



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

August 29, 2022

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please find Contract Amendment No. 1 for Mt. Clemens Montessori Academy. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

Mariah Wanic

Mariah Wanic, Director of Charter Schools

Cc: Nicole Morgia, Mt. Clemens Montessori Academy Board President

CONTRACT AMENDMENT NO. 1

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

MT. CLEMENS MONTESSORI ACADEMY
(PUBLIC SCHOOL ACADEMY)

**CONTRACT AMENDMENT NO. 1
MT. CLEMENS MONTESSORI ACADEMY**

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by the BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS ("College Board") to MT. CLEMENS MONTESSORI ACADEMY ("Academy") on July 1, 2019 ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Schedules to Add a Young Fives Program for the 2022-2023 Academic School Year.

1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-1 and replacing it with the material attached as Exhibit 1.
2. Amend Contract Schedule 7c: Educational Program, by deleting that schedule and replacing it with the material attached as Exhibit 2.
3. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the Young Fives Program curriculum attached as Exhibit 3.
4. Amend Contract Schedule 7e: Method of Pupil Assessment, by deleting that schedule and replacing it with the material attached as Exhibit 4.
5. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 5.
6. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 6.

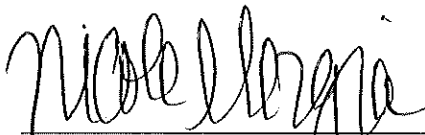
The changes identified in this Section A shall have an effective date of August 1, 2022.

This amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have effective dates as set forth above.



By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 8/29/22



By: Nicole Morgia, Board President
Mt. Clemens Montessori Academy
Designee of the Academy

Dated: 3/10/2022

Exhibit 1

**SCHEDULE 6
PHYSICAL PLANT DESCRIPTION**

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(J); 380.503(5)(D).

2. The address and a description of the proposed physical plant (the “Proposed Site”) of Mt. Clemens Montessori Academy (“Academy”) is as follows:

Address: 1070 Hampton
Mt. Clemens, Michigan 48043

Description: The facility is a former one-story public school building comprised of approximately 27, 279 square feet, attached to a newly renovated city park within a residential subdivision. It is comprised of fifteen (15) large classrooms, twenty (20) bathrooms, a library, a music room, a reception room, an office, a teacher workroom, a teacher lounge, and a large full-size basketball gymnasium/multipurpose room.

Term of Use: Term of Contract. The Academy purchased the facility on a Land Contract dated April 15, 2019.

Configuration of Grade Levels: Kindergarten through fifth grade and a Young Fives Program

Name of School Local: Mt. Clemens Public Schools

District and Intermediate School District: ISD: Macomb

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

Exhibit 2

SCHEDULE 7C EDUCATIONAL PROGRAM

Mt. Clemens Montessori Academy is a Montessori School in philosophy, practice, and principles; not just in name only. The success of the Academy rests in the fact that for thirty-six (36) years prior to becoming a public school academy, Mt. Clemens Montessori excelled as a private Montessori School in Macomb County. The reputation of Mt. Clemens Montessori Academy, its groundwork and foundation had already been established. The classrooms at Mt. Clemens Montessori Academy are carefully prepared to allow the children to work independently and allow for the joy of self-discovery; building the Power of Concentration.

The philosophy of the Academy is inspired by the educational thought of Dr. Maria Montessori. The school's program is based on her work in developmental psychology and education. True to her innovative spirit the school adapts to new educational research, ideas and methods of teaching that will enhance the child's ability to learn.

Mt. Clemens Montessori Academy has developed a creative Montessori approach combining Montessori principles and methods with best practices and the latest in educational technology. The children are taught by an intensely focused teaching team of professionals. The team works to ensure that each student has the opportunity to excel, both academically and as a good citizen, in an environment that is physically and emotionally safe and enjoyable for all children.

An important part in the Montessori philosophy is the interaction of the younger children with the older children. Since there is a preschool housed within the **Mt. Clemens Montessori Academy**, there is interaction between the **Academy** students and the younger children. When students interact with younger children they are given a forum to demonstrate what they are learning, to act as a role model and to build their own self-esteem. This interaction benefits both groups of students.

The classroom structure prepares children to be successful working adults. In tiny increments that ensure success, students learn to be responsible for planning their work, to ask for help when needed, to watch out for and help their peers, and to take it upon themselves to ask questions and pursue the answers. All these build the foundation of becoming a responsible, caring citizen and an asset to the community.

Montessori educators believe that each child is born to be a learner, and that the full potential of each person is realized only through an ordered, challenging, nurturing environment that is physical, intellectual, social and spiritual. The child and his/her needs are the central and commanding focus of the learning process. It is the role of the school to observe, to know, and to defend the child as he/she proceeds through the stages of development.

The Academy staff helps each student develop habits of mind that will last a lifetime, so they are critical, independent thinkers who have a genuine passion for learning. Mt. Clemens Montessori Academy students have told us that they enjoy being part of a community that nurtures and cares for them, but which gives them the space to discover their own talents and skills. Students are encouraged to utilize *cooperative learning* and *problem solving* daily *building critical thinking skills*.

Given the freedom and support to question, to probe deeply, and to make connections, Montessori students become confident, enthusiastic, self-directed learners. They are able to think critically, work collaboratively, and act boldly - a skill set for the 21st century. At Mt. Clemens Montessori Academy we focus on the whole child; the academic, social, emotional, and physical well-being of each one of our students. Students are encouraged to practice *Respect, Grace, and Courtesy* each day in the classroom. Students take part in activities to enhance *Practical Life Skills*.

Mt. Clemens Montessori Academy believes that the learning process is governed by basic human tendencies or needs:

- The need to communicate, to use language
- The tendency for order, the demand to organize, classify, and interpret reality
- The need for independence, the impulse to act personally on and in reality
- The need for social relationships
- The need to experience reality through imagination

In addition, **Mt. Clemens Montessori Academy** believes that education requires an ethical environment in which the values of the community are respected and the worth of the individual protected. The philosophy includes the cultivation of the following values:

- Self-reliance and hard work. Education is facilitated based on self-inquiry while maintaining school-wide standards of academic excellence. Rewards for student achievement and learning are intrinsic.
- Respect for other people, including those who live or lived in other places and/or times. The positive advances achieved by humans rather than the wars raged by them are emphasized.
- International and interpersonal peace. Situations where children cooperate as least as much as they compete are created as much as possible.

Mt. Clemens Montessori Academy believes that the foundation of a good education is to **learn how to learn**. In an era of technological revolution and social change, the **Academy's** course of study encompasses the full substance of the traditional curriculum and goes beyond, to teach students how to think clearly, to apply critical thinking skills, to do their own research, to effectively communicate with the written and spoken word, and to put their knowledge to practical application.

The academic program at **Mt. Clemens Montessori Academy** is rigorous yet innovative. The supportive academic atmosphere encourages the students to achieve the high level of expectation that is in place, for the quality of thought, work, and mastery of content and skills.

Grade Levels Offered:

- Preschool (33 months/potty trained)
- Young 5's (5 years of age - June 1-December 1)
- Kindergarten-Fifth Grade

One of the most important principles of the Montessori method is Respect; Respect for the child, Respect for oneself, Respect for each other, and Respect for the environment. Respect is incorporated into our daily life at Mt. Clemens Montessori Academy. Mt. Clemens Montessori Academy is a school rich in

tradition with a staff committed to excellence in student achievement and development. We are also proud of the partnerships among educators, students, and families, and recognize that this collaborative spirit is integral to fulfilling our vision; *"Success for every student... every day "*

Exhibit 3

The focus at **Mt. Clemens Montessori Academy** has always been placed on the “whole” child. The social-emotional well-being of our students flourishes due to the nurturing atmosphere created at our school by our entire staff, the support of the Academy Board of Directors, the rigorous hands-on curriculum, and the continued addition of new, challenging and enriching activities to our program.

At **Mt. Clemens Montessori Academy** the children find a caring, nurturing environment combined with academic excellence. Our students’ success is achieved through our individualized curriculum, which is enriched and refined on an on-going basis. Daily monitoring and mentoring of our children is deep-rooted in each teacher for the successful development of each child.

Our world is rapidly changing, creating a need for us to provide an education for students that best prepares them to become global citizens. Our students’ education is enriched by the advantage of living in a culturally diverse *community*, and further enhanced by our efforts to help them develop the skills and attitudes necessary for successful collaboration with others from around the world.

The **Mt. Clemens Montessori Academy** has established a core curriculum (the basic skills all students need to learn) for all elementary school students. The curriculum is an academically rigorous program, rich in content and committed to the learning process. The children are exposed to a balanced literacy or language arts program which includes reading, writing, speaking and listening. The mathematics program is sequential and progressive, continually building on concepts previously taught and knowledge gained. In both language arts and math, children are continually assessed, which ultimately drives the instruction. Keeping in mind the important benchmarks of childhood development, the learning environment combines enrichment and support to meet the individual and ever-changing needs of students. Students are also required to pursue required topics in Science, Social Studies, Geography, Art, Music, Computer Education, Physical Education, Health and Nutrition, and French.

- *The classrooms are designed to develop habits of inquiry, work and wonder and to foster a life-long love of learning.*
- *The environment encourages internal self-discipline.*
- *Instruction is delivered individually, in small groups, and in large groups.*
- *Instruction is adapted to each student's learning style.*
- *Children are grouped in mixed-age groupings.*
- *Children are encouraged to teach, collaborate, and help each other.*
- *Children are provided with manipulatives to explore concepts with concrete objects.*
- *Children are given opportunities to select concepts to be covered and are given choices on how they will share their acquired knowledge.*
- *Teachers work to observe, to know, and to encourage the child as he/she progresses in learning.*

The **Mt. Clemens Montessori Academy’s** Young Fives curriculum is based on Montessori and Kindergarten standards modified to meet the academic, social, and emotional needs of younger children. The Young Fives environment includes more opportunities for social, emotional, language development, and communication through dramatic play; small group instruction; and intentional

teaching through hands- on activities.

The **Mt. Clemens Montessori Academy's** Young Fives program is based on the kindergarten skills. Classroom instruction is designed to provide children an opportunity to learn in a hands-on,

interactive environment that supports their development while maintaining the rigor and high standards

of kindergarten. Key areas of learning include:

- Mathematics
 - Count aloud to 20
 - Recognize the number of items in sets of 5 or 6
 - Identify and write numbers 0-10
 - Compare sets of objects using the terms more, less, and equal
 - Add and subtract small quantities using concrete object
 - Copy and create repeating patterns
 - Compare and sort objects by color, shape, size, and other attributes
 - Recognize and name shapes
 - Put shapes together to make designs, pictures, and larger shapes
- Literacy
 - Share & listen for information
 - Answer questions about stories
 - Hear rhymes
 - Identify uppercase and lowercase letters
 - Identify all letter sounds
 - Express self in dramatic play
 - Write using pictures and symbols
 - Increase vocabulary
 - Recognize first name in print
 - Print first name with capital letters at the beginning, followed by lowercase letters
 - Understand concepts of print (front of book, back of book, read left to right)
- Science
 - Ask questions and make predictions and observation exploring seasons
 - Properties of objects
 - Senses
 - Living vs. Non-Living
- Social Studies
 - Develop a basic awareness of self, as an individual within the context of family and community
 - Develop an awareness and appreciation of his/her own culture, as well as that of others
- Motor Skills
 - Strengthen hand muscles through cutting, coloring, drawing, and painting
 - Develop hand-eye coordination
 - Show control in jumping, hopping, catching, running, and balancing
 - Grip writing utensils correctly
- Social Skills
 - Work and play cooperatively with others
 - Participate in individual, small-group, and large group classroom activities
 - Follow classroom rules and directions
 - Take responsibility for personal belongings
 - Attend self-care (bathroom, hand-washing, and dressing)

Learning experiences develop each child's potential and promote a belief that he or she can make a difference in today's society. Students are encouraged to ask questions, formulate solutions and experiment with new ideas. Through these experiences, children learn how to interact positively with each other as well as with adults. They learn how to formulate goals for themselves and then evaluate their progress on those goals.

- *Invention Convention*
- *Scientist of the Week*
- *Michigan Scrapbook*
- *Wax Museum Biography Projects*
- *Dynamic Presentations*
- *Meaningful Field Trips*
- *French Classes*
- *Music Concerts & Band*
- *Annual Field Day*
- *Fifth Grade Play Production*
- *D.A.R.E. Program*

Montessori classrooms are commonly referred to as “*prepared environments*.” This name reflects the care and attention given to creating a learning environment that reinforces the children's independence, curiosity, creativity, and intellectual development. Analytical thinking and skill development is fostered as opposed to memorization and is essential in the Montessori system of education. Whenever possible, reading, writing, and math skills are incorporated into applied activities.

The unwritten curriculum that is woven throughout the program at **Mt. Clemens Montessori Academy** is that in order to succeed to the highest extent possible, students need to become independent learners. To accomplish this they need to be proficient in the “tools of the trade”. They need to understand measuring tools and how to use them. They need to know how to use the dictionary, encyclopedia and other research tools. They have to be active users of the computer and internet. This is “practical life” for the elementary student.

Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help children develop strong self-images and confidence to face challenges and change with optimism.

Exhibit 4

SCHEDULE 7E METHODS OF PUPIL ASSESSMENT

The Montessori method of daily observation will validate the student success at **Mt. Clemens Montessori Academy**. Students will be grouped for the skill areas (Math, Reading, Language Arts), according to the student's individual abilities in those areas. Further, evidence of student success and achievement will be monitored by homework assignments and projects, report cards, portfolios, progress reports, teacher-made tests, random quizzes, running record assessments, MLPP writing assessment, spelling inventory assessment, scheduled exams, participation in classroom discussions, the NWEA assessment (Northwest Evaluation Association), and the Michigan M-Step Assessment (Grades 3-5).

Mt. Clemens Montessori Academy has high expectations for all students to meet and exceed the academic core curriculum standards required. This will be demonstrated by achieving success on the measurable standardized assessments.

The **Academy** works to maintain measurable growth on the standardized assessments. The NWEA assessment is given to Young 5s through Fifth grade. The **Academy** works to ensure that 75% of students will meet their target growth from the beginning of the school year to the end of the school year.

Mt. Clemens Montessori Academy students in Third through Fifth Grades will take the Michigan M-Step Assessment in the Spring of each school year as is required by the State of Michigan.

Assessment of students attending the **Academy** is used as a diagnostic tool. Effective assessment provides administrators, instructors, students, and parents with more accurate and more useful information regarding academic and emotional progress. Assessment provides early recognition of potential problems, weaknesses, and allows for immediate and appropriate action.

Mt. Clemens Montessori Academy believes that effective assessment of students is an ongoing process. Scheduled staff meetings are held monthly to evaluate and discuss each student. These meetings are used to ensure that each student is achieving academic success, that each student is discovering the excitement of learning, that each student is challenged to their highest potential, and that each student realizes a strong sense of personal achievement and self-esteem.

Evidence of the **Academy's** effectiveness and students success is demonstrated in a variety of ways. Student work is proudly displayed throughout the school highlighting quality and creativity. Students are noted in the **Academy's** newsletters. Students are asked and encouraged to participate in many activities, respecting their individual interests such as the **Academy Invention Convention, Macomb Law Day, Anton Art Center, Script Spelling Bee, Science Olympiad, Scouting** and other community events.

Mt. Clemens Montessori Academy provides children the opportunity to lay the foundation for lifelong learning. The **Academy** and its staff carefully work with each student to ensure that education is built upon children's interests and ability so that each develops a sense of mutual respect. Through this relationship, the student grows in self-esteem, a critical element to education. The environment established at **Mt. Clemens Montessori Academy** provides the student an opportunity to learn and internalize information and ultimately attain the reward of success and achievement.

Exhibit 5

SCHEDULE 7F
APPLICATION AND ENROLLMENT REQUIREMENTS

Enrollment Limits

The Academy will offer Kindergarten through fifth grade, and a Young Fives Program. The maximum enrollment shall be 350 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications. B.
 - The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-Enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level. B. The number of siblings or children of employees and Academy Board member seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Exhibit 6

SCHEDULE 7H
AGE AND GRADE RANGE OF PUPILS

The Academy will enroll students in kindergarten through fifth grade, and for the Young Fives Program. The Academy may add grades with the prior written approval of the Charter School Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) by the dates outlined in the Code (must be 5 on or before December 1).

Preschool students must be 33 months/potty trained. Young Fives Program students must be 5 years of age between June 1 and December 1.

Ages:

- Preschool (33 months/potty trained)
- Young 5's (5 years of age - June 1 - December 1)
- Kindergarten (Must be 5 on or before December 1)