

Arizona State Board for Charter Schools
Arizona State Board of Education
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ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

RECEIVED

JAN 14 2011

(Charter Holder Name) Haven Montessori Children's House, Inc. (CTDS) 038755000

(Charter Holder Mailing Address) 621 W. Clay Ave.

(City, State) Flagstaff, AZ (Zip) 86001

(Charter Representative's Name) Elisa McKnight and Kim Avery

(Phone Number) 928-522-0985 (Fax Number) 928-774-7412

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and Haven Montessori Children's House, Inc. (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: K - 3

TO SERVING GRADES: K - 6

In witness whereof, Charter Holder has signed this contract amendment as of this 13 day of January, 2011, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of _____, 20__, to take effect at such time as it is signed by both parties.



Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools



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Charter School Board Meeting Minutes

Tuesday, December 7, 2010
4:30pm
Haven Montessori Meeting Room

Attending: Ruana Robertson, Joe Wegwert, Adam Zickerman, Ariana Wilder, Elisa McKnight, Kim Avery, and Cristy Zeller

1. Introduction of Adam Zickerman, potential Board member.
 - a. Adam introduced himself and indicated his desire to join the Haven Montessori Board.
 - b. The Board agreed he would be a good fit, based on his experience as an attorney and interest in education.
 - c. Ruana moved that the Board accept Adam as it's new member. Joe seconded the motion, and the vote was passed with all yes votes.
2. Review and acceptance of November meeting notes
 - a. Ari moved that the Board accept the minutes as written. Ruana seconded, all voted in favor.
3. Review and acceptance of October financials
 - a. Ari explained that Cristy had come to her office to discuss the format of the financials and explain them more in depth. Ari liked the new "Budget to Actual" report. Cristy said that November and December financials should be available at the next meeting if it is later in the month.
 - b. Ruana moved that Board accept the October financials. Joe seconded the motion, and all voted in favor.

The mission of Haven Montessori Children's House is to provide a rich and nurturing educational experience for all children that will inspire peaceful relations and a lifetime love of learning.

4. Discussion of recess policy (ARS 15-108)

- a. Kim told the Board that we had held our public meeting with parents on December 2. Overwhelmingly, parents agreed that physical fitness should be a priority, however they did not want to see the kids' recess made into a structured activity.
- b. The school administration agrees with the parents, and notes that they could not find another school district or charter school that adopted the State's recess policy.
- c. Ari moved that Haven keep its existing practice of unstructured recess time. Ruana seconded the motion, and the vote passed with all in favor.

5. Results of 2nd Year Site Visit

- a. Vicky Morris (from the AZ State Board for Charters Office) visited Haven on November 30, 2010. Kim shared the report with the Board, and expressed that she felt it was a very positive visit, with no identified issues.
- b. Ms. Morris provided helpful feedback regarding the upcoming AIMS tests and overall operation of the school. She told us that the results will be very important to our standing with the Charter Board. Ari offered to share some of her experience with her students as we move forward in the process.
- c. Our next site visit will most likely be during year 5.
- d. The Board congratulated the Administration on a successful visit.

6. Charter Amendment Request to add Grade levels four, five, and six.

- a. Kim asked the Board's approval to submit a charter amendment request for grades 4 through 6.
- b. The Board agreed that this was part of Haven's plan to provide quality Montessori education to the Flagstaff community.
- c. Ruana moved that the Board approve our amendment request. Ari seconded the motion, and the vote passed with all in favor.

7. Other Business

- a. Ruana reminded the Board that the HIP ("Haven Involved Parents") group would meet on January 10th at 6pm, and she would like for a few board members to attend.
- b. Next Meeting: Wednesday January 19th, 4:30pm at Haven.

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MAR 15 2011

Haven Montessori Charter School

Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis and mission of the charter

Haven Montessori Charter School is an existing Kindergarten through 3rd grade housed with a not-for-profit preschool providing quality Montessori education for children aged 4 months to 10 years. Montessori classrooms are typically multi-age and the Primary class is for students from 2 ½ to 3 years old through Kindergarten. The elementary class is currently for students 1st grade through 4th grade. (The 4th grade students remain tuition based private school students, and it is the understanding of Haven Montessori Charter School that the currently enrolled 4th grade students will not have preference in admission to our charter program and will be expected to submit intent to enroll forms as every other perspective family). Our current lower elementary class is at full capacity with families on our waitlist. The addition of grades 4 – 6 will allow us to provide a quality Montessori education to more families, as well as provide the culmination of the Montessori elementary program to our existing students.

We initially began with just the charter for the Kindergarten because we had extremely limited space in our original building. Since that time, we have had the tremendous good fortune to have moved into a spacious building that enables us to fulfill our vision of a complete Montessori education for many more students.

Adding the elementary grades 4th through 6th will allow us to continue to provide the highest quality Montessori education for students through the elementary.

Mission:

Haven's mission is “to provide a rich and nurturing educational experience for all children that will inspire peaceful relations and a lifetime love of learning.” The mission is accomplished by following the work of Dr. Maria Montessori and the strict guidelines of the Association Montessori Internationale (AMI) teacher training program, celebrating cultural diversity, and partnering with Haven families and the greater Flagstaff community.

The addition of the chartered elementary grades for 4th through 6th will support our mission as it is our goal to provide this educational experience for *all* children. The longer that students are able to progress in a quality Montessori educational environment, the greater the positive impact is on them throughout their lives. Research shows that students who have continued on in a Montessori classroom through elementary are extremely well prepared for later life academically, socially and emotionally. In addition to scoring well on standardized tests, Montessori students are ranked above average on such criteria as following directions, turning in assignments on time, listening attentively, using basic skills, showing responsibility, asking insightful questions, showing enthusiasm for learning, and adapting to new situations with ease.

Special Emphasis:

The special emphasis of Haven Montessori Charter School, as stated in our original charter, is to provide a quality public school Montessori experience for all children. This special emphasis is supported by the addition of the elementary grades for 4th through 6th because we strive to provide this educational experience for *all* children, from preschool through elementary.

Philosophy:

The additional grades will continue to support the philosophy of Haven because the basic tenet of the Montessori philosophy is that children learn best in an environment that is designed and suited to meet individual, unique needs for growth and development. Dr. Montessori believed that “a child's work is to create the person he/she will become”. In order for children to self-construct they must have a dynamic relationship of movement, exploration, and discovery within their environment (comprised of people and objects) and the freedom to develop fully. A Montessori classroom, at all age levels, provides this freedom with the limits of a prepared environment that develops a sense of order and self-discipline.

Methods of Instruction:

As stated in our charter contract, in Montessori classrooms, the method of instruction is based on the integral and equal roles of the student, the teacher, and the prepared classroom environment in the learning process. The interaction of these three components is the basis for classroom instruction. This method of instruction is the same at every age level and therefore supports the additional grades of the elementary. For further details on the Montessori method of instruction, please refer to our charter contract, pp. 5 and 6.

The Montessori upper-elementary program offers a continuum built on the student's lower-elementary experience. Based on this continuum, the additional grades of the elementary support the philosophy, the methods of instruction, the special emphasis and the mission of the charter. The elementary environment reflects a new stage of development which is that of the “reasoning mind” and offers the following:

- ❖ **Integration** of the arts, sciences, geography, history, and language that evokes the innate imagination and **abstraction** of the elementary child.
- ❖ Presentation of the formal **scientific language** of zoology, botany, anthropology, geography, geology, etc., exposing the child to accurate, organized information and respecting the child's intelligence and interests.
- ❖ The use of timelines, pictures, charts, and other **visual aids** to provide a linguistic and visual overview of the main principles of each discipline.
- ❖ Presentation of knowledge as part of a large-scale **narrative** that unfolds the origins of the earth, life, human communities, and modern history, always in the context of the wholeness of life.
- ❖ A mathematics curriculum which was initially presented with concrete materials that simultaneously reveal arithmetic, geometric, and algebraic correlations, now moves into abstraction as the student is able to perform math concepts on paper, rather than through the use of materials. The goal of the mathematics curriculum is to move the child from the use of concrete materials to **abstract thought** in order to solve math problems.
- ❖ Emphasis on **open-ended research** and in-depth study using primary and secondary sources (no textbooks or worksheets) as well as other materials.
- ❖ **Montessori-trained adults** who are "enlightened generalists" (teachers who are able to integrate the teaching of all subjects, not as isolated disciplines but as part of a whole intellectual tradition).
- ❖ **"Going out"** to make use of community resources beyond the four walls of the classroom. The term “going out” is a Montessori term that has to do with the

children and their activities. This is the time when the explorations of the children are conducted out in society as well as in the classroom. "Going out" was developed by Dr. Montessori because it meets the psychological characteristics and tendencies of the elementary-aged child. The tendency for exploration is very strong at this age but the exploration of the classroom is no longer enough since it is impossible to bring all the aspects of society into the classroom. This age child now has a reasoning mind and needs to use his imagination. "Going out" is the factor that is needed to satisfy the child's imagination and the child's intellect. This is also one of the key aspects that allows for the total development of the child's independence. The elementary student is now very interested in society and all social aspects. The student is given the opportunity to adapt to society and to feel secure in her environment. Along with the freedom to explore society, the students are helped to build their own sense of responsibility towards the environment and towards the society living in that environment.

In the 4th through 6th grade class, the Montessori materials are a means to an end. The materials are used to a lesser degree as the students are able to think and work abstractly now, putting their ideas on paper. Lesson plans will include work on paper and examples of this work will be entered into the student's portfolio. The materials in the room are intended to evoke the imagination, to aid abstraction, and to generate a world view about the human task and purpose. The student works within a philosophical system asking questions about the origins of the universe, the nature of life, people and their differences, and so on. On a factual basis, interdisciplinary studies combine geological, biological, and anthropological science in the study of natural history and world ecology.

The program is made up of connective narratives that provide an inspiring overview as the organizing, integrating "Great Lessons." Great Lessons span the history of the universe from the big bang theory of the origin of the solar system, earth, and life forms to the emergence of human cultures and the rise of civilization. Aided by impressionistic charts and timelines, the student's study of detail in reference to the Great Lessons leads to awe and respect for the totality of knowledge.

Studies are integrated not only in terms of subject matter but in terms of moral learning as well, resulting in appreciation and respect for life, moral empathy, and a fundamental belief in progress, the contribution of the individual, the universality of the human condition, the preservation of our planet and the meaning of true justice.

Elementary Overview

The Montessori elementary core curriculum has three major elements:

1. An integrated curriculum using Montessori's Five Great Lessons
2. Mastery of fundamental skills and basic core knowledge
3. Individually chosen research

1. Integrated curriculum.

The elementary-aged child is full of awe and wonder about the world in which he lives. The Montessori elementary program inspires a love of learning by going beyond the usual goals of skill development and addressing the development of the whole person. Children who complete our program have a clear understanding of the natural world, of human knowledge, and of themselves.

The elementary curriculum uses Montessori's Five Great Lessons as its major themes. The Five Great Lessons move logically in sequence from the beginning of time through modern day. These overarching themes include: The Story of the Universe, The Timeline of Life, The Story of Language, The Story of Numbers, and The Timeline of Civilization.

Because of its logical sequence, Montessori elementary education demonstrates how each particle, each substance, each species, and each event in the universe did not just "happen": everything has a purpose and a contribution to make in the development of our universe. The goal of the Montessori curriculum at the elementary level is for the child to feel a sense of interconnectedness and gratitude about the world in which he lives. It is this understanding which leads to an intrinsic love of learning and the desire to make a contribution to society and the earth.

Rather than following the traditional approach of presenting facts as belonging to individual subjects, we use the Great Lessons to present a holistic vision of knowledge, building the subject skills into each topic or theme. Reading, writing, geography, science and history are all studied in terms of these larger, cultural contexts. The students go from the whole to the parts and back to the whole again.

Succeeding at reading is a major focus of the Elementary program; reading and writing skills are developed in every area of the curriculum.

While immersed in The Story of the Universe, for example, children read creation myths from around the world. They write and illustrate their own creation stories. They study the concepts of time and large numbers. In art, they depict the Big Bang using pastels. In science, they learn about the three states of matter and other topics from astronomy and earth science. The Great Lessons, therefore, provide a meaningful context in which to develop basic skills.

2. Mastery of basic skills: the Montessori materials and beyond.

The Montessori mathematics materials and manipulatives are widely acclaimed and used worldwide in both public and independent schools. In the Lower Elementary program, these materials are used to provide the child with concrete visualizations of the four basic operations, algebraic concepts, and an introduction to fractions and geometry. The use of these materials in small group lessons allows each child to progress at his or her own pace.

Hands-on materials are used in every other aspect of the curriculum as well. There are materials for the study of language and grammar, scientific classification, geography, and much more.

In the Lower Elementary (1st through 3rd grades) class, the children work with concrete, hands-on materials. **As the ability to think abstractly matures in the Upper Elementary (4th through 6th grade) years, the lessons involve work on paper and include research projects, which will be included in the student's portfolio. The Montessori materials then become tools which the children can use to reinforce earlier work, or to creatively explore an advanced extension of an earlier study, but are not required as the sole pathway for student to learn and master an objective.**

3. Individually chosen research.

Elementary students are encouraged to explore topics that capture their imagination. As the mind, will, and self-discipline develop, it becomes possible for the children to undertake ambitious projects requiring the integration of knowledge from

across the curriculum. Students often work together, using well-developed collaboration skills. The Elementary teacher then becomes more and more a consultant to the students, helping them to organize and find resources for multi-faceted projects.

Montessori's Five Great Lessons

1. *The Story of the Creation of the Universe* describes how minerals and chemicals formed the elements; how matter transforms to three states of solid, liquid, and gas; how particles joined together and formed the earth; how heavier particles sank to the earth's core and volcanoes erupted; how mountains were formed and the atmosphere condensed into rain, creating oceans, lakes, and rivers. From this story, students are introduced to lessons in physics, astronomy, geology, and chemistry.

2. *The Timeline of Life* explains how single-cell and multi-cell forms of life became embedded in the bottom of the sea and formed fossils. It traces the Paleozoic, Mesozoic, and the Cenozoic periods, beginning with the kingdom of trilobites and ending with human beings. The teacher indicates on a time line where vertebrates began, followed by fish and plants, then amphibians, reptiles, and birds and mammals. This lesson is the basis for lessons in chemistry, classification of animals and plants, care and requirements of different animals, and their interrelationship with an ecological system. Students are introduced to formal scientific language of zoology, botany, and anthropology.

3. *The Story of Language* describes the origin, structure, and types of writing and speaking. It begins with a discussion of the Egyptians, who had two kinds of symbols, one for ideas and one for sounds. The story goes on to describe the Phoenicians, who used the Egyptian's sound pictures but not their idea pictures. Next, it describes the contributions of the Hebrews, Greeks, and Romans. From this lesson, students use grammar materials, which help them examine how language is put together, and refine capitalization and punctuation. Students are introduced to the origin of English words from other languages, the meanings of prefixes and suffixes and different forms of writing such as poetry, narrative, and plays. Older children may study Egyptian hieroglyphics or American Indian picture writing.

4. *The Story of Numbers* emphasizes how human beings needed a language for their inventions to convey measurement and how things were made. The story describes how the Sumerians and Babylonians had a number system based on sixty, which is the reason for our sixty-second minute and sixty-minute hour. Greek, Roman and Chinese numbers are introduced. The story describes how our Arabic numerals are similar to numbers found in a cave in India from two thousand years ago. These Indian numerals had something that no other number system had, the zero. This story is the basis for the children's learning of mathematics, which is integrated into all studies. For example, large numbers are needed in measuring time and space in astronomy, negative numbers are needed when measuring temperature changes; triangulation is needed to reestablish property boundaries after the Nile flooded ancient Egypt.

5. *The Story of Humans/Timeline of Civilizations* introduces human beings and their unique endowments of intellect and will. The aim is for the children to imagine what life

was like for early humans. This lesson is the basis for lessons in prehistory and the emergence of ancient civilizations. Students are introduced to an analytical tool to compare cultures. They learn how climate and topography influence culture and political geography. In the Upper Elementary class, students study the fundamental needs of all humans. This is the basis for their continued study of world history and world cultures, including the history of the United States.

Assessment:

As stated in our charter contract (page 7), the teacher uses an ongoing method developed by Dr. Eduard Seguin known as the “Three Period Lesson” to observe, present, and assess each student's development. The Seguin three-period lesson is a one-on-one assessment task and can be employed to demonstrate many academic skills and concepts. A lesson or material is presented during the first period. The student is offered repeated opportunities to use the material the same way throughout the second period. The teacher closely observes how the student repeats its use. Through this repetition, the student begins to internalize the concept. Once the teacher observes that the student has grasped the concepts through repeated and proper use of the materials (mastery), the student is “tested” in the third period and asked to identify the concept by name.

Teacher observation is the key to assessment in the Montessori classroom. The AMI-trained teacher uses standardized procedures and instruments such as the three-period lesson and observation checklists to make ongoing observation and assessment of each student in the classroom. By carefully observing how a student does an activity, the teacher is able to determine his or her level of mastery and decide when and how to proceed with remediation. The intensive, graduate level AMI teacher training program thoroughly trains the teacher to readily recognize where the student is in their development and how to direct them in their learning process. The teacher's observations of each student are made on the level of concentration, the introduction to and mastery of each piece of material or activity, the social development, the physical development, the physical health, and every other aspect that could affect the student's ability to progress.

Because of the mixed age classroom, the teacher is with the same student for three or more years. This serves as an advantage to the teacher's observations of the student because the teacher comes to know the student well and therefore is able to fully observe the student's progress.

Haven Montessori Charter School teachers use several assessment instruments and procedures to track and identify student progress (as stated in our charter contract on page 7). These are:

1. Teacher observation checklists (daily and weekly)
2. Individual skills-based progress reports (bi-annually)
3. Parent-teacher conferences (bi-annually)
4. Student portfolios of work samples (throughout the year)
5. Assessment Rubrics associated to each Performance Objective (daily/weekly)
6. Student Proficiency Tracking (weekly/monthly)

There are no grades, or other forms of reward or punishment, subtle or overt. Formative Assessment is conducted through the teacher's observation of a student's ability to perform the requirements of a performance objective accurately at least 80% of the time using the assessment rubrics associated to each performance objective, and is then entered into the student proficiency tracking.

Timeline for Implementation

We are currently in a 10,000 sq. ft. building with 3 existing classrooms reserved to be utilized by our elementary program. This year we are operating one 1st through 3rd grade class. In the 2011-2012 school year we will begin a 3rd – 5th grade class, which will become our 4th – 6th grade class the following year. The current class will be a 1st and 2nd grade class for the 2011-2012 school year, becoming the 1st – 3rd grade class the following year. We will hold 2 open houses, as well as provide private tours, for perspective students and families before the start of school in August. We will begin accepting applications (contingent on Charter Board approval) in April and will officially accept students upon notification of approval. Upon starting the Upper-Elementary class, we will hire the teacher with Highly Qualified status to begin teaching in August of 2011, and materials will be purchased for the new class prior to school beginning in August 2011.

2011-2012 School Year - Adding 4th and 5th grade

2012–2013 School Year – Adding 6th grade

Proficiency Level Required for Promotion

The upper elementary class, consisting of grades 4th through 6th, at Haven Montessori Charter School will include the following curriculum areas:

- Language – to include History of Language (written and spoken), Grammar and Syntax, Word Study (suffixes, compound words, prefixes, word families, synonyms), Parts of Speech, Logical Analysis / Sentence Analysis, Written Composition, Spoken Language, Literature, and Style.
- Math – to include The Story of Numbers, Long Multiplication, Long Division, Commutative and Distributive Properties of Multiplication, Multiples and Factors, Introductory Activities for Squaring and Cubing, Fractions and Decimal Fractions, and Squaring of Numbers.
- Geometry – to include Congruency, Similarity and Equivalence, Polygons, Angles, Lines, Area of Plane Figures, Circle, Area of a Circle, and Solid Geometry.
- Biology - to include Botany, Zoology, Classification of Plants and Animals, and Ecology.
- Geography – to include The Creation of the Universe, The Nature of Elements, The Sun and the Earth, Air, Water, and Human Geography.
- History - to include The Coming of Life, The Coming of Human Beings, Fundamental Needs of Human Beings, formations of societies and Civilizations, and Time and Time Lines.
- Music - to include Notes using Bells, Listening, Singing, Notation with the Bells (note names, sharps and flats, naming scales, writing music, bass clef and its notation, pitch dictation), Movement, Rhythm, and the Tone Bars.
- Art - to include Elements of Art, Principles of Art, Drawing Techniques, and Media Techniques.

As stated in our charter contract (pg. 7) observation is the key to assessment in the Montessori classroom. The AMI-trained teacher uses standardized procedures and instruments such as the three-period lesson and observation checklists to make ongoing observation and assessment of each student in the classroom. By carefully observing how a student does an activity the teacher is able to determine his or her level of mastery and decide when and how to proceed with remediation. The AMI training program enables the teacher to recognize where the student is in their development and how to direct them in their learning process.

Haven Montessori Charter School teachers use several assessment instruments and procedures to track and identify student progress:

1. Teacher observation checklist (daily/weekly)

2. Individual skills-based progress reports (bi-annually)
3. Parent-teacher conferences (bi-annually)
4. Student portfolios of work samples (throughout the year)
5. Assessment Rubrics associated with each performance objective
6. Student Proficiency Tracking

Students will have shown mastery of the Montessori lessons when they are able to repeat an activity correctly and independently and when the teacher has observed that a concept has been established in the child's mind through the proper use of the materials. **Students will have shown mastery of a performance objective of the Arizona State Standards when he or she successfully demonstrates the requirements of the performance objective accurately no less than 80% of the time. All performance objectives for each grade level will be mastered before the student is promoted to the next grade level.** All students will be provided with the necessary instruction, support, materials, and attention to assure mastery of these skills.

Remediation methods include:

1. Repetition of the same or a similar activity by the child
2. Pair work with peers who have mastered a skill
3. Supplemental lessons and materials
4. Additional presentations by the teacher

In addition to the remediation methods above, parent-teacher conferences are held twice an academic year. During these meetings, parents are informed of their child's progress in all skills, including identified Arizona State Standards. If remediation is needed, parents are given specific suggestions for providing additional help with these skills at home. If all of these steps have been taken, and the Arizona State Standards for the student's grade level (first, second, or third) are not met, the student will be retained.

All of our 4th, 5th, and 6th grade courses will be aligned with the Arizona State Standards for grades 4, 5, and 6. This applies to all subject areas including language arts, math, science, social studies, the arts, comprehensive health/P.E., foreign and native language, technology, and workplace skills.