serve in a volunteer capacity as our school's medical consultant.



**BILITY AND INSURANCE** (GS 115C-238.29F(c))

**State the proposed coverage for:**

Comprehensive General Liability: one million dollars per occurrence minimum

Officers and Directors/Errors and Omissions: one million dollars per claim minimum

Property Insurance: minimum appraised value of the building and contents

Motor Vehicle Liability: one million dollars per occurrence minimum

Bonding: fidelity bonds

Minimum amount: no less than two hundred fifty thousand dollars to cover employee dishonesty

Maximum amount: to be determined

Other: Workers' Compensation

We are including in the Appendices copies of our current insurance coverage and premium pages.

State Board of Education Policy EEO-U-004 establishes minimums. Go to: <http://sbepolicy.dpi.state.nc.us/>  
Click on: SBE Policy Manual Table of Contents, Effective and Efficient Operations, Charter Schools, EEO-U-004.

**TRANSPORTATION** (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

We currently serve students from four different counties and we understand that transportation might be an obstacle for some students outside of our LEA who would like to attend the Montessori Charter School. We plan to do everything in our power to make the school accessible for any family who desires access to a Montessori education for their child. Focusing on each individual child's circumstances, we have numerous options that we can pursue to make the school accessible to all students:

- 1) Because current Montessori students come to the school from a wide geographic area, we already assist numerous families in connecting with others for the establishment of carpools. Establishing various pick-up points and reimbursing participating carpool drivers for their transportation costs would be one option for ensuring access to the Charter School.
- 2) We also plan to communicate with the Mitchell County School system about the possibility of partnering with them to provide access for local students through the school system's bus services, understanding that this would likely require reimbursement for the transportation expense.
- 3) Mitchell County also has a wonderful Bus Transit system that has provided transportation for past students at minimal cost.

We believe that by being proactive and creative, transportation will not be an obstacle for attendance to the school.





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ed. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Nestled in the downtown area of Spruce Pine, Spruce Pine Montessori School is in the heart of the community. Our facility serves families from four counties and is easily accessible via many major thoroughfares. The main school building is approximately 5500 square feet and our grounds are approximately two acres. We have a fenced in playground for our younger students; for our elementary students, we have a recreation field as well as a wooded area in which we maintain nature paths and play areas. Should we receive a North Carolina charter, we plan to convert a house currently owned and rented out by the school into an additional Montessori classroom. We also plan to purchase two other small buildings and lots located on our block and directly bordering our property line.

We feel that our physical location within the town directly parallels our school mission and instructional program. Our close proximity to many area businesses allows us to incorporate community outreach into our curriculum. Also, being an integral part of the downtown business district allows us increased visibility among our citiesqresidents, workforce, and visitors.

Being so close to the Penland School of Crafts has allowed our students the opportunity of an expanded arts integration program. We have had access to a great number of visiting artists, as well as artist-parents, who have contributed to our arts program in innumerable ways and have brought art into the basic skills curriculum in a way that would not have otherwise been possible. Upon receipt of charter school status, we plan to not only continue our expanded arts program, but to further develop it utilizing our area's rich artistic resources and Appalachian culture.

In addition, the expansive outdoor areas on our campus encourage more experiential learning and a greater connection to the world outside the classroom. Exploration is an integral part of the Montessori teaching method; our curriculum supports the importance of teaching the whole child through many different avenues. Our studentsqexperiences and learning in all areas of our facility, both indoors and out, is one of the reasons our program has been so successful for so many years.

Name of the facility (if known): Spruce Pine Montessori School  
Address: 67 Walnut Avenue  
City/State/Zip: Spruce Pine, NC 28777

Description of the Facility:	
Total square feet:	<u>9,500 with planned additions</u>
Number of Classrooms:	<u>6</u>
Number of Restrooms:	<u>8</u>
Other Rooms:	<u>The office is separate from the main building but centrally located in a campus setting.</u>
Auditorium:	<u>N/A - We have been able to use the nearby Carolina Theater for school performances at the generosity of its owners and their commitment to the education we provide.</u>
Gymnasium:	<u>N/A</u>
Music Room:	<u>In Classrooms</u>
Art Room:	<u>In Classrooms</u>
Laboratory:	<u>N/A</u>

Ownership: ☐ Fee Simple or ☐ Lease

If the facility is to be leased, provide the following information:  
(a) Term of the Lease: 5 year minimum  
(b) Type of Lease: Long-term  
(c) Rent: \$ 1,852.08 per month





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Academy)

Spruce Pine Montessori Charter School

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6-7779

Document inspections for the following:

- (a) Fire: Last inspected 08/14/09 (See appendices for inspection report.)
- (b) Safety: Last inspected 08/14/09 (See appendices for inspection report.)
- (c) Handicapped accessibility? We have certificates of occupancy for all currently held buildings and will update all new purchases and construction as mandated by law to be certified for educational purposes by our local building inspector.

Describe how the maintenance will be provided for the facility.

We plan to have a full-time custodian on staff from year one whose job description and qualifications will include the ability to maintain the facility to educational use standards. For specific problem areas, such as plumbing or electrical concerns, we will continue to use other local professionals as we do now.

Describe the method of finding a facility if one is not readily available at this time.

We have a verbal understanding with the owners of two adjacent lots with buildings for their purchase should we receive NC Charter School status.

### **MARKETING PLAN** (GS 115C.238.29F(g)(1-7))

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how you will develop, a five year minimum, market plan to specific populations (including various community and ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The Spruce Pine Montessori Charter School will market the school and programs to the public through a variety of channels both public and private as well as a variety of media avenues including direct mail, website and email campaigns. The Charter School's marketing plan will focus on community involvement, enrollment, student retention and endowment.

The programs will be designed to inform potential new families, as well as continue to inform currently enrolled families, on Charter School programs and events. Newspaper and other media publications that cover Mitchell County and surrounding counties will be utilized including Mitchell News-Journal, Blue Ridge Christian News, Fun Things to do in the Mountains, Avery Post and Yancey Journal. The Spruce Pine Montessori Charter School website will be updated regularly and consistently maintained for optimal usage.

Community involvement will allow for a comprehensive planning process for defining vision, values, and goals of the Charter School. It will also allow for assisting with defining and setting performance standards as well as establishing assessment processes.

To continue to build enrollment, a variety of media tools will be used including email campaigns, continued website design and support of new information and grant applications to include DVD's as part of an information packet.

Student retention will be accomplished through online surveys, retention trend research and ongoing email and print campaigns through a tri-county region.

Endowment strategies will include annual fundraisers currently in place including our annual %Sweet Rewards+live and silent auction, our twice-yearly rummage sale, and our Bookfest and Fall Carnival. Additional events and promotions will be developed with community involvement. Alumni campaigns will have a direct focus on endowment efforts through direct mail campaigns and one-on-one contact campaigns by the Board of Directors and community volunteers.





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Spruce Pine Montessori Charter School

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.

I, Kori Fidler, the responsible agent for Spruce Pine Montessori School, pledge to submit to Mitchell County Schools a complete copy of this application by the February 26, 2010 deadline established by the North Carolina Department of Public Instruction and, upon its delivery, agree to forward documentation of such to the NC DPI upon request.

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Signature of Responsible Agent



## IX. APPENDICES (OPTIONAL)

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.

1. Inspections:
  - Fire
  - Sanitation
  - Playground
2. Health and Safety:
  - Medical and Emergency Information Form
  - Physical Exam Record Form
  - Immunization Record Form
  - Meal Patterns and Lunch Requirements Handout for Parents
  - Emergency Medical Care Plan
  - Emergency Telephone Numbers Posting
  - Sample Evacuation Plan
  - Traffic Flow Handout for Parents
  - CPR and First Aid Postings for Classrooms
3. Insurance Policy Information
4. Letters of Support:
  - Community Outreach
  - Montessori Intern
  - Students
  - Parents





Spruce Pine Montessori Charter School

February 17, 2010

Dear Mrs. Fidler,

It is my pleasure to write a letter of support for the Spruce Pine Montessori Academy and Charter School on behalf of the MY Health-e-School school-based telemedicine program. Currently MY Health-e-Schools, in collaboration with East Tennessee State University's Research Group on Children's Behavioral Health in Rural Primary Care, is providing telepsychology services to two rural schools in Mitchell County. In Fall 2010 we will begin providing primary care services at three schools in Mitchell and Yancey Counties.

The evidence supporting the intricate relationship between educational success and mental and physical health status is overwhelming. Providing school-based health services in schools has been clearly shown to improve access to care for students, increased attendance, improve academic outcomes, and allow for increased collaboration between school and medical professionals to meet the complicated needs of students.

With the establishment of the Spruce Pine Montessori Academy and Charter School, MY Health-e-Schools will work with your administration to bring comprehensive school-based telemedicine services to your school. Please feel free to contact me if you have any questions.

Sincerely yours,

Steve North, MD, MPH  
Family Physician and Adolescent Medicine Specialist  
Medical Director





To Whom It May Concern:

I was a student in the Spruce Pine Montessori School program from Pre-school through sixth grade. It was a fabulous educational experience. I never felt lost or behind in my studies, and if I had a question, my teacher was always right there, ready to help me sort my way through. All of the teachers at SPMS were patient and knowledgeable, treating my classmates and me with respect, and challenging us every day to try something new and to be responsible. As an early elementary student, this show of trust was a big deal. For an adult, a teacher, to leave it up to me to clean up after myself and brush my teeth after lunch, to be where I said I would be on the playground, and to always be kind to others, was essential to my becoming who I am today. Without the trust and kindness my teachers showed me, I would have less confidence to follow my own ambitions. I am a freshman in college now, over seven hundred miles from home, and, thanks to Spruce Pine Montessori School, I am independent and confident both in myself and my abilities.

The Montessori program is unlike any other program I have ever encountered. Looking back on it now, I would describe it as a nursery; a place where children can grow intellectually, as well as spiritually and socially, into the young adults they will become. It is a wonderful school. I am ecstatic that I was part of the program and incredibly grateful that I was able to lay my educational foundation in such a caring and solid environment.

Sincerely,

Rachel Todd





Spruce Pine Montessori Charter School

Jesse Willig  
410A Founders Hall  
One University Heights  
Asheville, NC 28804

February 15, 2010

To Whom It May Concern,

My name is Jesse Willig and I was, at one point, a student at Spruce Pine Montessori School. While I was there, my teachers not only taught me important academic lessons, but also helped me learn more about myself and the world around me. They always encouraged me and my classmates to think individually, and to be confident in what we believed and in how we acted. I give a lot of credit to SPMS for helping me discover who I am and who I want to be. The culture and program of Spruce Pine Montessori provide all students one on one attention, and I always felt as though the staff there was really looking out for me, not only as a student, but as a person. Through the example of my teachers, I learned to be a strong woman. After attending Spruce Pine Montessori, going to public school was a real shock, but because of my experiences at SPMS, I learned to cope with my new surroundings and be comfortable with the person that I was. My time at SPMS allowed me to learn about so many different things. I was able to take an art class where we learned a new technique and medium of artwork every week. I learned a lot about nature through hiking, camping, and just having free time to be outdoors. Each of these things added to my education in a very positive way, and I thank SPMS for teaching me to be very open-minded. The way that I think, and the person that I have become, are both linked very closely to those years long ago. I learned new things in every aspect of my life, and I was supported and encouraged every step of the way. SPMS had a lot to do with my development during those earlier years, and I think very highly of my time and experiences there because of it. I hope that others can have the opportunity to experience the valuable education provided at SPMS and learn the many lessons that I did.

Sincerely,

Jesse Willig





February 15, 2010

Dear Charter School Review Committee:

As parents who manage a family of four on a very limited budget, it is a challenge to balance the many areas of need. But when it comes to our children's education, we are both very clear about our priorities. We knew from the moment our daughters were born that we wanted them to be part of Montessori education. As our eldest daughter grew old enough to enter, we were both excited to become part of the Spruce Pine Montessori School community, and faced with the reality of tuition.

Each year, we have struggled to find the funds to continue at the school, and have sacrificed almost everything else to do so. We do this because we see our children learning and growing in an environment that is supportive, stimulating, and challenging. We appreciate the school even more as we have become involved with the school on a deeper level, and are grateful to be active participants in our children's learning environment.

As we contribute our time and talents to help sustain the school, there is a very real sense of connection and gratitude. The rewards we reap are many . from the songs they sing spontaneously in the car, to the artwork and projects that come home in waves accompanied by enthusiastic explanations, and the pleasure of watching them embrace learning in an environment where they are loved. They are thriving, and we could not be more thankful. We believe that this option for education should be available to any child who wants it. We hope that you will allow the school to grow to be an alternative for the children of our community who wish to participate in the Montessori method of education. I can imagine a better place to learn.

Thank you for your consideration,

Stacey Lane and Michael Kline





2/11/2010

Greetings:

Our daughter Sophia spent seven years at the Spruce Pine Montessori School from 2002 to 2009, beginning in the pre-school program and exiting after fourth grade. She is now in fifth grade at a fine local elementary school.

We have limited means, and decided to put the resources we had towards providing Sophia with what we felt was the best educational opportunity up front, instead of investing in a college fund. It was a wise decision. The pre-school and kindergarten program at SPMS gave Sophia a superb introduction to reading, science and mathematics that has helped her become a straight A student at public school. She was reading at jr. high school level and above by age eight, and easily understands and integrates new mathematical concepts as they are presented to her. Academically, she stays at the top of her class.

The elementary school program at SPMS continued Sophia's love of learning providing constant one-on-one interaction with her teachers, coupled with many exciting and informative field trips to museums and educational centers.

Equally important were the ethical and moral values she was taught: respect for others, good manners, cooperatively working together, sensible and reflective conflict solving, to name a few. All things both academic and social were brought together in a loving, nurturing environment where every child was assured that he or she was an important part of the class. As parents, we can't say enough about the overall positive experience SPMS was for Sophia. Working with two extraordinary Heads of School and her passionately devoted teachers was a privilege. Many friendships with other families were established that continue past our enrollment; Montessori was many times more like family than school.

Best regards,

Buzz Coren





The North Carolina Department of Public Instruction  
Office of Charter Schools  
301 North Wilmington Street  
Raleigh, NC 27601

To whom it may concern:

It is with great conviction that we write this letter in support of the **Spruce Pine Montessori School (SPMS)** in Spruce Pine, North Carolina as a candidate for a North Carolina Charter School.

Eighteen years ago I was recruited to this area for a job opportunity. I wanted to accept the job but hesitated because of the lack of educational opportunities for our three daughters. Then someone mentioned SPMS. After a few months on the waitlist, to our delight, we enrolled our daughters. That day we placed our trust in SPMS and have been proud supporters ever since. It was one of the most important investment decisions we as parents made. We have never regretted it.

Montessori educators understand there is nothing more important than preparing a child for the challenges of the future. Now almost adults, we connect our children's successes with the solid educational foundation they received at SPMS: problem-solving skills, a passion for learning, self-confidence and a collaborative spirit. They are solid citizens prepared for the global challenges of the 21<sup>st</sup> century thanks to the Montessori teaching philosophy.

Founded by teachers and concerned parents over three decades ago, SPMS has not only significantly contributed to the long-term development of individuals, but likewise has enriched this four-county region through its commitment and vision for quality education— a critical ingredient for an area with so many needs.

It is this long view that has sustained SPMS through the decades. We feel extremely fortunate to have provided this opportunity for our children and only hope it will be available to as many other children as possible for many decades to come through a charter school opportunity.

We would gladly talk to you in more detail about our experience. Feel free to contact us.

Sincerely,

John Clark and Geraldine Plato  
parents of Stella, Lucy and Hazel



## X. SIGNATURE PAGE

The foregoing application is submitted on behalf of Spruce Pine Montessori School. The 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 and other applicable laws.

Print/Type Name: Kori Fidler

Position: Head of School

Signature: \_\_\_\_\_

Date: 2/18/10

Print/Type Name: William Sears

Position: Board Chair

Signature: \_\_\_\_\_

Date: 2/18/10

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires \_\_\_\_\_, 20\_\_\_\_.