Maine Charter School Commission
Charter School Application for Academic Year 2014-2015

Maine Charter School Commission
Executive Summary

Applicant Instructions (*All relevant information must be provided as indicated*)

Name of proposed Public Charter School __Many Hands Montessori School _____

Name of entity that will hold the charter __Many Hands Montessori School_____

Primary contact __Jennifer Benham_____

Title/Relationship to entity __Founder, Chairwoman/MHMS Board of Directors_____

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Email address __manyhandsmontessorischool@gmail.com_____

Education Service Provider (if applicable) __N/A_____

Partner Organization (if applicable) ___N/A_____

Physical address of school ____unspecified in Windham _____

School administrative unit in which the school will be located __RSU14_____

Intended opening date __September 2014_____

Proposed grades and initial enrollment ___K-3, expanding through grade 8_____

___initial enrollment: approximately 40 students _____

School Description (150 word maximum)

See attached sheet.

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization.

Signature _____ Date 11/15/2013

Printed Name __Jennifer Benham_____

Title (Position) __Founder, Chairwoman/MHMS Board of Directors_____

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School description

The teachings and philosophies of education pioneer Maria Montessori are the foundation with which Many Hands Montessori School is grounded. Our multi-age K-8 classrooms are led by inspired teachers, and directed by the infinite curiosity of children. It is an engaging and vibrant environment rich with practical teaching materials, encouraging of self-guided learning. Our students will celebrate, protect, and cultivate our beautiful Maine land. Agricultural-based projects and partnerships will both encourage environmental stewardship, and will strengthen our investment in community building.

Our school strives to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a peaceful environment in which each person is treated with unconditional positive regard and acceptance. We empower our students to unfold their potential as whole and unique persons. We encourage our students to become critical thinkers, peacemakers, and leaders in an environment of shared values of nonviolence, equality, and unity.

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A. Educational Plan

A.1 Mission, Vision, Identification of Targeted Student Population and the Community the School Hopes to Serve

Mission

The teachings and philosophies of education pioneer Maria Montessori are the foundation with which Many Hands Montessori School is grounded. Our multi-age K-8 classrooms are led by inspired teachers, and directed by the infinite curiosity of children. It is an engaging and vibrant environment rich with practical teaching materials, encouraging of self-guided learning. Our students will celebrate, protect, and cultivate our beautiful Maine land. Agricultural-based projects and partnerships will both encourage environmental stewardship, and will strengthen our investment in community building.

Our school strives to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a peaceful environment in which each person is treated with unconditional positive regard and acceptance. We empower our students to unfold their potential as whole and unique persons. We encourage our students to become critical thinkers, peacemakers, and leaders in an environment of shared values of nonviolence, equality, and unity.

Vision

The vision of Many Hands Montessori School is to create a K-8 school located in Windham that is grounded in the teaching methods of education pioneer Maria Montessori. It is a school whose citizens will be recognized for innovative teaching methods, commitment to our local and global communities, and responsible stewardship of our environment.

….

Many Hands Montessori School is founded by a group of parents and educators. Our goal is to open K-3 classrooms in the autumn of 2014, with the expectation of expanding through the 8th grade by autumn 2019. Our effort stems from passionate dedication to educational choice in our public school system, Montessori education, an investment in our local and global communities, responsible environmental stewardship, and the social, emotional, and educational success of our children. We have a strong desire to provide families with a public educational choice that is distinct from the traditional teaching model within our school districts. The founders of Many Hands Montessori School are proud to have a working dialogue with the superintendent and school board members of the Windham/Raymond local school district, RSU14; we envision and welcome an inclusive relationship with the existing district schools once Many Hands Montessori School is in operation. We are humbled and excited to present this proposal to the Maine State Charter School Commission.

The educational practices and philosophies of education pioneer Maria Montessori are the foundation of our school. Maria Montessori was the first woman in Italy to become a physician, and she developed her educational methods using her medical knowledge of the developmental stages of children, and through intensive scientific observations and studies of children. Maria Montessori's educational method has stood the test of time, with success in diverse cultures for over one hundred years. The hallmarks of Montessori education include: multiage classrooms to foster peer learning, uninterrupted blocks of work time, guided choice of activities, and a carefully prepared classroom environment. Montessori instruction emphasizes learning through all five senses, using many hands-on materials. This sort of educational instruction aims to engage and excite students, regardless of their learning style, and to capitalize upon their innate strengths and abilities. Learning is an exciting process of discovery, leading to concentration, motivation, self-discipline, and a love of learning.

When students are encouraged to use their own interests as the key to engaged involvement with the subject matter, they work ambitiously, take greater responsibility for their endeavors, care deeply about their studies and are able to remember and apply what they have learned. Many Hands Montessori School will work with each student to develop an educational plan and approach best suited to his or her needs.

To promote engaged, successful learning, our classrooms will integrate the Montessori instructional methods, specifically:

- **Freedom and Discipline**
  Freedom and discipline are an integral part of the Montessori method. The children choose their academic activities in a prepared environment; however, the teacher initially defines the boundaries of activities. The class will then work in partnership with the teacher to define the boundaries of acceptable behavior and activity. Eventually, the goal is that each child will define his or her own boundaries of right and wrong consistent with the standards of our school community. Within limits, they are free to choose their own work, work at their own pace, to move around and communicate with others in the classroom. The limits imposed are in relation to the collective interest, and this means that children learn to have respect for the rights and safety of others and for the environment. This is the Montessori approach to self-discipline. Children learn to use care with materials, to help other children, and to become a co-operative member of the group. This enables each child to enjoy the freedom that is offered, while displaying and developing self-discipline.

- **A Prepared Environment**
  Believing that the environment should aid and foster the child's development throughout life, Maria Montessori designed the prepared environment: a classroom environment to satisfy the child's differing needs. Children work with concrete materials that isolate important concepts and skills. Many of these materials are self-correcting. Most of the Montessori math and geometry materials, some reading materials, as well as the nomenclature materials include

control charts and booklets. The children may then check their own work. This encourages each child to embark on independent work, progress at his or her own pace, and feel successful in the classroom by being allowed to make mistakes and learn from them. Thus learning, and not the teacher, is the focal point.

- **Individual and Small Group Teacher Presentations**
  An important element of Montessori teachings involves individual and small group presentations. The way lessons are presented to children follows their developmental readiness. In Kindergarten, lessons are generally given on an individual basis. At the elementary level, small group presentations capitalize on the desire of the child to interact with his or her peers. The lessons utilize Montessori didactic materials, teacher-made materials (including impressionistic charts), nomenclature booklets and cards, as well as scientific instruments. The plan for the composition of the student group involves consideration of students' abilities, interest, as well as previous knowledge.

  Often there is at least one student who is familiar with the lesson, and who may act as a peer guide. After the lesson is presented, there are choices of follow-up activities to enable the child to master the concept isolated in the lesson. If the child has not mastered the concepts, there are also extension activities, games, and other materials that can be introduced to provide more practice so that the concept may be mastered.

  Presentations that focus upon nomenclature utilize the Montessori three-period lesson. Each lesson teaches approximately three to five terms. In the first part of the lesson (first period), the teacher gives the nomenclature (e.g. This is the isosceles triangle). The second period asks the child for comprehension of the nomenclature while giving the child the term in question (e.g. Show me the isosceles triangle.) The third asks the child to show comprehension by producing the asked for nomenclature on his own (e.g. What is this triangle called?) This three-period approach is one of the ways in which children are tested in the Montessori environment.

  The small group presentation allows the teacher to quickly gauge individual student comprehension. The student is directly involved in the learning process. The brevity of the lessons leaves time for the child to do his or her own exploration and manipulation, leading towards mastery of the subject. The three-period lesson follows the natural progression of learning, asking for information only when the child has demonstrated that he or she understands, thus ensuring more confidence and a sense of accomplishment.

- **Variety of Lessons and Materials to Teach a Single Concept**
  In the Montessori method there is rarely only one way to present a single concept. For instance, there are several materials and presentations dedicated to mastery of the multiplication tables (e.g. bead bar multiplication and layout, the multiplication board, the checkerboard, finger boards, decanomial squares and rectangles, and multiplication booklets). Without realizing it, the child has memorized the multiplication tables and can reproduce them at will. The variety of lessons engages the child's interest for an extended period of time and leads to a more complete understanding of a subject. If a child has difficulty learning a particular subject, the teacher has a variety of materials at her disposal which allows the child alternative routes of understanding.

- **Emphasis on Research**
  In a Montessori classroom, there is great emphasis placed on research for even the youngest student. This includes learning the varied means of obtaining information (e.g. online sources, encyclopedias, books, interviews, etc.), and discretionary note taking to help with compilation of information into a meaningful statement. Learning the means of obtaining sources and means of extrapolating information from those sources is a valuable academic and life skill. Research builds a framework for creative thinking and exploration.

- **Relevancy to the World Outside the Classroom**
  Through the multi-age classroom, freedom of movement inside and outside, and the use of research and real-life materials, the Montessori classroom has great relevancy to the world beyond the school. Teaching subjects in isolation from each other may distort knowledge. Teachers will expose students to the connections among and between subjects. On the most obvious level, science and mathematics fit together, as do English and social studies. Curriculum constructed around themes, directed at answering fundamental questions or aimed at generative issues readily lend themselves to integrative education.

- **Multi-age Classrooms**
  Classes have a vertical age structure. Younger children have the opportunity to learn by observation and absorption of the work of older children, while the older children also have opportunities to teach the younger ones, thereby acquiring a greater depth of understanding as well as greater confidence and competence. The classroom is a society in itself, fostering equal opportunity for all where the child can develop socially.

- **Self-Directed Learning**
  The Montessori approach is child centered and allows an unfolding of each child in an atmosphere of cooperation rather than competition, according to his or her own true nature. The role of a Montessori teacher is in constructively guiding children in their learning. Montessori students have an individual work plan, which the teacher and student prepare and oversee together. The student is responsible for fulfilling his or her individual contract, with teacher guidance, on a daily, weekly, monthly, and yearly basis. Maria Montessori based her approach

on the belief that real learning must take place through the spontaneous activity of children in a non-competitive environment, which promotes a joy of learning and the development of self-discipline. Such an environment would develop in children an intrinsic motivation and lead children to become the active force in their own education, a discoverer in their own environment, able to learn through their own experiences, and apply their knowledge to novel situations.

The philosophical approach to educating students is wholly derived from the teachings of Dr. Maria Montessori. Maria Montessori came to realize the importance the role of education plays in the development of an independent individual and in creating a more peaceful society. The Montessori approach reveres the classroom as an indoor space, easily incorporating an outdoor environment that enables children to explore, tend, and become keepers of the Earth. In the elementary and middle school years, the outdoor environment plays a critical role in the child's studies. As this social age group works together to tend gardens and animals, they learn to manage the business of farming and operate a farm stand. This is achieved using their classroom studies, especially science and math. They are guided through all aspects of the biology and zoology involved in the daily operation of a farm. Societal matters (ecology, food and water supplies, conservation, sharing with and providing for others) are an integral part of the program. This lends to Maria Montessori's vision of world peace through education.

The teacher's role is to guide the child in his or her learning by presenting lessons to the individual, a small group, and/or the entire group. These lessons follow the natural tendencies and interest of the child that Dr. Montessori termed "sensitive periods", a period of time in which the child learns a specific concept naturally and without effort. This is especially true in the lower elementary program as the majority of these sensitive periods dissipate by age seven. The teacher follows the Montessori curriculum based on Dr. Montessori's vision of attaining world peace through educating children to be caring citizens and worldly thinkers. The areas of the curriculum are defined, yet are intertwined to enable the child to master the concepts of math, language, science, geography, art, etc. while gaining an awareness of his or her place in the community, on the planet, and in the universe. This, in turn, creates a critical thinker who is respectful of others and caring of the environment.

Through the repeated activities of Practical Life, functional, daily activities the child witnesses adults performing within their culture, the child learns the functional skills of care of self (for example, personal hygiene, food preparation) and care of the environment (for example, tending to animals and plants). Through the curriculum known as Grace and Courtesy, the child becomes aware of social graces, manners, and respect for others. Montessori is the only educational philosophy to have "Grace and Courtesy" as an area of the curriculum. This is continued throughout the lower and upper elementary, and middle school levels with particular emphasis on the developmentally strong sense of social awareness in that age child. The goal is to enable each child to achieve their fullest potential and allow him or her to develop into a "citizen of the world": a member of their society who takes responsibility for themselves as well as is responsible within their global society.

The child is a sensorial explorer. The sensorial materials are mathematically based materials that allow for manipulation so that the “hand feeds the mind.” These materials give the child that physical representation of math concepts that eases the learning of the concept, and invites repetition to solidify the knowledge. This solid foundation of math concepts is used for problem solving, geometry, algebra, and mathematical functions. The child extracts from these lessons and hands-on experiences the mathematical concepts necessary to develop a mathematical mind and therefore, be a critical thinker and knowledgeable problem solver as a participant in their work and community.

Language development includes expansion of vocabulary, function of words (grammar), handwriting (penmanship), reading, and story writing for telling and/or performing. The goal of intense language studies including the history of language, and the meaning of and use of parts of speech, is to allow the child to become practiced at the art of clear and expressive writing, thus becoming an accomplished communicator.

Cultural Studies within the Montessori curriculum includes: Geography, History, Science, Art, Music, and Peace Education. These are taught and explored as independent subjects while showing their interrelatedness.

Geography is explored in terms of cultures and habitats/biomes of the world. All aspects of the daily lives of people (clothing, housing, food, spiritual needs, art, animals, plants, physical features, etc.) are researched by the student, both individually and in groups. The aspects of different cultures are viewed as how we are alike and how we are different from other cultures, giving the child a worldly and unbiased view of the inhabitants of the planet. The study of people and places is interwoven into the other curriculum areas to give a sense of community and one world.

Science is based on the study of nature, and the interactions and balance of all things in our environment. This instills in the child a respect and love of the world’s biomes and the importance of maintaining nature’s balance. Physical sciences are attractive to and explored by the elementary and middle school student. At the elementary and middle school level the child works both independently and within groups to engage in hands-on learning and experimentation to extract basic scientific principles.

History of the Earth and the peoples of Earth are brought to life through “great lessons” given by the teacher and further investigated by the child or groups of children, then shared with and taught to others through creative stories, plays, and writings. The history of numbers, language, science, art, and man are explored, researched, and presented in creative, artistic ways: storytelling, writing, drama, and art.

Many Hands Montessori School is committed to the success of our students, in all areas of their development. In place at our school will be a well-researched and established curriculum, the components of which are manageable and measurable. Montessori methodologies instill a natural love of learning in the child, and we have every confidence that this will naturally lead to improved student outcomes.

Many Hands Montessori School defines its catchment area as the towns of Windham, Raymond, and Westbrook. The town of Windham and its surrounding communities are vibrant and growing. We are at the heart of the lakes region, and have a well-respected college in the neighboring town of Standish. We are a close-knit community, invested in the well being of our children, friends, and neighbors. Many Hands Montessori School hopes to infuse new energy to help overcome the problems of overcrowding in the Windham public schools, struggling test scores, and lack of educational choice in our districts.

A Montessori charter school will provide an educational choice for the families of Windham and its surrounding communities, regardless of their socio-economic status. Currently, families in our community with school-aged children have limited local educational options: the traditional public education model, or a tuition-based Christian education. Almost exclusively, other educational opportunities in neighboring communities are all tuition based. According to the 2010 census, approximately one third of Windham families earn $49,999 or less, approximately 29% of Raymond families earn $49,999 or less, and approximately 40% of Westbrook families earn $49,999 or less. Also according to the 2010 census, approximately 14% of Windham families with children under 18 years of age live below the poverty level, approximately 12% of Raymond families with children under 18 years of age live below the poverty level and approximately 21% of Westbrook families with children under 18 years of age live below the poverty level. *(Source: US Department of Commerce, US Census Bureau, 2010 Census)*. Educational choice is virtually eliminated for these sectors of the population. Many Hands Montessori School would allow these families, along with all families in our community regardless of income, race, or socioeconomic status, choice that is distinct from the current traditional public school model.

Many Hands Montessori School will help ease the burden of overcrowding in the Windham public schools. With the Windham Primary School at approximately 20% over capacity, the Manchester School at approximately 5% over capacity, the Field Allen School at approximately 109% over capacity, and the Windham Middle School quickly approaching capacity (currently approximately 4% under capacity), there is a clearly stated need for additional educational resources for our community *(Source: RSU14 Windham Raymond Schools Building Capacity Study - September 2012)*. The population of Windham has steadily grown in the past thirty years, with the likelihood of the growth trend continuing in the years to come. The problem of overcrowding in our public district schools is likely to become more pronounced in the future.

Many Hands Montessori School will provide families within our catchment area with a distinct, desired educational model. Little Log Cabin Montessori School in Windham serves families with children aged 18 months to 6 years of age. Established in 1999 near the Windham/Raymond town line, the school moved to its current location on Tandberg Trail in Windham in 2008. Inquiry and enrollment numbers for the school show a community eager for Montessori education; data was provided for the years 2010-2012. Due to capacity limitations, Little Log Cabin was able to enroll only a small

fraction of the number of interested families in their Montessori program during this time period: 25% or less of interested families were able to be enrolled *(Source: Rosemary Jordan, Directress, Little Log Cabin Montessori School)*. The data collected for the number of inquiries and enrollment does not include families that were currently part of the Little Log Cabin community at that time (for example, current students and sibling inquiries are not included in this data). This data highlights the desire of the Windham communities for quality Montessori education, and one could easily project that parental interest for public elementary and middle school Montessori education would be equally enthusiastic.

Many Hands Montessori School will provide students with innovative teaching methods that would support academic, social, and personal strength. The success of the teaching methods and philosophies of Maria Montessori have been supported by a recent study comparing the social and academic outcomes of children in a public Montessori school with children who attended traditional schools. The study appears in an article titled *Evaluating Montessori Education* (Angeline Lillard and Nicole Else-Quest) in the Sept. 29, 2006 issue of the journal *Science*. Quoting from the article:

> On several dimensions, children at a public inner city Montessori school had superior outcomes relative to a sample of Montessori applicants who, because of a random lottery, attended other schools. By the end of kindergarten, the Montessori children performed better on standardized tests of reading and math, engaged in more positive interaction on the playground, and showed more advanced social cognition and executive control. They also showed more concern for fairness and justice. At the end of elementary school, Montessori children wrote more creative essays with more complex sentence structures, selected more positive responses to social dilemmas, and reported feeling more of a sense of community at their school." The authors concluded that, "_when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools.

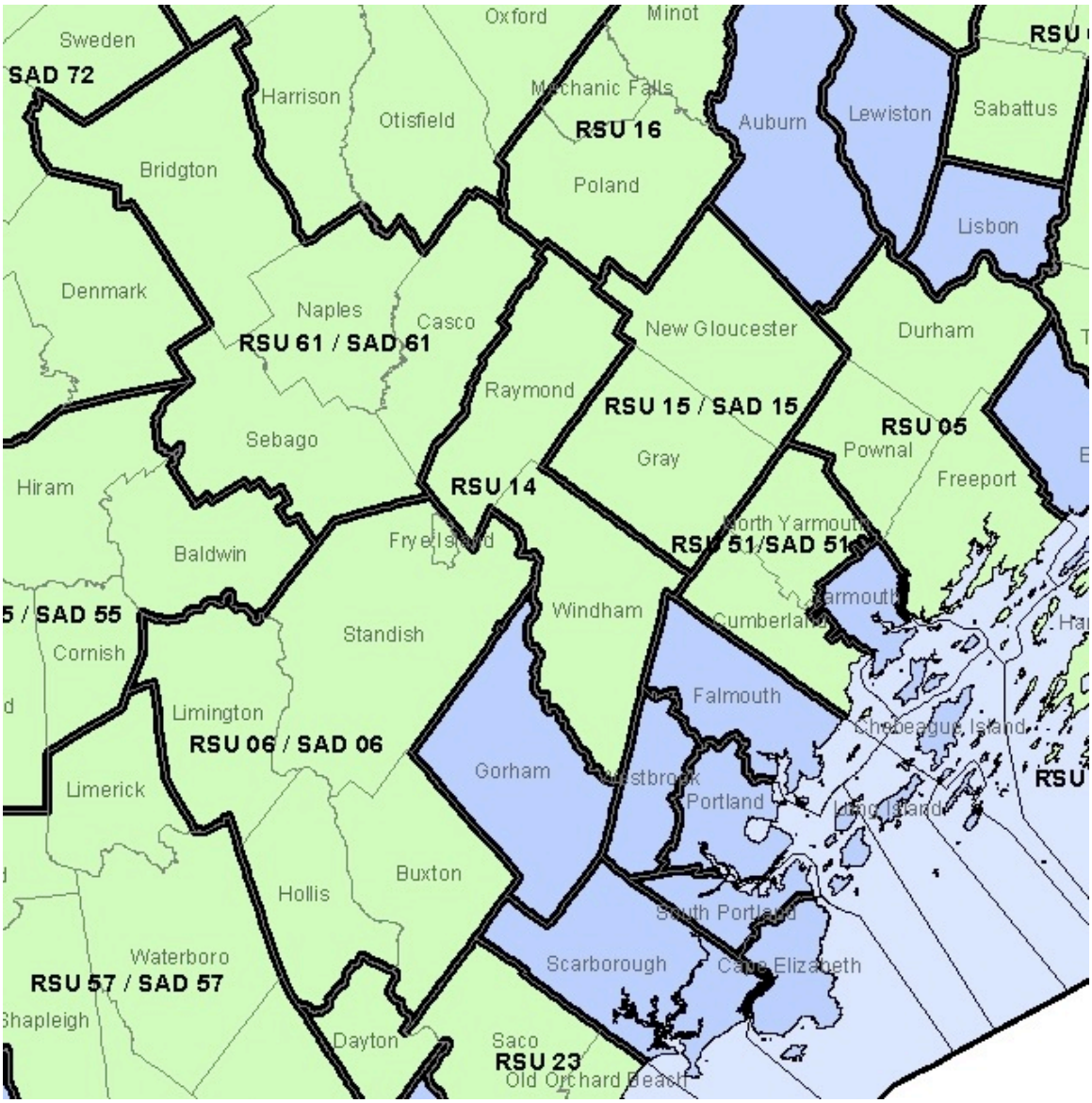
With average school achievement in the Windham schools approximately ranging from 45% to 70%, and none of the local district schools making Adequate Yearly Progress for their 2011-2012 school status *(Source: Maine Department of Education)*, it is arguable that a Montessori public charter school is not only desirable, but integral to improving the quality of our children's education.

Many Hands Montessori School will afford an opportunity for those families who currently home school their children to enter the public school system. Families may choose to home school their children for any number of reasons; Many Hands Montessori would provide an alternative educational choice for those families who may want their children to benefit from a school community experience, but have not felt that the current options are best suited for their child's needs. In 2010, 4,927 students

throughout the state of Maine had been home schooled, a 41.5% increase from the 3,483 home schooled students in 2002. Due to a change in how home school applications are collected and processed, district-specific data on the number of children home schooled is not available beyond the 2002-2003 school year. According to the last data collected for the 2002-2003 school year, Windham families chose to home school a total of 29 students, Raymond families chose to home school a total of 18 students, and Westbrook families chose to home school a total of 23 students *(Source: Maine Department of Education)*. If we were to hypothesize that the local home school trend would follow that of the state of Maine, we could project an approximate 41.5% increase in the number of children home schooled in our school district. By 2010, it is likely that Windham families home schooled approximately 41 students, Raymond families home schooled approximately 25 students, and Westbrook families home schooled approximately 33 students. A Montessori public charter school could afford these families a desirable choice, and motivation to enter the public school system.

After 5-10 years of establishment, Many Hands Montessori School will be a source of pride for the town of Windham, and the state of Maine. We will be a leader in our community, and will have formed trusting relationships and partnerships with community members. Our students will think critically, exhibit confidence, and welcome inclusion with their peers. A deep respect and appreciation for our rich and fertile earth will be instilled in our students, and agricultural projects and partnerships will teach responsible environmental stewardship on both local and global levels. We will be fully enrolled through the 8th grade. Many Hands Montessori School will be financially stable, with a clear fiscal plan that will comfortably bring us into the future. Our Montessori certified staff will feel challenged, respected, fulfilled, and rewarded in their roles as teachers, support staff, and administrators. Our parents will be an integral part of our school, volunteering their time, energy, and skills to the betterment of their children's educations. Many Hands Montessori School will re-energize people's enthusiasm for public education, and will be a model of success within the public charter school movement in the state of Maine.

Tab 1: Catchment Map



Our primary catchment area includes RSU14 (Windham and Raymond), and the Westbrook school district. We anticipate receiving applications from the school districts of Gorham, Falmouth, Portland, and Scarborough, and also from RSU 06/SAD 06, RSU 15/SAD 15, and RSU 61/SAD 61.

A.2 Academic Program

The Montessori approach to learning is the framework of our educational program. We will be a Montessori School.

Many Hands Montessori School believes that:

- Children can be most successful in a prepared environment where they are free to respond to their natural tendency to work
- The children's innate love of learning is encouraged by giving them opportunities to engage in spontaneous, meaningful activities under the guidance of a trained teacher
- Through their work, children develop concentration and joyful self-discipline
- Within a framework of order, the children progress at their own pace and rhythm, according to their individual capabilities

Many Hands Montessori School believes that education succeeds when it draws its principles and practices from the natural development of the child. Children have the intelligence and natural ability required to learn everything they need to lead full, happy, and productive lives, and our team of Montessori teachers will guide our students with a gentle skill that nurtures the child's innate enthusiasm for discovery and learning.

Education begins at birth and continues throughout life. Our primary purpose will be to educate the children entrusted to our care in accordance with Montessori principles, and in compliance with Maine state educational regulations. We believe that education is an aid to life, and that the goal of a Montessori education is to help children with the task of their inner construction as they grow from childhood to maturity.

Many Hands Montessori School believes that true wisdom is the ability to clearly see and understand ourselves, the world around us, and our place within the world. In order to achieve this goal we believe that respect, self-worth, human dignity, emotional well being, and the ability to communicate and cooperate effectively with others must be valued at least as highly as academic and material success.

Many Hands Montessori School will respect the individual needs of the child:

- We will approach learning by seeking to understand each child's uniqueness
- We will guide children individually and at their own pace, through the range of learning skills, so they fully realize their potential
- We will celebrate the natural diversity of human beings, be it in learning style, interests, or definition of what makes a happy and successful life

Many Hands Montessori School will cultivate a love of learning. Our ultimate goal is to produce young men and women who have not only learned how to learn, but also have an innate love of learning, a wide range of interests, and an openness to new ideas and possibilities.

Many Hands Montessori School will nurture a positive sense of self. We believe that an honest and positive view of oneself is critical to realizing each person's potential. We will strive to base every interaction between our school community members on this principle. It is the very fabric of our school community and our educational methods.

Many Hands Montessori School will encourage students to not be afraid of failure. We will consciously encourage our students to think critically, learn from their experiences, and to self-evaluate. We will view mistakes as an opportunity to learn. In all areas of the curriculum, children learn best through their own discovery in a carefully planned environment with self-correcting materials.

Many Hands Montessori School will educate the whole child. We believe that the development of a whole, healthful being requires the nurturing of our many dimensions, including the intellectual, emotional, physical, and spiritual.

- **Intellectual:** The intellect is an important tool in the shaping of our world. Through the development of our thinking abilities we refine our emotional responses, we clarify our picture of the universe, and we develop the discipline to maintain vibrant health.
- **Emotional:** Our emotions are complex and powerful and it is imperative that we learn to feel them fully and without fear, identify them correctly (in ourselves and others), respect them, and accept them. It is equally important, however, that we learn to harness their power and not let them control our lives unchecked.
- **Physical:** We will seek to help our students discover, understand and adopt the lifestyle habits most appropriate and beneficial for their bodies and minds. Among these are fresh air, pure water, exercise, sunlight, and proper diet.
- **Spiritual:** We feel it is each person's task to develop his or her own understanding of the nature of the universe and the individual's place in it. We will proceed on the premise that our world is a beautiful, positive, loving place, a setting that provides the potential for each person to lead a full, free, joyful, and healthy life. While we will not teach religion, nor advocate any particular belief system, we will encourage students to explore questions raised by the world's religions and develop the spiritual side of their lives.

Many Hands Montessori School's educational approach will be centered on the stages of human development. Our faculty will be actively involved in a continuous study of human development. This study includes keeping abreast of current theories on development, regular student observation, and a constant evaluation of the curriculum to ensure that it is appropriate for the developmental stages of our students.

With the exception of our Kindergarten, Many Hands Montessori School will maintain multi-age classrooms. Our classrooms will be divided by age according to Montessori developmental philosophy, respecting the "sensitive periods" of children at different developmental stages. Our classrooms will be structured in the following manner: Kindergarten, Lower Elementary (ages 6-9), Upper Elementary (ages 9-12), and Middle (ages 12-14).

Many Hands Montessori School strives for individualized pacing and adaptation of the classroom program to meet varied styles of learning. Our educational program is designed for flexibility in its curriculum and use of resources. In designing an individualized program, we will follow an established curricular framework that includes Many Hands Montessori School's expectations for academic achievement at each level of the school, leading toward graduation and guidance toward appropriate educational placement for each child after Montessori.

Many Hands Montessori School will promote active rather than passive learning by:

- Encouraging spontaneous activity in education by encouraging students to pursue studies in all areas of their personal interests
- Using hands-on, "experiential" learning, whenever possible, through the use of concrete manipulative learning materials, experimental discovery, seminar discussions, independent library research, field investigation, or computer simulations
- Guiding the student to a sense of accomplishment, closure and recognition of having reached a pre-established goal for learning

Many Hands Montessori School will consistently work from a very concrete level of experience to the abstract. To aid students in learning, we will begin by giving them the "big picture", and work from this toward an increasing level of detail. This concept has created a spiraling curriculum in which skills and concepts are presented and reintroduced at increasing levels of complexity and abstraction over the years.

As necessary, we will provide students with sufficient external structure and support in a committed effort to ensure that their developmental needs are met. This may include, but is not limited to, speech therapists, occupational therapists, and classroom aides. We will incorporate these external supports in a manner that reflects our expectations and philosophy as a Montessori school.

Many Hands Montessori School will interpret the general principle of Montessori education, "follow the child", to refer to the importance of allowing people to pursue areas of spontaneous interest whenever possible. If a child needs more direction at certain times or is not internally motivated in a given area, we feel it will be our responsibility to acknowledge the personal preference but to still require that the necessary work be completed. Many Hands Montessori School strives for a balance between freedom, order, and responsibility.

As educators we will nurture curiosity, creativity, and imagination by consciously working to encourage our students to think creatively in their writing, problem solving, and research.

As is appropriate for each age group, we will encourage students to become aware of the major social, political, economic, environmental and ethical issues of our day, and, having carefully considered all sides, to take a responsible stand for themselves and to explore ways of making a positive personal contribution to society.

Many Hands Montessori School will be constantly modeling and encouraging respect and communication between all members of our community. We would like all community members to be versed in skills of active listening, negotiation, respect for one another, empathy for another person's position, and the ability to stand up for oneself and say no without guilt if someone is encroaching on their rights.

Many Hands Montessori School will teach children to be at home in the world of nature, and to strengthen our connection with nature and the environment. We will seek to instill in our students, parents, and staff not only a respect for the earth, its waters, and all living things, but also a sense of stewardship for the environment based on a conviction of our individual responsibility for the beauty of the land and the health of our ecosystems. We believe that being at home in the world of nature is basic to being a whole and healthy human being.

Many Hands Montessori School will consciously work to foster in each person a strong sense of belonging to the web of life. We accomplish this goal through:

- Outdoor education, and field biology at every age level in the school, using the natural setting of our campus and the wide variety of natural resources around us as a classroom out of doors
- Gardening and small animal care
- Ecological studies
- Recycling and composting
- Stressing environmentally friendly packaging for lunches and all foods and products used in our community

Many Hands Montessori School will embrace a global perspective for building a diverse community grounded in knowledge that leads to understanding and acceptance of all peoples. We recognize that contemporary society must recognize diverse beliefs to meet the challenges and opportunities presented by an ever-changing world. We respect the universality and diversity of humankind in our local and global communities, and acknowledge the unique contributions of all individuals, who enrich and inspire our personal growth.

We will seek to develop a global perspective and international understanding through our curriculum at every age level:

- through the study of foreign languages
- through the study of physical, cultural, and economic geography
- through encouraging families to share their cultural traditions, travel experiences and traditional festivals
- by utilizing our international families as a tremendous teaching resource

Many Hands Montessori School believes that it is neither necessary nor appropriate to inspire unrestrained academic pressure and scholastic competition among students. We will cultivate the ability to accept success with grace, and failure or loss with dignity, and resolve to build on the experience. We will ensure the right to choose whether or not to

participate in competitive activities, and we will stress the principles of good sportsmanship.

Kindergarten curriculum: Many Hands Montessori School will offer a well rounded, developmentally based, and academically challenging Kindergarten curriculum:

- **Practical Life**: Our students will develop task and cognitive organization through the exploration of everyday life skills in the Practical Life area of the Kindergarten classroom. Children will develop concentration independence, self-confidence, coordination of gross and fine motor skills, and a sense of order through carefully prepared exercises in food preparation, physical skills, grace and courtesy, care of their environment, and care of themselves.
- **Sensorial**: We will facilitate the children's ability to order, classify, and describe sensory impressions in relation to length, width, temperature, mass, form, and color through the careful preparation of the sensorial materials in the Kindergarten classroom.
- **Mathematics**: We will use specially designed, concrete, Montessori materials to help children internalize the concepts of quantity, symbol, sequence, and operations, as well as memorization of basic facts.
- **Language Arts**: We will introduce and facilitate the development of oral language, written expression, reading, the study of grammar, and creative dramatics. Throughout the curriculum the children will be exposed to a wide variety of children's literature. Basic skills in writing and reading will be developed through the use of sandpaper letters, alphabet cut-outs, and various presentations allowing children to link sounds and letter symbols effortlessly and to express their thoughts through writing.
- **Cultural**: Cultural studies expose children to fundamentals of geography, world cultures, life sciences, art, and music. Hands-on materials will be used to help children integrate concepts that are traditionally taught at a much older age. Cultural studies will be integrated throughout the curriculum.
- **Peace Education**: Peaceful interactions, conflict resolution skills, and communication skills are all important elements in nurturing our students. Peace Education will be a foundational element in our Kindergarten classroom.

Elementary Curriculum: Many Hands Montessori School will offer a well rounded, developmentally based, and academically challenging elementary school curriculum:

- **Science**: Not only will students be taught scientific facts, but they will be made aware of the process, history, and true nature of science. We will foster and encourage true engagement with and understanding of the scientific method. We want our students to understand that science is not the subjects that scientists study, but the process of studying the world; its end product being simply reliable information. Students will study science every year. Our curriculum will be consciously integrated, incorporating topics from botany, zoology, physical science, machines and technology, astronomy, geology, ecology, earth science, chemistry, and biology.

- **Foreign Language**: We will seek to help students develop the beginnings of a global literacy by introducing them to a language other their native language.
- **Mathematics**: We will help students grasp the underlying concepts of mathematics through the use of concrete apparatus and through application of mathematics to real world tasks, using time-tested Montessori materials in the passage to abstraction. Wherever possible, especially as the children make the passage to abstraction, we will endeavor to weave mathematics into the curriculum, enabling students to discover mathematics as means of understanding the world around us.
- **Geography**: We will seek to develop a global perspective and international understanding, teaching world geography (physical, cultural, political, and economic) at every level of the school. We will study biomes of the world as a way to introduce children to animals and plants of each biome.
- **History**: We will develop a strong historical perspective through the study of prehistory and history, following an anthropological orientation into fundamental needs of humankind and the cultures, lifestyles, and technology of the past. We will cultivate an appreciation of family and community heritage. History sets the stage for integrated learning at every age level. We believe that our students should understand the patterns of architecture found around us, how houses are constructed and designed, and develop an appreciation for the timeless beauty of well designed spaces. We strongly believe that our students should understand how government works at the local, state, and federal levels, and the role that citizens can and should play in shaping consensus, advocating their point of view, and making informed decisions before they vote. They should also understand how the legal system works, and have an informed working knowledge of and respect for the law. Our goal will be to lead young men and women to keep informed about current issues and to play an active and responsible role as citizens of our nation.
- **Anthropology and Myth**: We will teach students the basic elements of anthropology, addressing the question of what makes us human, the nature of culture, and how cultures have attempted to explain or illuminate the great questions of life through story, myth, and cultural archetypes.
- **Language Arts and Literature**: We will aspire to develop students who read and write with fluency, complexity, and enjoyment. We will explore all forms of human communication. We recognize that we live in a time when the various languages of art, (visual, written, spoken and musical) particularly through various forms of electronic media, have a profound impact on our lives. We will develop in each person the ability to understand and filter this influence. We also believe that by developing our ability to use these languages we strengthen our self-esteem and enhance our ability to express more effectively our thoughts and feelings.
- **Research Skills**: We will teach our students to learn mindfully and develop great skill in the process of doing investigations and research using the library, internet, public records, and primary and secondary source materials. Interviewing skills are also very important skills that we emphasize. We will seek to have our students learn how to organize and integrate the information that they compile into increasingly sophisticated reports and presentations.

- **The Visual and Performing Arts**: Our program will have a great appreciation for the Fine Arts, and will seek to enhance our Music and Art curriculum through contributions from parent and community volunteers.
- **Physical Education and Health**: We will encourage our students to understand, appreciate, and adopt a healthy lifestyle that includes exercise, proper diet, and intelligent choices regarding personal health, and stress reduction.
- **Peace Education**: Peaceful human relations, conflict resolution skills, nonviolence, leadership training, cooperative teamwork skills, and communication skills are all important elements in nurturing our students. Peace Education will be as vital an element of our curriculum as mathematics and science.
- **Practical Life Skills**: The elementary classroom provides opportunities for children to develop their sense of independence and sense of capability through a variety of practical life experiences. These practical life skills include the following:
    - Eye-hand coordination and the use of simple tools
    - Grace and courtesy: appropriate ways to handle situations kindly
    - Practical economics: the value and use of money, including how to earn and manage spending money
    - Technology: the safe use of technology, such as more complex tools, telephones, computers, classroom audio-visual equipment, and household appliances. We will use the computer as a fundamental tool in the process of learning, as it helps students find, manage, represent and synthesize information
    - Communication: the appropriate use of the technology of personal and mass communication, from writing letters to using the telephone, using the word processor, preparing the newsletter, speaking before an audience and designing audiovisual presentations
    - Care of Ones Environment: how to clean and set tables, do dishes, cook, sew, iron, infant and child care, and laundry
    - Health and Safety: the development of sound habits of safety, nutrition and hygiene, along with the acquisition of first-aid skills and as developmentally appropriate, CPR

Middle school at Many Hands Montessori School will offer independence for our students by increasing activity from the point of view of work level, choices, and planning. In the middle school, the Great Lessons, timelines, and charts will be replaced with overviews of general sequences of learning for which the student becomes responsible in the context of a greater whole. Within this overview, the student will have open time to collaborate on both self-initiated and teacher-initiated projects.

Open time will be provided for individualized instruction that allows for a natural pace for the student to absorb the information given by the materials presented. This will offer the student the opportunity to master and emotionally understand the concept. Lessons will be based on the interests of the student. These lessons encompass art, science, music, mathematics, business, and other relevant topics.

The premise of the Middle School program at Many Hands Montessori School will be to allow the students to take a closer look at the moral and world views that are introduced in the elementary years. Students will be given time to ponder philosophical and anthropological thoughts and how they come into play in this modern age. The Great Lessons evolve into great thoughts from a serious approach to the humanities. Middle School students will be able to make great cognitive gains that integrate ideas, values, and moral relationships with current events, life at home and within the community.

Many Hands Montessori School will encourage their middle school students to partake in service learning programs such as working with people in need, community farming, and workplace apprenticeships and mentorships. These types of activities will give the students the advantage of “real-life” situations before graduation, and bring in the “real world”.

The middle school program will provide space for the students to not only focus on academics, but also explore the arts.

Middle School Curriculum: Many Hands Montessori School will continue to challenge, excite, and engage our Middle School learners:

- **Social sciences, science, and geography:** The student integrates history utilizing themes from earlier studies in natural and cultural history, including interdependency, evolution, life cycles, matter and energy, behavior and culture, mental health, physical health, agriculture, government, manufacturing, communication, world systems, earth preservation, and so on, in the context of social responsibility and governance. Primary readings from each historical period are emphasized.
- **Language arts:** The student develops confidence in self-expression utilizing the seminar, oral presentation, debates, drama, video, photography, essays, playwriting, poetry, and short stories; explores related accounts of historical and philosophical material through literature utilizing components of style, genre, characterization, interpretation, and the art of discussion. Second language and grammar: The student revisits grammar through the study of a second language and reviews complex sentences and paragraph structure in English.
- **Mathematics:** The student uses higher-order thinking skills to solve problems in relation to a variety of challenges, from practical money transactions to algebraic relationships; explores in-depth numbers, properties, simple equations, higher measurement, computer calculation and graphics, geometric proofs, and algebraic equations.
- **Research Skills**: We will teach our students to learn mindfully and develop great skill in the process of doing investigations and research using the library, internet, public records, and primary and secondary source materials. Interviewing skills are also very important skills that we emphasize. We will seek to have our students learn how to organize and integrate the information that they compile into increasingly sophisticated reports and presentations.

- **Peace Education**: Peaceful human relations, conflict resolution skills, nonviolence, leadership training, cooperative teamwork skills, and communication skills are all important elements in nurturing our students. Peace Education will be as vital an element of our curriculum as mathematics and science.
- **Practical management:** The student manages reality-based operations in economic enterprises including agriculture, fund-raisers, travel, volunteerism and service, apprenticeship, and computer programming.
- **Fine arts:** The student utilizes a discipline-based arts education plan which presents individual artistic areas of painting, acting, singing, composing, photography, dance, and sculpture, and includes a general education for aesthetic literacy which integrates the arts with other academic endeavors.
- **Farming:** The student engages in elements of farming as an economic enterprise through the care of plants and animals, the maintenance of simple machines, the understanding of land use, and the operations of accounting, sales, personnel records, and working relations in ongoing projects.

Below are two sample lessons that illustrate strategies for implementation of the curriculum of Many Hands Montessori School:

Name of Activity: Teen Beads and Boards

Area: General: Mathematics
Specific: Linear Counting
Materials: Two wooden boards printed with 9 ten's, a set of cards which slide into the boards covering the zero. These cards are printed with the numerals 1-9. A box containing 9 golden ten bars and a colored bead stair, a felt mat for the beads.
Aims: Direct: To further develop the Mathematical Mind and to increase the child's awareness of both the simplicity and complexity of our numerical system.
Indirect: To learn the quantity for the teen numbers and to learn the names of the teens.
Preparation: All previous numeration work. This work can run parallel to the decimal system.
Age: K

Presentation of the Lesson:
Presentation #1: Introduction to the Teen Beads (without Boards)
1. Bring the box of beads to the work space and ask the child to build the bead stair on the right of the rug.
2. Line up the ten bars below the bead stair (place bars vertically).
3. Place a ten bar at the top left of the rug. Place the red one bar to the right of the ten bar and say, "10 and 1 is 11". Count the beads 1-11. (Count down the ten bar and back up for the one - count slowly.)
4. Make 12 beneath 11. Count the beads for 12. Continue in this manner forming and counting the beads for 13. Follow with a 3 period lesson on 11, 12 and 13.

5. Depending on the child proceed to form numbers 14, 15 and 16, followed by a 3 period lesson.
6. Continue in this manner with 17, 18 and 19.

Presentation #2: Teen Boards (without Beads)
1. Lay the teen boards on the mat, top to bottom.
2. Place the number cards on the mat (randomly) and then make a stack face-up with one on the bottom.
3. Turn the pile of number cards face down on the right side of the rug.
4. Point to each 10 on the board and say, “This says 10.”
5. Turn over the first number card and slide it over the zero of the first ten on the board and say, “This says 11.”
6. Continue in this manner, forming numbers 12 and 13. Follow with a 3 period lesson on 11, 12 and 13.
7. Depending on the child, proceed to form the numbers 14, 15 and 16, followed by a 3 period lesson.
8. Continue in this manner with the numbers 17, 18 and 19.

Presentation #3: Association of Quantities (beads) with Symbols (Beads and Boards together)
1. Bring the teen boards and the box of beads to the work rug.
2. Lay out the boards and organize the number cards into a pile as before.
3. Organize the beads on the felt mat in the lower right corner (build bead stair and line up the 10 bars vertically beneath the stair).
4. Place a ten bar and a one bar to the left of the top section. Say, “This is 11.” Count the beads.
5. Slide the number 1 card into the top slot of the board covering the zero and say, “This says 11.”
6. Continue placing and counting beads and sliding corresponding numeral cards onto board for numbers 12-19.
Note: The beads are place to the left of the boards so as to not interfere with the sliding of the number cards when used together.

Work of the Teacher:
Points of Emphasis: Using the language “this is” (for quantities) and “this says” for symbols. Placement of beads and care sliding of cards.

Language: The names of the teen numbers.

Points of Interest: Working with the combination of beads and quantities.

Work of the Child: Points of Consciousness: Quantities can be represented by symbols.

Control of Error: Child’s knowledge of numerals 1-9, the teacher.

Variations: Form the number on the board and have the child find the quantity.
Mix up the number cards randomly and have the child place the numbers in correct sequence.
Mix up the quantities and have the child match the correct number cards to the beads.

Extensions: Writing the teen numbers, teen number worksheet.

Source: NMI; February 2003
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Name of Activity: The Stamp Game

Area: General: Mathematics
Specific: Passage to Abstraction
Materials: Small colored tiles or stamps; green with 1 written on them to represent units, blue with 10 written on them to represent tens, red with 100 for hundreds and green, again, with 1000 for thousands; 29 skittles, 1 large green and 9 each of red and blue, 10 small green skittles to represent numerical categories. A few red, blue and green discs to represent decimal system categories; their size should be that of the base of the large skittle. A pencil and paper. It is optional to have a small set of number cards available.
Aims: Direct: To further develop the child's mathematical mind and appreciation of mathematics.
Indirect: To assist the child in deepening their understanding of operations.
Preparation: All previous work with the decimal system, research of 10 with the snake game and the process of exchange.
Age: Grades 1-3+

Presentation of the Lesson:
Presentation #1: Introduction
1. Bring the stamp game to the work space and the Introduction Tray for the decimal system.
2. Demonstrate the equivalency between the bead material and the stamps:
- one unit bead is the same as one unit stamp (green)
- one ten bar is the same as a one ten stamp (blue)
- one hundred square is the same as one hundred stamp (red)
- one thousand cube is the same as one thousand stamp (green)
3. Replace the decimal system materials onto the tray and return to the shelf.
Presentation #2: Static Addition
1. Bring the stamp game, a pencil and a math booklet to the work space.
2. Write down an addition problem involving 4 digit numbers, when added together do not involve any carrying or exchanging.
Example: 2,134
+ 3,241

3. Read the problem and if necessary, explain the addition sign.
4. Lay out the stamps corresponding to the top number starting with units.
5. Lay out the stamps corresponding to the second number in columns underneath each category of the first number.
6. Begin the addition process - slide all the unit stamps to the bottom of the mat, count and record the answer.
7. Slide down each category, counting the total number of stamps and recording the answer before moving to the next category.
8. Summarize the lesson by reading back the equation and the answer that has been recorded. Invite the child to do another problem.

Presentation #3: Dynamic Addition
1. Write out two numbers for addition, ensuring that exchanges will be involved in several categories.
Example: 4566
+ 2554
2. Lay out the stamps for the first number. Lay out the stamps for the second number ensuring there is adequate space between the top and bottom number and the columns of stamps. (Align tops of columns.)
3. Begin the addition process starting with the units. Slide down the units and count. When you reach 10 stop and ask the child what we know about 10 units? 10 units are the same as one ten.
4. Exchange the 10 units for one ten stamp and add this stamp above the tens category. Record the answer for the remaining units. In this instance, a green disc is used as a zero to “hold the unit’s place.”
5. Continue adding each category, making exchanges as necessary and recording the answer before proceeding to the next category.
6. Summarize the lesson by reading back the equation and the answer that has been recorded. Invite the child to do another problem.

Presentation # 4: Static Subtraction
1. Write out a static problem and review it with the child, reviewing the subtraction sign.
Example: 9556
- 6432
2. Lay out the stamps corresponding to the first number. Point to the units place of the equation and say, “This says that we have to take away 2 units from our number.”
3. Slide 2 units to the bottom of the table. Repeat for each category, sliding down the stamps that are being taken away.
4. “How much do we have left?” Count each category, starting with units and record the answer.
5. Summarize the lesson by reading back the equation and the answer that has been recorded. Invite the child to do another problem.

Presentation #5: Dynamic Subtraction
1. The layout as for static subtraction. Example: 9556
- 6837

2. When an exchange needs to be made, move the stamp in front of the supply box, count out 10 stamps and make the exchange.
3. Summarize the lesson by reading back the equation and the answer that has been recorded. Invite the child to do another problem.

Presentation #6: Static Multiplication
1. Write out a static problem and review it with the child, reviewing the multiplication sign.
Example: 2313
x 3
2. Lay the number out 3 times, leaving space between rows and columns so that the child can clearly see the amount and how many times it has been taken. Numbers are placed in vertical columns with units on right.
3. Slide the units together, count and record the answer.
Slide the tens together, count and record the answer.
Slide the hundreds together, count and record the answer.
Slide the thousands together, count and record the answer.
4. Summarize the lesson by reading back the equation and the answer that has been recorded. Invite the child to do another problem.

Presentation # 7: Dynamic Multiplication
1. Write out a dynamic problem and review it with the child, reviewing the multiplication sign.
Example: 2596
x 2
2. Set out the stamps corresponding to the equation. In this example, lay out 2596 two times (one above the other.)
3. Slide the units together. Count, stopping at 10 and pause for the child to respond that we need to exchange. Exchange 10 units for one ten and add the ten stamp above the ten category.
4. Continue multiplying, counting and making exchanges as necessary.
5. Summarize the lesson by reading back the equation and the answer that has been recorded. Invite the child to do another problem.

Presentation # 8: Static Division
1. Skittles are required for this lesson. Write an equation; for example:
3693 ÷ 3 =.
2. Read the equation, saying that this tells us that we need to share 3 times, therefore we need 3 skittles.
3. Lay out 3 skittles horizontally, leaving space between each skittle.
4. Lay out the stamps for the large number, stacking the stamps for each category.
5. Begin with the thousands, sharing the stamps equally between the 3 skittles. Continue with the other categories, exchanging as needed and placing stamps in a continuous vertical column beneath the skittles.
6. Summarize the equation emphasizing that the answer is what one skittle gets.

Presentation # 9: Dynamic Division
1. Write down an equation; for example; 3658 ÷ 2 =
2. Point out to the child that our equation is telling us to share 3658 two times. Set out 2 skittles.
3. Lay out the stamps corresponding to the large number, stacking the stamps for each category.
4. Start to share out the quantity between the two skittles, starting with the thousands. Three thousands can be shared equally one time. Exchange the remaining thousand for 10 hundreds. Add the 10 stamps to the top of the category.
5. Continue dividing and making exchanges when necessary.
6. Summarize the equation emphasizing that the answer is what one skittle gets.

Work of the Teacher:
Points of Emphasis: Precise and clear layout of the material. Reviewing the symbols for the operations and summarizing the process at the end of the lesson.
Language: Built into each presentation.

Points of Interest: Discovering a new material, using stamps, sliding the stamps and exchanging.
Work of the Child:
Points of Consciousness: Child can see operations visually.

Control of Error: The teacher.

Variations:

Extensions:

Source: NMI, March 2003
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Many scholars have studied Maria Montessori's philosophy on child development and education. They have performed research in the areas of physical development, social-emotional development, as well as cognitive development. Their work has been published in many reputable professional journals, magazines, and books. Many Hands Montessori School will stay abreast of new research as it becomes available. Below are excerpts from professional journals that have published such research.

"Children attending Montessori preschools spent less time in sedentary behavior than those attending traditional preschools during the in-school (44.4. min/hr vs. 47.1 min/hr, $P = 0.03$), after-school (42.8. min/hr vs. 44.7 min/hr, $P = 0.04$), and total-day (43.7 min/hr vs. 45.5 min/hr, $P = 0.009$) periods. School type (Montessori or traditional), preschool setting (private or public), socio-demographic factors (age, gender, and socioeconomic status) were found to be significant predictors of preschoolers' sedentary behavior. Levels of objectively measured sedentary behavior were significantly lower among children attending Montessori preschools compared to children attending traditional preschools. Future research should examine the specific

characteristics of Montessori preschools that predict the lower levels of sedentary behavior among children attending these preschools compared to children attending traditional preschools."
(Source: Byun, W., Blair, S.N. and Pate, R.R. (2013) International Journal of Behavioral Nutrition and Physical Activity 10 (2))

"To test whether [research] outcomes vary according to implementation fidelity, we examined preschool children enrolled in high fidelity classic Montessori programs, lower fidelity Montessori programs that supplemented the program with conventional school activities, and, for comparison, conventional programs. Children were tested at the start and end of the school year on a range of social and academic skills. […] children in Classic Montessori programs, as compared with children in Supplemented Montessori and Conventional programs, showed significantly greater school year gains on outcome measures of executive function, reading, math, vocabulary, and social problem-solving, suggesting that high fidelity Montessori implementation is associated with better outcomes than lower fidelity Montessori programs or conventional programs."
(Source: Lilliard, A. (2012). Journal of School Psychology, 50 (3))

"Mindfulness training has had salutary effects with adult populations and it is seen as a potentially helpful to children's development. How to implement mindfulness practices with young children is not yet clear; some meditation practices, like sitting still for long periods with internally-self-regulated focused attention, seem developmentally inappropriate. Montessori schooling is a 100-year-old system that naturally incorporates practices that align with mindfulness and are suited to very young children. Here I describe how several aspects of Montessori education, including privileging concentrated attention, attending to sensory experience, and engaging in practical work, parallel mindfulness practices. These aspects might be responsible for some of the socio-emotional and executive function benefits that have been associated with Montessori education, and they could be adapted to conventional classroom methods."
(Source: Mindfulness (2011) 2:78–85 Published online: 17 February 2011© Springer Science+Business Media, LLC 2011)

Many Hands Montessori School believes in the development of the whole child, and values co-curricular and extracurricular programs that promote this growth. Programs will be designed in the areas of academics, health and wellness, and the arts. Academic activities will include, but are not limited to: offering help in areas of curriculum, reading and writing clubs, community service, horticulture and ecology clubs, and foreign languages. Health and wellness programs will include, but are not limited to: cooking class, yoga, nature walks, health and nutrition, dance, indoor and outdoor games, gardening, and farming. The arts program will include, but is not limited to: varying styles of dance, music, photography, painting, sculpture, pottery, fiber arts, woodworking, basket weaving, canning, maple sugaring, quilting, and sewing. These programs will be implemented into the curriculum on a regular basis. In addition to co-curricular and extracurricular programs, the students will attend field trips in the community and invite guests to come to the school to enhance their learning experiences. During the first year of operation, the Head of School will seek volunteers to provide co-curricular and extra-curricular experiences for our students. As Many

Hands Montessori School grows, the Board of Directors will determine an adequate amount of funding needed to provide these services and contract specialists.

Teachers are lifelong learners; Many Hands Montessori School values the importance of teachers continuing their education through formal education provided at the university level, online, and at conferences offered throughout the state and nation. Teachers will have the opportunity to expand their skill set with seven teacher workshop/professional development days built into the school calendar, as well as regularly scheduled staff meetings. The first three teacher workshop days are classroom set-up and orientation before the opening of the school year. The fourth professional day is in mid-October to correspond with the New Hampshire Montessori Association workshop; the fifth date is set for late March in conjunction with the American Montessori Society National Conference (this is usually held the third week in March); the remaining two days are to be used and filled by the individual teachers to allow the attendance of age appropriate professional development.

A.3 Special Student Populations

Many Hands Montessori School believes in equal education for all children, regardless of disability. We will not discriminate against any child on the basis of his or her disability. Many Hands Montessori School will make available as appropriate the full continuum of educational placements when making placement determinations. Determinations regarding programming in a least restrictive environment are made for children identified for any special services and are based on the Maine Department of Education Office of Special Education procedures. The Montessori Method allows for children of all abilities to experience hands-on learning: the hand feeding the mind. Many Hands Montessori School will employ the following method for identifying students with special education needs:

- Student observation by the teacher
- Student observation by the director
- Communication with parents
- Acquiring parental consent for evaluation
- Hiring appropriate service for conducting an evaluation

Consistent with the instructional methodology of our typically developing students, the specific instructional program Many Hands Montessori School will employ with students with disabilities is the Montessori Method. The Montessori classroom is an inclusive environment by design. Each classroom includes a three-year age span to allow students to work at their own pace while learning alongside their peers. This allows each child to proceed through the academic material at his or her own learning pace and meet with success at each step. This individualized learning, guided and monitored by the teacher, allows children with special needs to be successful. The teaching staff is constantly available for any extra assistance the student may need throughout the work period. This allows for special design and instruction for the student as defined by Maine Unified Special Education Regulation (MUSER). Daily assessment and recordkeeping are employed for monitoring and evaluating each child. (Please reference section A.4 Assessment for a detailed description of our assessment and recordkeeping procedures).

For students whose learning needs call for a modified curriculum, Many Hands Montessori School will employ The Shelton Way: MACAR Program for Children with Special Needs. This program utilizes trained Montessori teachers who work with Montessori materials using fewer pieces of the activity to engage the learning disabled child. This program was developed, tested, and used by the Shelton School in Dallas, Texas, an educational program utilizing the Montessori Method and materials specifically with children “who learn differently through education, evaluation, therapy, research, and outreach.” *(Source: Shelton School website)*

Many Hands Montessori School will follow all recommendations put forth in the Federal Individuals with Disabilities Education Act (IDEA) and the State of Maine’s Unified Special Education Regulation requirements. The school will utilize the resources available through RSU14 for assessment of students and supply “appropriately qualified

personnel to measure the educational and functional achievement of students as related to their IFSP or IEP goals and on State and district-wide tests, which are aligned with Maine's Learning Results" *(Source: Maine Unified Special Education Regulation, p.9)*. The school will also follow the requirements set forth in the student's IEP regarding technological assistive devices. Weekly staff meetings will ensure that all school personnel are adhering to the requirements of the IEP. The classroom teacher and Head of School will attend all IEP yearly meetings as established by the Department of Education and/or the Department of Health and Human Services.

Many Hands Montessori School will only hire qualified individuals or groups to assess and/or work with targeted children. Many Hands Montessori School will adhere to the number of education technicians as deemed by the student's IEP. All support staff will be hired based on proof of appropriate certification, Maine State Bureau of Investigation fingerprinting, and background checks. As necessary, the school will contract with a certified Exceptional Student Education teacher or Education Technicians to assist in the support of the student's IEP and/or behavioral plan. Many Hands Montessori School will work co-operatively with RSU14 to ensure all available resources are utilized and all possible support for a student is met.

As required by federal and state laws, Many Hands Montessori School will conduct child find activities within the school district to identify children who may need special education services and/or accommodations (Please reference Tab 6: Child Find Policy). In addition, Many Hands Montessori School will seek to partner with RSU14 in utilizing the resources of our local school district (school psychologist, etc.) to assist in the identification of students needing IEPs or Section 504 Plans. Since these exceptional education students remain within the same class as regular education students, they have the same opportunities that all other class members have to feel part of the group. Being a member of a class with a multi-year age span and a wide range of abilities increases the likelihood of academic and social success. Participating in a multi-age classroom where they can continue with the same teachers and many of the same classmates for several years can be a great advantage to children who may find making changes very difficult. Continued planning, assessment, and evaluation will be used to chart the progress of the child and for the educational team to make necessary changes.

Child Find Procedures

1. A child with special needs is identified.
2. Many Hands Montessori School will initiate a referral conference and determine the need for an evaluation. If an evaluation to determine student eligibility is appropriate, parent/guardian informed consent for evaluation is obtained and an assessment is conducted.
3. Assessment of the child is conducted.
4. Once eligibility has been determined, an individualized education program (IEP) is developed for the child. The IEP Team determines the services the child needs and determines the least restrictive setting(s) in which the services can be provided.

5. The public education agency is responsible for seeing that the child receives free and appropriate public education in accordance with the IEP, if it is determined that the child requires special education and related services.
6. Children with an identified disability will have scheduled periodic annual reviews and reevaluations.

Many Hands Montessori School will use the assessment tools that are in place to monitor children's progress and identify any child who is at academic risk. The child will receive responsive interventions as mentioned in Tab 11: School Discipline Policy through the SWPBIS (School-Wide Positive Behavior Intervention and Support). Many Hands Montessori School will incorporate Response To Intervention (RTI), as a school-wide structure to help all students achieve their own best standard. Please reference Tab 11: School Discipline Policy for further explanation of the Department of Education's requirements regarding RTI.

The Montessori materials allow a child to work at his or her own pace through the sequence intrinsic in the curriculum. These self-correcting materials allow for the child to repeat the work and make educational gains as they are able. Many Hands Montessori School will confer with specialists and teaching professionals in order to ensure the proper educational intervention of each child identified, thus increasing the effectiveness of our teachers.

Many Hands Montessori School will strictly follow the policy and procedures for identifying children eligible for special education as written in the Maine Unified Special Education Regulations (MUSER). Whether the request is made by the parent/guardian, a state agency, or Many Hands Montessori School, an initial evaluation will be made within 45 days of the request as stated in MUSER Section V. Parental consent will be obtained for any student evaluation, and the parents will be notified of the evaluation procedure.

Many Hands Montessori School will "use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining: whether the child has a disability." *(Source: MUSER, p. 15)* Many Hands Montessori School will request and ensure that the evaluation tools selected and administered do not discriminate on racial or cultural basis.

In compliance with Maine State Statutes and Rules, a child entering Many Hands Montessori School with an existing Individualized Educational Plan (IEP) or Behavioral Plan from another school district will initially be scheduled for a review of the existing plan, so that appropriate continuation of services can be implemented. When a child transfers from another Maine school district, Many Hands Montessori School will consult with the parents regarding the child's IEP. Many Hands Montessori School will provide services comparable to those provided by their previous school district, and meet with all IEP team members to develop and implement a new IEP. A meeting to determine whether a child is eligible for an IEP will be held with parents/guardians, school staff,

and the school psychologist or school guidance counselor. “The IEP shall reflect the individual goals to successfully meet the content standards of the system of Maine’s Learning Results, which may include a core of standards in English language arts and mathematics for kindergarten to grade 12 established in common with the other states.” *(Source: MUSER, p. 93)*

The school will make available designated areas for study, test taking, etc. for students in need of alternative accommodations if “the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of student achievement.” *(Source: MUSER, p. 94)*

Many Hands Montessori School will put a policy in place for checking a student’s external medical device on an individual basis as mandated by their medical staff.

The philosophy of Many Hands Montessori School deems the classroom environment is a least restrictive, inclusive environment for all students. The philosophical base of Grace and Courtesy, along with the Peace Education curriculum, teaches respect for self and others. This includes classroom rules of not disturbing the work of others, asking permission to work with another student, and creating a quiet atmosphere in which to do one’s work. The community building aspect of the philosophy encourages respect for the environment and the inclusion of others. Through Geography, children learn we are alike and different, and all are accepted.

Many Hands Montessori School will establish a detailed continuum of placement to eligible students as the student population grows each year. Pre-opening statistics for this population are not available at the time of application. Upon application acceptance and as enrollment fills, special needs services will be put into place. This will be complete prior to September 3, 2014. This process will be reviewed throughout the school year as a new student enrolls to ensure all eligible children are incorporated into the special needs program on an ongoing basis.

As the special needs population is identified at Many Hands Montessori School, the school will actively hire certified professionals for the needed positions within the school. The process will begin by placing the job description on the Serving Schools website, and continue with an interview and thorough reference check. All staff employed at Many Hands Montessori School must have a state certified background check. As the school grows and develops, at least one teacher with certification in Exceptional Student Education (ESE) will be employed as a resource teacher. This person will guide teachers in the curriculum planning and implementation of special instruction for special learners.

Many Hands Montessori School will use suggested best practices for incorporating English Language Learner (ELL) students into the classroom and enhancing their studies:

> Incorporating technology: The internet makes it possible for students to view videos of activities, events and places around the world. Viewing

these activities can help English language learners to develop an understanding of new concepts while at the same time building topic related schema (background knowledge). *(Source: Journal of International Education Research)*

Experiential learning: Teacher can provide opportunities for English language learners to acquire vocabulary and build knowledge through hands-on learning. *(Source: Canadian Journal of Education)*

Connecting learning to prior knowledge: In order to make learning more meaningful, connect a new topic to an experience or event from the English language learners background. This can support the English language learner in making connections between vocabulary in their L1 (first language) and English. *(Source: Journal of International Education Research)*

In addition, Many Hands Montessori School will incorporate suggestions from research done by The National Council of English Teachers for aiding ELL students in their learning: present challenging curricula content, set high expectations, use technology, recognize socio-cultural factors, position native languages and home environments as resources, teach ELL in grades K-8 the basics of academic literacy.

Many Hands Montessori School will be conscious of testing procedures, and will employ the services of an ELL teacher or speaker of the child's native language to assist the student in test taking. Many Hands Montessori School will seek to contract with RSU14 to hire an ELL teacher or ESE for students in need of such services, or hire certified ELL instructors as needed.

Many Hands Montessori School will support intellectually gifted students, and ensure that they feel challenged, stimulated, and excited in their learning environment. "Teaching strategies that stimulate higher level and imaginative thinking are important curriculum extensions for gifted students who have already mastered much of the written and oral language skills required at their grade level." *(Source: National Association of Special Education Teachers)*. The Montessori curriculum and materials exemplify this idea. Each activity is designed to introduce the child to a specific concept, repeat the activity to master the skill, and then continue working with the material through the extensions and variations that teach more in-depth values of the concept. All students will be monitored through the detailed record keeping system used in each classroom. The weekly staff meetings will allow staff to share further observations and children's progress, and to modify teaching curriculum and strategies as needed to ensure that each child is challenged at their current level of ability.

Many Hands Montessori School will seek to contract with RSU14 to hire a gifted and talented teacher as needed, and/or go through a hiring procedure to seek a qualified ESE candidate. As the school grows and develops, at least one teacher with certification in Exceptional Student Education (ESE) will be employed as a resource

teacher. This person will guide teachers in the curriculum planning and implementation of special instruction for gifted learners.

In cases where it is deemed that Many Hands Montessori School is not the appropriate environment for a child, he or she cannot satisfactorily achieve his or her education, and the school cannot offer a Free and Appropriate Public Education (FAPE) to this child, Many Hands Montessori School will work cooperatively with the Collaborative School on the Pineland Campus in New Gloucester, Maine.

> The Collaborative School is a division of the nonprofit Maine Special Education/Mental Health Collaborative (MSE/MHC) and provides day treatment services for children in grades K-12. In keeping with its mission, the Collaborative's administrative, clinical and teaching staff maintains a strong commitment to supporting schools in effectively serving their most complex students. Therefore, the Collaborative School serves as both a comprehensive educational and mental health treatment setting licensed by the Department of Education (DOE) and Department of Health and Human Services (DHHS). At the core of the Collaborative School's approach to this challenging work is a well-articulated treatment philosophy and extensive supervisory support for teaching staff, support staff, and clinical service providers.
> *(Source: Collaborative School website)*

A copy of FERPA policies and procedures that complies with Reg. 300-620-300.626 related to protecting the confidentiality of any personally identified information collected, used, or maintained under Part B of the Act will be on file in the school office and be readily available to all parents/guardians.

Financial reports will show that federal funds provided to the school under Part B IDEA will not be co-mingled with State funds, and a separate accounting system will be used including audits of expenditures of the Part B payments.

Many Hands Montessori School's curriculum includes a variety of learning areas in addition to the core curriculum areas. These include music, art (studio art and art appreciation), gardening and outdoor maintenance (building of fences, chicken coops, assisting in outbuildings), animal care, foreign language, and community inclusion and outreach. These support areas provide for a holistic learning experience for children of all learning abilities. In addition, the school will develop and maintain a school library of age appropriate reading materials, references, and resources. As funding allows, additional technology equipment – computers, cameras, and teaching tools – will be added as teachers and student resources. The learning environment at Many Hands Montessori School will be inclusive of all students both academically and socially, based upon both the school's mission and the Montessori philosophy.

Tab 2: Special Education Procedural Safeguards

Misprint in the application. Please reference Tab 9: Procedural Safeguards

Tab 3: Individual Education Programs Policy

Many Hands Montessori School, in accordance with The Maine Department of Education and under the guidelines of IDEA Part B pertaining to children age 3 to 20, uses the following plan to ensure an eligible child will be evaluated and receive an Individual Education Plan (IEP).

In accordance with the Office of Special Services, Many Hands Montessori School will effectively implement the State's Performance Plan by means of their policies and procedures that warrant:

- the rights of children with disabilities and parents of such children are protected
- educators and parents have the necessary tools to access research-based educational tools that support the teaching of children with disabilities
- all educational personnel who teach children with disabilities are qualified to do so and are supported with ongoing professional development
- technical assistance and dissemination of information by the Department are coordinated and timely
- technology, data and media services that support the Department's Office of Special Services are coordinated, maintained and current

(Source: Maine Department of Education)

The Maine Department of Education, Many Hands Montessori School, or the student's parents or legal guardians can request an evaluation of a child for special services.

The following is Many Hands Montessori School's policy to establish an IEP for a qualified student:

1. An IEP team will be assembled to begin the process and procedures to implement an IEP for a student. The team will consist of the parents/guardians of the child, the Head of School, the child's teacher, and contracted service providers.
2. The team will assemble at a pre-designated time and place agreed to by all parties. The location will allow for privacy and accordance with HIPPA laws.
3. There will be an assigned note taker to record discussed topics and possible outcomes.
4. The meeting will follow Many Hands Montessori School meeting protocol:
    a. Introduce all in attendance
    b. Follow the agenda
    c. Begin with a positive statement about the child
    d. Allow convening person/s to state their case
    e. Entertain discussion. One person at a time talks
    f. State conclusion
    g. Assign roles of each participant
    h. Determine time and place of next meeting

i. End with a positive statement about the child

Any future changes made to the plan must follow the Department of Education guidelines in Chapter 101 Section VI:

> Individual Plan Team Membership, and Section IX, Individualized Plans, changes to an IEP must be determined by the designated IEP team, and must be based solely on the needs of the student, unless the parent and the school administrative unit agree to a change without a meeting pursuant to Chapter 101, IX.3.C(4)

(Source: Maine Department of Education)

Tab 4: Referral/Pre-Referral of Students with Disabilities Policy

Many Hands Montessori School will adopt the Referral/Pre-Referral of Students with Disabilities Policy of our local public school district, RSU14.

REFERRAL/PRE-REFERRAL OF STUDENTS WITH DISABILITIES

It shall be the policy of the Windham Raymond School District (RSU # 14) to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP Team may be made by parents at any time and by professional school staff and other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by RSU # 14 on the date that the written referral is received by the Building Special Education Site Coordinator. It shall be signed and dated by the Building Special Education Site Coordinator, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Student Services, may develop procedures for referral and the use of pre-referral interventions within RSU # 14, and may from time-to-time amend those procedures as necessary.

Legal Reference: Maine Department of Education Reg. Ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (May 2010).

Cross Reference: Referral / Pre-Referral Policy Procedures (IHBAA-R)
Individualized Education Programs (IHB)
Child Find (IHBAC)
Programming in the Least Restrictive Environment (IHBAG)

First Reading November 17, 2010

Second Reading December 8, 2010

Tab 5: Referral/Pre-Referral Procedures

Many Hands Montessori School will adopt the Referral/Pre-Referral Procedures of our local public school district, RSU14.

FILE CODE: IHBAA-E

REFERRAL/PRE-REFERRAL ADMINISTRATIVE PROCEDURES

RSU # 14 shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A. Referrals by Parents

A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the building-based Special Education Site Coordinator. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall direct the family to the office of the building-based Site Coordinator. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the building-based Site Coordinator.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the District's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. Referrals by Staff

Any professional employee of the District may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the District. The District may move directly forward with the referral process in those circumstances where the District and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the building-based Site Coordinator.

C. Referrals by Others

Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by RSU # 14. The District may move directly forward with the referral process in those circumstances where the District and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the building-based Site Coordinator.

D. Receipt of Referral

Regardless of the source of the referral, a referral is received by the District on the date that the written referral is received by the office of the building-based Special Education Site Coordinator. It shall be signed and dated by the building-based Site Coordinator, thereby indicating the date of the receipt of that referral.

E. Timeline for Processing Referral

Once the referral has been received in the office of the building-based Site Coordinator, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the District must send a "Consent to Evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the District shall send the parent its Written Notice form documenting that referral.

Once the office of the Site Coordinator receives the signed consent for evaluation back from the parent, the District shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

The District shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. Transfer Students

Students who have already been identified as in need of special education services and who transfer to the District from another school district *within Maine* shall, on enrollment and in consultation with the parent, be provided with a Free Appropriate Public Education (FAPE) (including services comparable to those described in the child's IEP from the previous school district) until RSU # 14 either adopts the child's IEP from the previous school district or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who transfer to the District from another school district *from outside of Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school district) until RSU # 14 conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.

If the transfer student's current IEP from his or her prior school district is not available or is believed to be inappropriate by either the parent or the school, RSU # 14 should develop a new IEP through appropriate procedures within 30 calendar days after the student enrolls at the school.

If a child transfers into the District after the referral timeline has begun in the previous school district, but before an eligibility determination has been made, the timeline referenced above for completing that process shall not apply if RSU # 14 is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and District agree to a specific time when the evaluation will be completed and the eligibility decision made.

<u>Pre-Referral Procedures</u>

Professional school staff members may observe that a student is encountering academic or functional difficulties in school that interfere with the student's education. Such difficulties shall be specifically

documented. Using a Response to Intervention (RTI) model, each school will have a format to record specific Universal Screening results and other classroom observation and assessment results. Following the identification of student difficulty, the staff member shall try strategic interventions (Tier I) within the classroom for a pre-determined period of time. The staff member may consult with other school employees and/or the student's parents in developing the intervention strategies.

If progress monitoring data indicates that the student needs a more intensive amount of intervention, the building-level, student-centered problem solving team (e.g., SAT, RTI, Grade Level Teams, etc.) will define further trials of specific, research-based intervention (Tier II) to be implemented for an established time period. If, through progress monitoring at regular intervals, the intervention strategies have not been effective, or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the student may be referred to the IEP team by one of the student-centered problem solving teams. Academic and/or social emotional difficulties, as well as interventions and progress monitoring results, will be documented in a Personal Learning Plan format.

RSU # 14 shall notify parents whenever their child has demonstrated educational difficulties that have led to specialized interventions at the Tier I or Tier II level. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education services. The District may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP team, but the District shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the IEP Team and the resulting data shall become part of the child's special education file.

Special education due process procedures shall not be used to address parental concerns regarding successful implementation of these pre-referral procedures, and the failure to use this pre-referral process may not be used in special education due process proceedings to establish that the District has failed to meet its child find or referral obligations.

Legal Reference: Maine Dept of Education Reg. Ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (May 2010)

Cross Reference: Referral / Pre-Referral Policy (IHBAA)
Individualized Education Programs (IHB)
Child Find (IHBAC)
Programming in the Least Restrictive Environment (IHBAG)

Tab 6: Child Find Policy

Many Hands Montessori School seeks to ensure that children within its catchment area are identified, located and evaluated who are to be enrolled in grades kindergarten through grade eight, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of ten full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of having a disability and being in need of special education and supportive assistance even though they are advancing from grade to grade.

Many Hands Montessori School is responsible for child find for resident students attending private or public schools through public tuition payments and shall meet this duty through appropriate arrangements with the receiving school.

Many Hands Montessori School's child find responsibility shall be accomplished through a process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. Many Hands Montessori School may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, Many Hands Montessori School will refer the child to the regional Child Development Services (CDS) site within ten school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, agency representatives, or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow Many Hands Montessori School's pre-referral and referral policy.
Legal References: 34 C.F.R. § 300.111 (2006); Me. Dept. of Education Reg. ch. 101, IV(2) (2010) *(Source: RSU14)*

Tab 7: Grievance Procedure for Persons with Disabilities Policy

Grievance Procedure for Persons with Disabilities

This grievance process is for people receiving Developmental Services provided or paid for by Many Hands Montessori School. If your child is a person with learning disability you have the right to file a grievance about a decision by Many Hands Montessori School that affects your child's education.

You may have been told by the school that a service is not available to your child, or that supports your child is receiving will be reduced. If you have a complaint about a service or a staff member, you or your representative can talk to a Many Hands Montessori School staff member about the problem. Talking can be the easiest and the best way to handle complaints and try to work out disagreements. Staff members of Many Hands Montessori School are supposed to work with you to try to resolve your complaint.

Another way to work things out is called mediation. A mediator is a person who has special training in how to settle a problem. You can ask the school for mediation before filing a grievance. You can also ask for mediation after a grievance has been filed.

If these efforts are not working, or things are still not to your satisfaction, you can file a grievance.

I. WHAT IS A GRIEVANCE?

A grievance is a complaint. A grievance can be about an action or inaction of Many Hands Montessori School. It can be about a person, service or supports. A grievance can be about a violation of your rights. Or it can be about your unhappiness with current services or supports.

Grievances include the denial of services or supports relating to your Individualized Education Program (IEP) or other planning process. A grievance can be about violations of law, or about rules that Many Hands Montessori School is required to follow.

You or your representative may get help from a Developmental Services advocate with the Disability Rights Center at any time during the grievance process.

If you need an interpreter to help you with your grievance, tell your case manager.

You can ask for mediation anytime during the grievance process. It stops the time limits while you, the mediator and school staff are trying to reach an agreement. Sometimes school staff will be at the mediation meeting. If the mediation is not successful, you can continue with your grievance.

Many Hands Montessori School will try to solve problems with you informally whenever possible. The school is required to document problems and efforts to resolve these problems. If the school is unable to resolve your complaint within five (5) work days, the school must notify your child's case manager.

There is a Maine law about grievances. The law is found in 34-B MRSA Section 5604 (3). www.mainelegislature.org/legis/statutes/34-B/title34-Bsec5604.html

II. HOW DO I FILE A GRIEVANCE?

There are three levels of grievance. The first two levels are informal. The third level is a formal hearing.

Level I: Case Manager Responsibilities
The easiest way to file a grievance is on the grievance form.

You can get a copy of the grievance form from your case manager or the school. Complete the grievance form, and give it to your case manager or Head of School. You also have the right to just ask for a grievance. The case manager or staff member should then fill out the form themselves to start the grievance. Your case manager is required to document your grievance, notify the Developmental Services advocates, and to work quickly to try to resolve the complaint.

If the grievance cannot be resolved within five (5) school days the case manager will immediately refer the grievance to the Head of School. The case manager will also notify you, your representative and the Disability Rights Center, in writing, that the matter has been referred to Level II.

Level II: Head of School Responsibilities

If the disagreement is not resolved, then your grievance goes to the Head of School. The Head of School has five (5) school days to try to resolve your grievance. The Head of School has the right to look at documents or other information about you in order to understand the grievance. She/he also has a right to speak to you and/or your representative in order to understand the nature of the problem. The Head of School must include your representative(s), in all discussions.

The Head of School will consult with the Board of Directors about your case and document the discussion. The Head of School must give you a written decision within five (5) school days after getting your Level II grievance.

This decision will tell you:

- What the grievance is about:
- The Head of School's understanding of the issue;

- The Head of School's decision; and
- The reason for the Head of School's decision.

Level III Resolution: Formal Administrative Hearing

When you get your final decision from the Head of School, it will tell you that you have ten (10) school days after you receive it to ask for a Level III resolution. If you are unhappy with the Head of School's decision, you or your representative should write a short letter and explain that you want to file a grievance about the decision. In your letter, you can explain why you don't agree with the final decision of the Head of School.

If you do not get a final decision from the Head of School about the Level II grievance within 5 school days, you can ask for a Level III hearing.

Your letter should be sent to the Head of School.

The request for a Level III hearing must be:

- In writing,
- Addressed to the Head of School; and
- Made within ten (10) school days of receipt of the Level II decision or the failure of the Head of School to comply with the procedures.

III. HOW DOES THE SCHOOL PROCESS MY GRIEVANCE?

A staff person from Many Hands Montessori School will forward the grievance to the Board of Directors within three (3) school days and shall request that a hearing be set within ten (10) school days of receipt of the request. A hearing is a chance for you to tell a person who does not work for Many Hands Montessori School why you are unhappy. A Board Member will contact you, your representative, and the school staff member about where and when the hearing will take place.

IV. WHERE AND WHEN WILL MY HEARING BE HELD?

Your hearing will be held at a place that is comfortable for you. The Board Member will listen to you to decide what the best place for a hearing is. If you have a problem with the date or time of the hearing, the Board Member should be able to find a better date and time for the hearing as well.

V. WHAT CAN I EXPECT AT THE HEARING?

These hearings are informal. You can have someone with you to help you with your case, or just help you be comfortable. Here is what a typical hearing might look like:

1. Before the hearing, the Board Member might contact you and your representative and the Board Member will decide where the hearing is going to take place, what facts people want to present, and what items people want to discuss at the hearing. The Board Member is free to make decisions about some of these things. These decisions,

or rulings, have to be in writing. Any rulings must be given to you or your representative before the hearing.

2. At the hearing, the Board Member will make sure everyone is comfortable. The Board Member will explain what the hearing is about, and will ask anyone if they have any questions before the hearing starts. The Board Member may also swear in witnesses to make sure everyone tells the truth.

3. The Board Member can decide who will first speak at the hearing. In most cases, the Head of School will speak first. The Head of School will explain to the Board Member its side of the story and will usually provide documents such as reports and letters. The Head of School may call witnesses to testify about what happened in this case. You or your representative have the right to object to information or facts that Head of School is giving to the Board Member.

4. After the Head of School has finished presenting its case; it is your turn. You can explain your point of view and present documents to the Board Member. You can have witnesses testify to support your case. The Head of School can object to some of your evidence as well.

5. At the end of the hearing, the Board Member will ask if everyone had a full chance to present all their facts. The Board Member may also ask if either you or the Head of School want to make any final arguments. When everyone is done, the Board Member will make a recommended decision. The Board Member will send the recommended decision in writing to you, your representative, your case manager, and the Head of School.

VI. WHAT HAPPENS WHILE MY APPEAL IS GOING ON?

You and your representative can keep trying to solve your problem during the grievance, to mediate the conflict, or to solve new problems that come up. If something needs to happen right away, you and your case manager can try to find a temporary solution. If a temporary solution can't be found, then nothing will change until there is a final decision on your appeal. While a grievance is going on, services you are receiving will continue unless your doctor or planning team suggest otherwise for health or safety reasons.

VII. IS THE BOARD MEMBER'S RECOMMENDED DECISION FINAL?

No. The Board Member's recommended decision gets sent to the Chairperson of Many Hands Montessori School. The Board Member at the same time gives both you and the Head of School ten (10) school days to write any last argument you have which you can also send to the Chairperson. The Chairperson will make a final decision within thirty (30) school days. If the Chairperson does not send out a decision within thirty (30) school days, then the decision of the Board Member becomes the final decision.

VIII. WHAT IF I DO NOT LIKE THE DECISION?

You have the right to appeal the Chairperson's decision. The Chairperson's letter will tell you about your right to appeal the decision to the Maine Superior Court.

IX. WHAT CAN'T BE GRIEVED?

A grievance can not be filed around eligibility for developmental services. If you have been denied eligibility for developmental services and you disagree with the decision, you can instead file an appeal.

Developmental Services Advocates with the Disability Rights Center

Cumberland and York Counties
Disability Rights Center Advocate
161 Marginal Way
Portland, ME 04101
Tel: 822-0321 or 1-800-269-5208
TTY: Maine Relay 711

GRIEVANCE FORM FOR PERSONS WITH DISABILITIES

This is a form you can use to file a **grievance.** If you have a complaint about services and supports from Many Hands Montessori School you can file a grievance. If your rights have been violated, you can file a grievance. Filing a grievance is a way to settle a disagreement.

If you would like to file a grievance, complete this form. Return a copy to the Head of School.

Date: _____

Staff Member: _____

Your Name: _____

Address: _____

_____

Telephone Number: _____

What is the problem?

_____
_____
_____
_____
_____
_____
_____
_____
_____

What do you want to happen?

_____
_____
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_____
_____

The Head of School must answer this grievance within five (5) days of receipt.

Tab 8: Notification of Rights for Elementary and Secondary Schools Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Many Hands Montessori School receives a request for access.

   Parents or eligible students should submit to the Head of School [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask Many Hands Montessori School to amend a record should write the Head of School [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting

another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Many Hands Montessori School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)

- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

(Source: US Department of Education)

Tab 9: Procedural Safeguards

Many Hands Montessori School will provide copy of the Procedural Safeguards to parents and guardians of children identified with disabilities under the Maine Unified Special Education Regulations. Once a qualified family is identified at Many Hands Montessori School, this document will be provided either in person or via postal mail for each year their child is enrolled at our school. Attached below is the Notice of Procedural Safeguards, as stated by the Maine Department of Education, and also attached is a companion letter intended to more clearly inform families of a child with disabilities of their rights.

Notice of Procedural Safeguards

In the Individuals with Disabilities Improvement Act of 2004 (the reauthorization of the IDEA, 2004), the Congress required the U.S. Department of Education to publish and widely disseminate 'model forms', that are "consistent with the requirements of [Part B of the IDEA]" and "sufficient to meet the requirements." This notice of procedural safeguards has been provided to the states.

***NOTE: Italicized text signifies State requirements.* Non-italicized Time Roman text signifies federal statutory or regulatory requirements.**

Opportunity to examine records; parent participation in meetings.
34 CFR § 300.501

(a) *Opportunity to examine records.* The parents of a child with a disability must be afforded, in accordance with the procedures of §§ 300.613 through 300.621, an opportunity to inspect and review all education records with respect to—

(1) The identification, evaluation, and educational placement of the child; and

(2) The provision of FAPE to the child.

(b) *Parent participation in meetings.*

(1) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to—

(i) The identification, evaluation, and educational placement of the child; and

(ii) The provision of FAPE to the child.

(2) Each public agency must provide notice consistent with § 300.322(a)(1) and (b)(1) to ensure that parents of children with disabilities have the opportunity to participate in meetings described in paragraph (b)(1) of this section.

(3) A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

(c) *Parent involvement in placement decisions.*

(1) Each public agency must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

(2) In implementing the requirements of paragraph (c)(1) of this section, the public agency must use procedures consistent with the procedures described in § 300.322(a) through (b)(1).

(3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone
calls, or video conferencing.

(4) A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this
case, the public agency must have a record of its attempt to ensure their involvement.

Communication of Procedural Safeguards
34 CFR §300.504

(a) A copy of the procedural safeguards available to the parents of a child with a disability *or an adult student with a disability* must be given to the parents *or the adult student* only one time a school year, except that a copy also must be given to the parents –

(1) Upon initial referral or parent request for evaluation;

(2) Upon receipt of the first State complaint and upon receipt of the first due process *hearing request;*

(3) In accordance with discipline procedures *(see* ***Procedures When Disciplining a Child with Disabilities,*** *below);* and

(4) Upon request by a parent *or adult student.*

(b) Internet Web site. *The School Administrative Unit (SAU*) may place a current copy of the procedural safeguards notice on its Internet Web site if a web site exists.

Sources the parent may contact for assistance in understanding the parent's rights include the Due Process Office of the Maine Department of Education (207-624-6650), Maine Parent Federation (1-800-870-7746), the Disability Rights Center (1-800-452-1948) and Southern Maine Parent Awareness (1-800-564-9696), and KIDS LEGAL (1-866-624-7787).

A parent may file a dispute resolution request with the Maine Department of Education if the parent believes the school

administrative unit (SAU) has violated a requirement under the Maine Special Education Regulations. (See Dispute Resolution Section below.)

Parental Participation

As the parent of a child who has or may have a disability, you are entitled to participate in meetings regarding your child's eligibility determination, initial evaluation or reevaluation, educational placement or the provision of early intervention services for your child age birth through 2 years or the provision of a free appropriate public education for your child age 3 through 20 years. If you are an adult student, you have the right to participate in meetings regarding your eligibility determination, initial evaluation or reevaluation, educational placement or the provision of a free appropriate public education.

WRITTEN NOTICE

34 CFR §300.503

Notice

Your school administrative unit (SAU) must give you written notice (provide you certain information in writing), *at least 7 days prior to the date the school administrative unit:*

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth to 2 years, or* a free appropriate public education (FAPE) *to your child age 3 through 20 years;* **or**
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth through 2 years, or a FAPE* to your child *age 3 through 20 years*.

Content of notice

The written notice must:

- 1. Describe the action *regarding the referral, evaluation, identification, programming or placement* that your SAU proposes or refuses to take;
- 2. Explain why your SAU is proposing or refusing to take the action;
- 3. Describe each evaluation procedure, assessment, record, or report your SAU used in deciding to propose or refuse the action;
- 4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
- 5. Tell you how you can obtain a description of the procedural safeguards if the action that your SAU is proposing or refusing is not an initial referral for evaluation;

- 6. Include resources for you to contact for help in understanding *your rights under* Part B of the IDEA, *such as and the Due Process Office of the Maine Department of Education (207-624-6644), the Maine Parent Federation (1-800-870-7746), and Southern Maine Parent Awareness (1-800-564-9696)*
- 7. Describe any other choices that your child's individualized education program (IEP) Team*, which includes* the parent, considered and the reasons why those choices were rejected;
- 8. Provide a description of other reasons why your SAU proposed or refused the action.
- *9. Include a summary of comments made by the parents, including the parents' description of their child's progress; and*
- *10. Names and titles of each member.*

Notice in understandable language

The notice must be:

- 1. Written in language understandable to the general public; **and**
- 2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your SAU must ensure that:

- 1. The notice is translated for you orally by other means in your native language or other mode of communication;
- 2. You understand the content of the notice; **and**

3. There is written evidence that 1 and 2 have been met.

Native Language

34 CFR §300.29

Native language*,* when used with an individual who has limited English proficiency, means the following, <u>including the translation of the procedural safeguards</u>:

- 1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;

  2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Electronic Mail

34 CFR §300.505

If your SAU offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

- 1. Prior written notice;
- 2. Procedural safeguards notice; **and**
- 3. Notices related to a due process *hearing request*.

Parental Consent - Definition
34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Parental Consent
34 CFR §300.300

Consent for initial evaluation

Your SAU cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your written consent as described under the heading **Parental Consent.**

Your SAU must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the SAU to start providing special education and related services to your child. If

your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your SAU may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process *hearing request*, resolution meeting, and impartial due process hearing procedures (unless required to do so or prohibited from doing so under State law). Your SAU will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances, unless State law requires it to pursue the evaluation.

Generally, either parent may grant consent. In the case of divorced parents with shared parental rights and responsibilities either parent may grant consent. However, in the event that one parent grants consent and the other parent refuses, the school administrative unit is obligated to initiate the action for which consent has been granted.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —
The SAU does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

- 1. Despite reasonable efforts to do so, the SAU cannot find the child's parent;
- 2. The rights of the parents have been terminated in accordance with State law; **or**
- 3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a child who, as determined by the State where the child lives, is:

- 1. A foster child;
- 2. Considered a ward of the State under State law; **or**
- 3. In the custody of a public child welfare agency.

Parental consent for services

Your SAU must obtain your informed written consent before providing special education and related services to your child for the first time.
The SAU must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your SAU may not use the procedural safeguards (i.e., mediation, *State* complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related

services for the first time, or if you do not respond to a request to provide such consent and the SAU does not provide your child with the special education and related services for which it sought your consent, your SAU:

1. Is not in violation of the requirement to *provide appropriate services (for a child age birth through 2 years)or* make a free appropriate public education (FAPE) available to your child (*age 3 through 20 years)* for its failure to provide those services to your child; **and**
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Parental consent for reevaluations

Your SAU must obtain your informed consent before it reevaluates your child, unless your SAU can demonstrate that:

- 1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
- 2. You did not respond.

If you refuse to consent to your child's reevaluation, the SAU may, but is not required to, pursue your child's reevaluation by using the mediation, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your SAU does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the SAU's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; **and**
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your SAU may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

Revisions to Parental Consent effective December 31, 2008:

§300.300 Parental consent. 1. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the public agency-

a. May not use the procedures in subpart E of this part (including the mediation procedures under § 300.506 or the due process procedures under §§300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child; b. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent; and c. Is not required to convene an IEP Team meeting or develop an IEP under §§300.320 and 300.324 for the child.

2. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency-

a. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with §300.503 before ceasing the provision of special education and related services; b. May not use the procedures in subpart E of this part (including the mediation procedures under §300.506 or the due process procedures under §§300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child; c. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and d. Is not required to convene an IEP Team meeting or develop an IEP under §§300.320 and 300.324 for the child for further provision of special education and related services.

Independent Educational Evaluations
34 CFR §300.502

General

As described below, you have the right to *request* an independent educational evaluation (IEE) of your child *at no cost to you* if you disagree with the evaluation of your child that was obtained by your SAU.

If you request an independent educational evaluation, the SAU must provide you with information about where you may obtain an independent educational evaluation and about the SAU's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the SAU responsible for the education of your child.

Public expense means that the SAU either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the

provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

Parent right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your SAU, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense when you disagree with a school evaluation of your child, your SAU must, *within 30 days*, either: (a) File a due process *hearing request* to request a hearing to show that its evaluation of your child is appropriate; or (b) Ensure that an independent educational evaluation is provided at public expense, unless the SAU demonstrates in a hearing that the evaluation of your child that you obtained did not meet the SAU's criteria.
2. If your SAU requests a hearing and the final decision is that your SAU's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the SAU may ask why you object to the evaluation of your child obtained by your SAU. However, your SAU may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process *hearing request* to request a due process hearing to defend the SAU's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your SAU conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the SAU an evaluation of your child that you obtained at private expense:

1. Your SAU must consider the results of the evaluation of your child, if it meets the SAU's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your SAU may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

SAU criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the SAU uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).
Except for the criteria described above, a SAU may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

Confidentiality of Information

Definitions

34 CFR §300.611

As used under the heading **Confidentiality of Information**:

- Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- Education records means the type of records covered under the definition of ‘‘education records’’ in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- Participating agency means any SAU, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

Personally Identifiable

34 CFR §300.32

Personally identifiable means information that has:
(a) Your child's name, your name as the parent, or the name of another family member;
(b) Your child's address;
(c) A personal identifier, such as your child’s social security number or student number; **or**
(d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Notice to Parents

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is

maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;

3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity to locate, identify, and evaluate children in need of special education and related services.

Access Rights

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your SAU under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

Record of Access

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized

to use the records.

Records on More Than One Child

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of Types and Locations of Information

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

Fees

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

Amendment of Records at Parent's Request

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.
If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading **Opportunity For a Hearing,** *below.*

Opportunity for a Hearing

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

Hearing Procedures

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

Result of Hearing

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**

2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

Consent For Disclosure of Personally Identifiable Information

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached *18 years of age (or is emancipated)* under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
If your child is in, or is going to go to, a private school that is not located in the same SAU you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the SAU where the private school is located and officials in the SAU where you reside.

Safeguards

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of Information

34 CFR §300.624

Your SAU must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Dispute resolution

20-A M.R.S.A. §7202 et seq.

State Complaint Procedures

Difference Between Due Process Hearing and State Complaint Procedures

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process hearings. *Maine uses Part B dispute resolution processes for children served under Part C.* As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a SAU, the State Educational Agency, or any other public agency. Only you or a SAU may file a due process *hearing request* on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of *appropriate services (birth to 2 years) or* a free appropriate public education (FAPE) to a child *(3 through 20 years*.) While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process *hearing request* (if not resolved through a resolution meeting or

through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the SAU's request. The State complaint, resolution and due process hearing procedures are described more fully below.

Adoption of State Complaint Procedures
34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child; **and**
2. Appropriate future provision of services for all children with disabilities.

Minimum State Complaint Procedures
34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the SAU or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the SAU or other public agency is violating a requirement of Part B of the IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the

complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) the parent and the SAU or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading **Filing a Due Process Hearing Request,** or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the SAU), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a SAU's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

Filing a Complaint

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.
The State complaint must include:

1. A statement that a SAU or other public agency has violated a requirement of Part B of the IDEA or its regulations;
2. The facts on which the statement is based;
3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific child:
   (a) The name of the child and address of the residence of the child;
   (b) The name of the school the child is attending;
   c. (c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;

d. (d) A description of the nature of the problem of the child, including facts relating to the problem; **and**
e. (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading **Adoption of State Complaint Procedures,** *unless a longer period is reasonable because the complainant is requesting compensatory services for a violation that allegedly occurred not more than two years prior to the date that the written complaint is received by the Department of Education.*
The party filing the State complaint must forward a copy of the complaint to the SAU or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

The SEA, under 34 CFR 300.537, may determine the State enforcement mechanisms for resolution session agreements and mediation agreements.

Due Process H*earing* Procedures

Filing a Due Process *Hearing Request*
34 CFR §300.507

General

You or the SAU may file a due process *hearing request* on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of *appropriate services for your child age birth through 2 years or* a free appropriate public education (FAPE) to your child *age 3 through 20 years*.

The due process *hearing request* must allege a violation that happened not more than two years before you or the SAU knew or should have known about the alleged action that forms the basis of the due process *hearing request*.

The above timeline does not apply to you if you could not file a due process *hearing request* within the timeline because:

1. The SAU specifically misrepresented that it had resolved the issues identified in the *hearing request;* **or**
2. The SAU withheld information from you that it was required to provide you under Part B of the IDEA.

Information for parents

The SAU must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the SAU file a due process *hearing request*.

Due Process *Hearing* Request
34 CFR §300.508

General

In order to request a hearing, you or the SAU (or your attorney or the SAU's attorney) must submit a due process *hearing request* to the other party. That *hearing request* must contain all of the content listed below and must be kept confidential.
You or the SAU, whichever one filed the *hearing request*, must also provide the State Educational Agency with a copy of the *hearing request*.

Content of the *hearing request*

The due process *hearing request* must include:

1. The name of the child;
2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to you or the SAU at the time.

Notice required before a hearing on a due process *hearing request*

You or the SAU may not have a due process hearing until you or the SAU (or your attorney or the SAU's attorney), files a due process *hearing request* that includes the information listed above.

Sufficiency of *hearing request*

In order for a due process *hearing request* to go forward, it must be considered sufficient. The due process *hearing request* will be considered sufficient (to have met the content requirements above) unless the party receiving the due process *hearing request* (you or the SAU) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the *hearing request*, that the receiving party believes that the due process *hearing request* does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the SAU) considers a due process *hearing request* insufficient, the hearing officer must decide if the due process *hearing request* meets the requirements listed above, and notify you and the SAU in writing immediately.

Hearing request amendment

You or the SAU may make changes to the *hearing request* only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process *hearing request* through a resolution meeting, described below; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the SAU) makes changes to the due process *hearing request*, the timelines for the resolution meeting (within 15 calendar days of receiving the *hearing request*) and the time period for resolution (within 30 calendar days of receiving the *request*) start again on the date the amended *hearing request* is filed.

Local educational agency (LEA) or SAU response to a due process hearing request

If the SAU has not sent a prior written notice to you, as described under the heading **Prior Written Notice**, regarding the subject matter contained in your due process *hearing request*, the SAU must, within 10 calendar days of receiving the due process *hearing request*, send to you a response that includes:

1. An explanation of why the SAU proposed or refused to take the action raised in the due process *hearing request*;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the SAU used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the SAU's proposed or refused action.

Providing the information in items 1-4 above does not prevent the SAU from asserting that your due process *hearing request* was insufficient.

Other party response to a due process hearing request

Except as stated under the sub-heading immediately above, **Local educational agency (LEA) or SAU response to a due process hearing request**, the party receiving a due process *hearing request* must, within 10 calendar days of receiving the *request*, send the other party a response that specifically addresses the issues in the *due process hearing request*.

Model Forms

34 CFR §300.509

The State Educational Agency must develop model forms to help you file a due process *hearing request* and a State complaint. However, your State or the SAU may not require you to use these model forms. In fact, you can use this form or another appropriate model form, so long as it contains the required information for filing a due process

hearing request or a State complaint.

Mediation
34 CFR §300.506

General

The SAU must make mediation available to allow you and the SAU to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process *hearing request*. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process *hearing request* to request a due process hearing as described under the heading **Filing a Due Process Hearing Request.**

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the SAU's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The SAU may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits and encourage the use of the mediation process to you.

The State must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.
The State is responsible for the cost of the mediation process, including the costs of meetings.
Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the SAU.

If you and the SAU resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

1. States that all discussions that happened during the mediation process will

remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**

2. Is signed by both you and a representative of the SAU who has the authority to bind the SAU.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States. *(See Section XVI(3)(B)(9)of this rule)*
Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the SAU that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a SAU or State agency solely because he or she is paid by the agency or SAU to serve as a mediator.

An attorney may represent a school administrative unit in a mediation only when an attorney represents the parents. An attorney representing a parent shall provide the superintendent of the school administrative unit and the Due Process Office of the Maine Department of Education with at least 7 days written notice prior to the mediation that they will be representing the parent at the mediation. Parties may consult with their attorneys prior to and after engaging in mediation.

If both parties agree, the parties may sign a waiver of the 7-day written notice of attendance of the parent's attorney in mediation. A copy of the signed waiver must be provided to the Department of Education Due Process Office.

If the parent does not choose to participate in mediation the parent may be contacted by a due process consultant form the Maine Department of Education who will discuss with the parent the benefits of mediation. If the parent would like to request a mediation or would like more information about mediation, the parent may contact the , Due Process Office of the Maine Department of Education at 624-6644.

The Child's Placement *Status During Pendency of Appeals("Stay Put")*

34 CFR §300.518

Except as provided below under the heading **PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,** *during the pendency of a mediation or State complaint investigation request, or* once a due process *hearing request* is sent to the

other party, , and while waiting for the decision of any impartial due process hearing or court proceeding, your child must remain in his or her current educational placement unless you and the State or SAU agree otherwise,

If the due process *hearing request* involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process *hearing request* involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the SAU is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the SAU must provide those special education and related services that are not in dispute (those which you and the SAU both agree upon).

Resolution Process

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process *hearing request*, and before the due process hearing begins, the SAU must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process *hearing request*. The meeting:

1. Must include a representative of the SAU who has decision-making authority on behalf of the SAU; **and**
2. May not include an attorney of the SAU unless you are accompanied by an attorney.

You and the SAU determine the relevant members of the IEP Team to attend the meeting.
The purpose of the meeting is for you to discuss your due process *hearing request*, and the facts that form the basis of the *hearing request*, so that the SAU has the opportunity to resolve the dispute.
The resolution meeting is not necessary if:

1. You and the SAU agree in writing to waive the meeting; **or**
2. You and the SAU agree to use the mediation process, as described under the heading **Mediation**.

Resolution period

If the SAU has not resolved the due process *hearing request* to your satisfaction within 30 calendar days of the receipt of the *hearing request* (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the SAU have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts and documenting such efforts, the SAU is not able to obtain your participation in the resolution meeting, the SAU may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process *hearing request*. Documentation of such efforts must include a record of the SAU's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the SAU fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process *hearing request* **or** fails to participate in the resolution meeting, you may ask a hearing officer to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the SAU agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.
After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the SAU agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.
If you and the SAU agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the SAU withdraws from the mediation process, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the SAU must

enter into a legally binding agreement that is:

1. Signed by you and a representative of the SAU who has the authority to bind the SAU; **and**
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States. (See Section XVI(11)(F))

Agreement review period

If you and the SAU enter into an agreement as a result of a resolution meeting, either party (you or the SAU) may void the agreement within 3 business days of the time that both you and the SAU signed the agreement.

Hearings on Due Process *Hearing Requests*

Impartial Due Process Hearing
34 CFR §300.511

General

Whenever a due process *hearing request* is filed, you or the SAU involved in the dispute must have an opportunity for an impartial due process hearing, as described in the **Due Process Hearing Request** and **Resolution Process** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the SAU that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of the IDEA, and Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each SAU must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the SAU) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process *hearing request*,

unless the other party agrees.

Timeline for requesting a hearing

You or the SAU must request an impartial hearing on a due process *hearing request* within two years of the date you or the SAU knew or should have known about the issue addressed in the *hearing request*.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process *hearing request* because:

1. The SAU specifically misrepresented that it had resolved the problem or issue that you are raising in your *hearing request*; **or**
2. The SAU withheld information from you that it was required to provide to you under Part B of the IDEA.

Hearing Rights
34 CFR §300.512

General

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the SAU must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the SAU intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present;
2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

Hearing Decisions
34 CFR §300.513

Decision of hearing officer

A hearing officer's decision on whether your child *(age birth through 2 years)* received *appropriate services or (age 3 through 20 years) received* a free appropriate public education (FAPE) must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive *appropriate services or* FAPE only if the procedural inadequacies:

1. Interfered with your child's right to *appropriate services or* a free appropriate public education;
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of *appropriate services or* a free appropriate public education (FAPE) to your child; **or**
3. Caused a deprivation of an educational benefit.

Final Decision Notice
Every decision made at the conclusion of a proceeding subject to this rule shall be in writing and shall include findings of fact sufficient to apprise the parties and any interested member of the public of the basis for the decision. .

Construction clause

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a SAU to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process *hearing request* on an issue separate from a due process *hearing request* already filed.

Findings and decision to advisory panel and general public

The State Educational Agency or the SAU, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

Appeals

Finality of Decision; Appeal
34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) *must be in writing and* is final, except that any party involved in the hearing (you or the SAU) may appeal the decision by bringing a civil action, as described below.

Timelines and Convenience of Hearings and Reviews
34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading **Adjustments to the 30-calendar-day resolution period,** not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

Civil Actions, Including the Time Period in Which to File Those Actions
34 CFR §300.516

General

Any party (you or the SAU) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject

of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

If the parent has any questions regarding this requirement, they should be directed to the Due Process Office of the Maine Department of Education at 624-6650.

Time limitation

The party (you or the SAU) bringing the action shall have *90 day from the receipt* of the decision of the hearing officer to file a civil action.

Additional procedures

In any civil action, the court:

1. A. Receives the records of the administrative proceedings;
    2. B. Hears additional evidence at your request or at the SAU's request; **and**
    3. C. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process *hearing request*, resolution meeting, and impartial due process hearing procedures) before going directly into court.

Attorneys' Fees
34 CFR §300.517

General

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in

its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or SAU, to be paid by your attorney, if the attorney: (a) filed a *due process hearing request* or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**
In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or SAU, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.

2. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:

   a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;

   b. The offer is not accepted within 10 calendar days; **and**

   c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

   Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

3. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

A resolution meeting, as described under the heading **Resolution meeting**, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the SAU the appropriate information in the due process request notice as described under the heading **Due Process Hearing Request**.

However, the court may not reduce fees if the court finds that the State or SAU unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

Procedures When Disciplining Children with Disabilities

Authority of School Personnel
34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below).
Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the SAU must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.
A SAU is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the SAU, the parent, and relevant members of the IEP Team (as determined by the parent and the

SAU) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the SAU's failure to implement the child's IEP.

If the SAU, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the SAU, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the SAU's failure to implement the IEP, the SAU must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the SAU, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the SAU had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**

2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the SAU must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU; **or**

3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU.

   Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ''serious bodily injury'' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code: *Bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.*

Weapon has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code: *A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.*

Notification
On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the SAU must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

34 CFR §300.536

A removal of a child with a disability from the child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**

2. The child has been subjected to a series of removals that constitute a pattern because:

   a. The series of removals total more than 10 school days in a school year;

   b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals;

   c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the SAU and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

34 CFR § 300.531

The individualized education program (IEP) Team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings **Additional authority** and **Special circumstances**, above.

Appeal

34 CFR § 300.532

General

The parent of a child with a disability may file a due process *hearing request* (see above) to request a due process hearing if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The SAU may file a due process *hearing request* (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading **Impartial Hearing Officer** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that the child's behavior was a manifestation of the child's disability; **or**
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the SAU believes that returning the child to the original placement is substantially likely to result in injury to the child or to others. Whenever a parent or a SAU files a due process *hearing request* to request such a hearing, a hearing must be held that meets the requirements described under the heading **Due Process Hearing Requests** except as follows:

1. The State Educational Agency must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless the parents and the SAU agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process *hearing request*. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process *hearing request*.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see **Appeals**, above).

Placement During Appeals

34 CFR §300.533

When, as described above, the parent or SAU has filed a due process *hearing request* related to disciplinary matters, the child must (unless the parent and the State Educational Agency or SAU agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

Protections for Children Not Yet Eligible for Special Education and Related Services

34 CFR §300.534

General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the SAU had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A SAU must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel

of the appropriate educational agency, or a teacher of the child;

2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
3. The child's teacher, or other SAU personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the SAU's director of special education or to other supervisory personnel of the SAU.

Exception

A SAU would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; **or**

2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a SAU does not have knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the SAU, and information provided by the parents, the SAU must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

Referral to and Action by Law Enforcement and Judicial Authorities 34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records

If a SAU reports a crime committed by a child with a disability, the SAU:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**

2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense

General

34 CFR §300.148

Part B of the IDEA does not require a SAU to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the SAU made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the SAU where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a SAU, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the SAU, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and SAUs.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the SAU to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the SAU of that

information;

1. If, prior to your removal of your child from the public school, the SAU provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**

2. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**
2. May, in the discretion of the court or a hearing officer, not be reduced or denied for the parents' failure to provide the required notice if: (a) The parent is not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to the child.

Surrogate parents
34 CFR § 300.519

General. (a)

Each public agency must ensure that the rights of a child are protected when—

(1) No parent (as defined in § 300.30) can be identified;
(2) The public agency, after reasonable efforts, cannot locate a parent;
(3) The child is a ward of the State under the laws of that State; or
(4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

Duties of public agency (b)

The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—

(1) For determining whether a child needs a surrogate parent; and
(2) For assigning a surrogate parent to the child.

Wards of the State. (c)

In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(i) and (e) of this section.

Criteria for selection of surrogate parents (d)

(1) The public agency may select a surrogate parent in any way permitted under State law.

(2) Public agencies must ensure that a person selected as a surrogate parent—

(i) Is not an employee of the SEA, the LEA, EIS provider or any other agency that provides early intervention services, education, care, or other services to the child or any family member of the child;

(ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and

(iii) Has knowledge and skills that ensure adequate representation of the child.

Non-employee requirement; compensation (e)

A person otherwise qualified to be a surrogate parent under paragraph (d) of this section is not an
employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

Unaccompanied homeless youth (f)

In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (d)(2)(i) of this section, until a surrogate parent can be appointed that meets all of the requirements of paragraph (d) of this section.

Surrogate parent responsibilities (g)

The surrogate parent may represent the child in all matters relating to—

(1) The identification, evaluation, and educational placement of the child; and

(2) The provision of FAPE to the child.

SEA responsibility (h)

The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

Transfer of parental rights at age of majority.
34 CFR § 300.520

General (a)

A State may provide that, when a child with a disability reaches the age of majority under State law that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)—

(1)(i) The public agency must provide any notice required by this part to both the child and the parents; and

(ii) All rights accorded to parents under Part B of the Act transfer to the child;

(2) All rights accorded to parents under Part B of the Act transfer to children who

are incarcerated in an adult or juvenile, State or local correctional institution; and (3) Whenever a State provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.

Special rule (b)
A State must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program.

(Source: Maine Department of Education)

COMPANION DOCUMENT TO MAINE'S PROCEDURAL SAFEGUARDS

A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or video conferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice. You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services

The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice.

The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.
- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree.

If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education services to your child, the school cannot provide those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child.

Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.
- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing.

If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaint~~s~~ and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the superintendent. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint.

The mediator must be impartial (does not favor either side) and is free to both you and the school. The mediation must be held promptly and at a time and ~~a~~ place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the superintendent.

An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when

the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child.

You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals.

If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan.

If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of

these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

(Source: Maine Department of Education)

A.4 Assessment

Montessori education has a rich and long history, with its basis in scientific research. Many Hands Montessori School will be a Montessori school, and will honor the time-tested methodologies of the philosophy. The greatest tool a school can have for gauging and ensuring student progress and success is the keen eye of a skilled teacher. Our teachers will be trained in Montessori methodology, and skilled in the science of thoughtful observation. With a team of knowledgeable teachers at its base, Many Hands Montessori School will ensure that each child is succeeding to the best of his or her potential.

Many Hands Montessori School will align its curriculum with the Common Core Standards, and there are many natural opportunities for this alignment to occur. Many Hands Montessori School will implement the Maine educational assessment testing procedure in accordance with MRSA Title 20-A 6209 for Reading, Mathematics, and Science. Many Hands Montessori School will begin formalized standard assessments, as stated by the Department of Education, in 3rd grade, student age 8. Many Hands Montessori School will also implement assessments that are in accordance with Title 20-A 2409, as stated below:

§2409. Public charter school performance framework

1. Performance framework. The performance provisions of a charter contract must be based on a performance framework developed by the authorizer that sets forth the academic and operational performance indicators that will guide the authorizer's evaluations of each public charter school.

[2011, c. 414, §5 (NEW) .]

2. Data elements. The performance framework developed under subsection 1 must include, at a minimum, indicators for:

A. Student academic proficiency; [2011, c. 414, §5 (NEW).]

B. Student academic growth; [2011, c. 414, §5 (NEW).]

C. Achievement gaps in both proficiency and growth between major student subgroups; [2011, c. 414, §5 (NEW).]

D. Attendance; [2011, c. 414, §5 (NEW).]

E. Recurrent enrollment from year to year; [2011, c. 414, §5 (NEW).]

F. With respect to high school, postsecondary readiness; [2011, c. 414, §5 (NEW).]

G. Financial performance and sustainability; [2011, c. 414, §5 (NEW).]

H. Governing board performance and stewardship; and [2011, c. 414, §5 (NEW).]

I. Parent and community engagement. [2011, c. 414, §5 (NEW).]

[2011, c. 414, §5 (NEW) .]

3. Annual performance targets. Annual performance targets must be set by a public charter school in conjunction with its authorizer and must be designed to help each school meet applicable federal and state requirements and authorizer expectations.

[2011, c. 414, §5 (NEW) .]

4. Data disaggregation. The performance framework developed under subsection 1 must require the disaggregation of all student performance data by major student subgroups.

[2011, c. 414, §5 (NEW) .]

(Source: Maine State Legislature)

A well-developed Montessori curriculum, in addition to our dedication to community involvement, allow for an education that encourages and enables each child to successfully proceed through the prescribed curriculum. Each activity is based upon the information and context of the previous work activity, thus moving the child through each area at their own pace while building their knowledge of that particular curriculum area. The responsibility of the teacher is to monitor the child's work and guide him to the next level by giving a presentation of the material.

The teaching staff will track and record each child's progress beginning in Kindergarten, and continue through all grades. An extensive recordkeeping system permits the teacher to track each child in every area of the curriculum. Many Hands Montessori School will employ two systems to track students: Focused Anecdotal Record Assessments (ARA), and a Montessori Compass software recordkeeping system that documents the child's progress through the materials. Anecdotal Records Assessment is an essential component in the development and interpretation of student portfolios *(Klenowski, 2002; Valencia, 1998)*. In addition, Rollins-Hurely and Villamil-Tinajero (2001) used observational records to assess the language proficiency of English learners. Below is a sample Anecdotal Records Assessment:

Student's name: Julia V. (pseudonym)			Evaluator's name: (Teacher)		
1	9/26	J.V.	2	9/30	J.V.
S	ID book's author, illustrator, title		S	Asked clarifying questions	
S	ID copyright, year, publisher		S	Retold beginning of story	
I	Eng. learner = Spanish		N	MisID main character	
3	10/3	J.V.	4	10/10	J.V.
S	Classified vocab. words in self-generated categories		N	Did not distinguish adjectives from verbs	
			S	Provided descriptive words to chart poem	
5	10/17	J.V.	6	10/21	J.V.
	Absent		N	Wrote 2 paragraphs	
			S	Used cluster diagram as a prewriting organizer	
			S	SC 3 words writing *libary*, *troubel*, and *litle*	
7	10/28	J.V.	8	11/5	J.V.
S	Used *aerodynamic* in sentence		N	Wrote 1 paragraph narrative w/assistance	
N	Matched 2 out of 5 vocab. words to definition		N	No ending punctuation in 2 sentences	

Assessment statement

Summary of records (Strengths): Asks clarifying questions; retells story beginnings; generates categories to classify words; uses descriptive words; uses prewrite organizers, self-corrects writing

(Needs): Misidentifies characters; parts of speech; writes 1 or 2 paragraphs with assistance; matching words to definitions; ending punctuation

Recommendation of next steps (Strengths): Continue to read books with her; encourage "who, what, why, how" questions; develop primary/secondary categories for words; use tree diagrams as a prewrite tool for more complex organization

(Needs): Character study and story mapping; compose cinquain poems to learn parts of speech; encourage 3 to 5 paragraph writing; match key vocab. to pictures; review ending punctuation rules

A fundamental purpose of assessment is to communicate what the child knows and is able to do. Teacher-generated, anecdotal records provide an insider's perspective of the child's educational experience *(Baumann & Duffy-Hester, 2002; Cochran-Smith & Lytle, 1990)*. This perspective is vital to communication with the child and the child's family about academic progress. Anecdotal records also facilitate assessment conversations *(Johnston, 2003)* as educational professionals describe their observations of student learning and consider ways to develop appropriate strategies to build on strengths and address academic needs. The more focused the observational records, the more helpful they can be in making daily decisions about instructional approaches. *(Boyd-Batstone, Paul. Focused anecdotal records assessment: A tool for standards-based, authentic assessment, The Reading Teacher, 2007.)* Teachers can use this technique to develop common ground for authentic assessment in a standards-based environment.

In addition to Anecdotal Records Assessments, Many Hands Montessori School will utilize software specifically designed for Montessori educators, developed by Montessori Compass. Montessori Compass is a user-friendly, web-based software

application that provides online Montessori record keeping, school management, and parent communication from any web-enabled device.

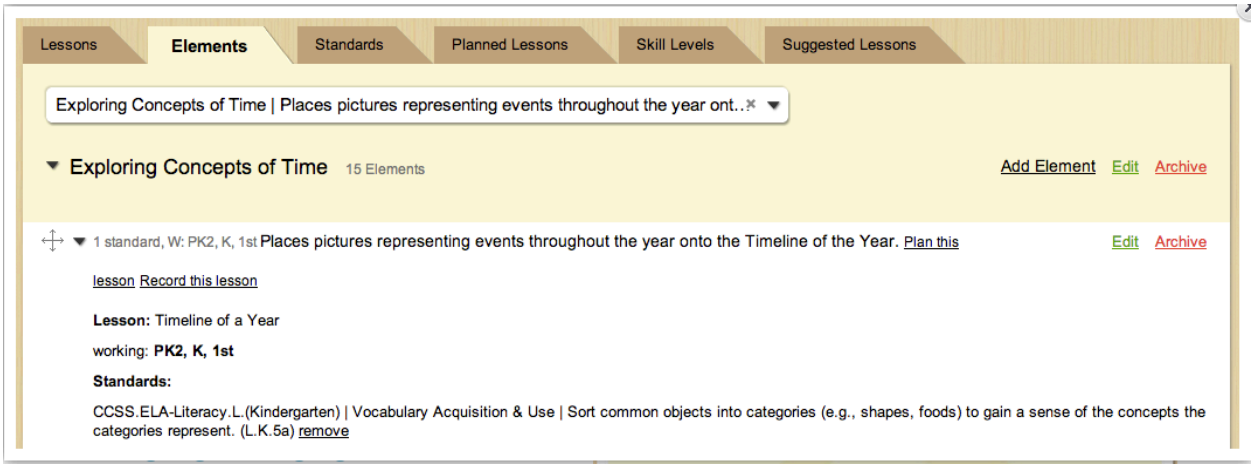
One of the many tools available in this software is an elaborate layout of Montessori curriculum for Kindergarten, Lower Elementary, and Upper Elementary classrooms, termed Scope and Sequence. Within Montessori Compass, the Scope and Sequence includes nearly 3,000 Montessori lessons organized into the following ten curriculum categories:

- Infant
- Art, Music, and Movement
- Cosmic Studies
- Geography
- History
- Language Arts
- Mathematics
- Practical Live
- Science
- Sensorial

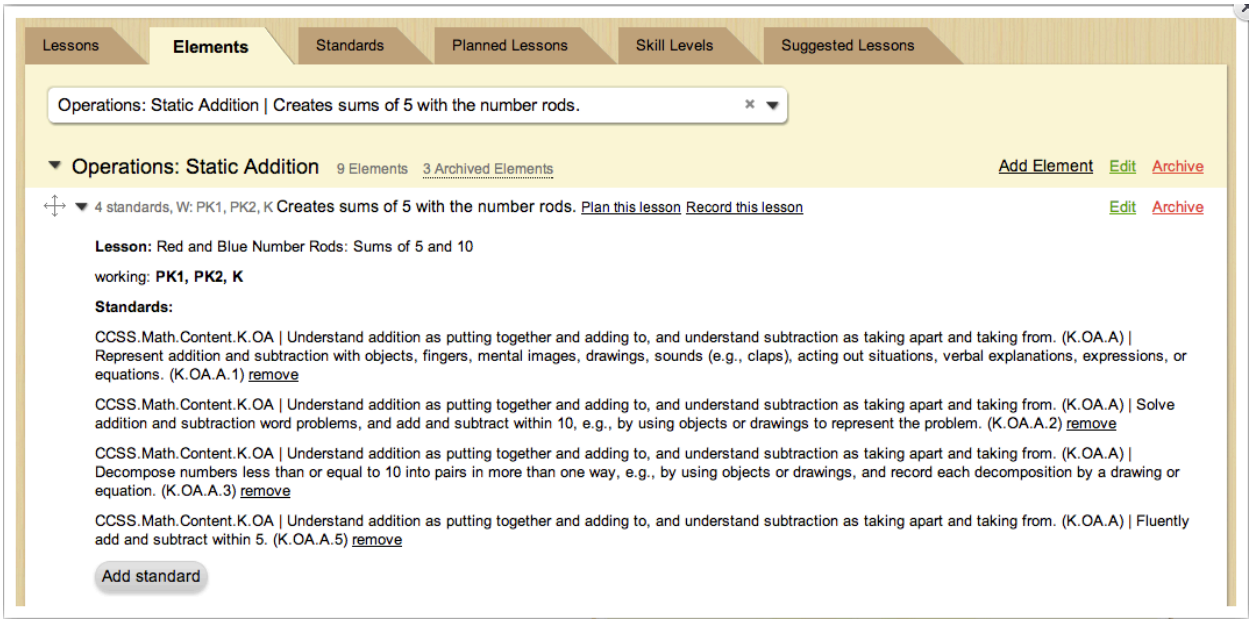
This Scope and Sequence is not intended to be a generalized checklist of lessons. The goal of the Montessori Compass software is to equip skilled Montessori educators with a resource that is both useful and adaptable, while staying true to the Montessori method and its traditions. Lessons and materials are tagged to the appropriate grade levels and are paired with very specific measurable learning objectives. These measurable learning objectives (also known as elements) help to simplify the process of accurately recording a child's activity in the Montessori classroom.

Montessori Compass has collaborated with the Montessori Foundation to develop a comprehensive alignment of Montessori curriculum with the Common Core State Standards. This will be a very helpful tool for Many Hands Montessori School to ensure and document compliance with the Common Core Standards.

The Montessori Scope and Sequence outlines specific measurable learning objectives for individual lessons. These measurable learning objectives facilitated a highly precise alignment with the Common Core Standards. While each Common Core Standard is met in a comprehensive manner by the Montessori Scope and Sequence, the same is not true in the reverse; that is, many of the defined learning objectives in the Montessori Scope and Sequence are not reflected in the Common Core Standards. Within Montessori Compass, it is possible to click on an element and see aligned standards (if any are present). Below are examples of learning objectives for Language Arts and Mathematics standards.

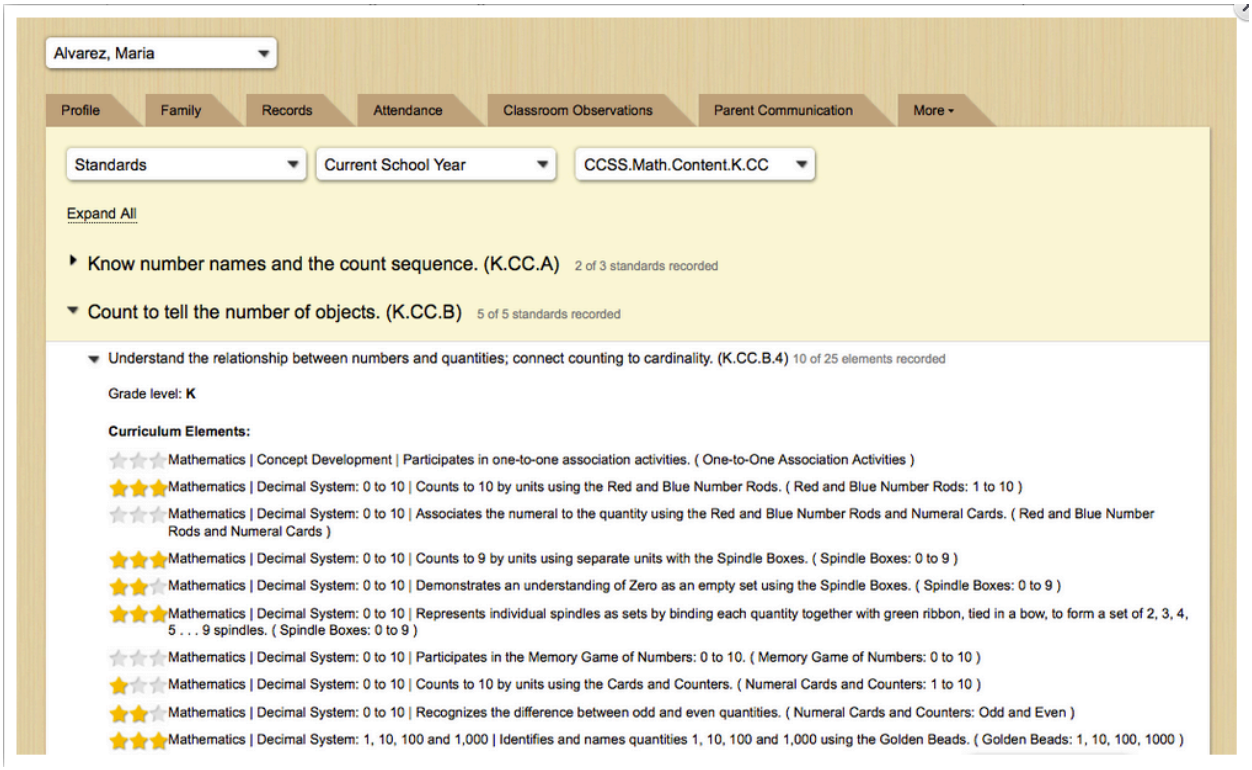


(Source: Montessori Compass)



(Source: Montessori Compass)

In the example below, an individual student's records are displayed for a Kindergarten Mathematics Standard "Understand the relationship between numbers and quantities; connect counting to cardinality". There are twenty-five Montessori elements aligned to this standard. This particular student has had ten of the twenty-five elements recorded. All of this data is available for optional reports.



(Source: Montessori Compass)

The Common Core State Standards can be viewed from within Montessori Compass. The database is easily searchable and simply clicking on a standard displays all of the measurable learning objectives (elements) that have been aligned to the standard. In the examples below, both a Kindergarten Language Standard for Vocabulary Acquisition and Use, and a Kindergarten Mathematic Standard for Operations and Algebraic Thinking are displayed. There are over thirty elements in the Scope and Sequence that align to these standards. Any time one of the aligned thirty elements is documented for a student, the corresponding standard is documented as well.

Vocabulary Acquisition & Use 10 Standards Add Standard Edit Archive

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (L.K.4a)
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (L.K.4b)
- With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a) Edit Archive

Grade level: **K**

Curriculum Elements:

History | Exploring Concepts of Time | Places pictures representing events throughout the year onto the Timeline of the Year. (Timeline of a Year)

History | Exploring Concepts of Time | Correctly matches pictures of outdoor scenes with the seasons that they represent. (Seasonal Changes)

History | Exploring Concepts of Time | Places a series of seasonal pictures depicting typical outdoor scenes and activities on the Timeline of a Year according to season. (Seasonal Changes and Events)

History | Understanding the Past | Places pictures on a Past and Present Chart to develop an understanding of the past. (Past and Present Chart)

History | Understanding the Past | Sorts objects or images of animals according to whether they exist today or are from a time in the distant past. (Does This Exist Today?)

History | Telling Time on a Clock | Looks at and discusses pictures of activities in a typical day, discussing which happen in the morning, afternoon, and evening; and discusses which comes before and after, etc. (Timeline of a Day)

History | Telling Time on a Clock | Lays out pictures of activities in a typical day and matches them to the times indicated on a timeline. (Timeline of a Day)

Language Arts | Concept Development | Sorts cards between two groups accordingly. (Classified / Sorting Cards)

Language Arts | Concept Development | Sorts cards into various groups accordingly. (Classified / Sorting Cards)

Language Arts | Visual Discrimination | Notices the missing object from the set. (What's Missing?)

Science | Introduction to Physical Properties of Substances | Sorts objects according to self-chosen criteria. (Sorting Objects)

Science | Introduction to Physical Properties of Substances | Sorts objects according to whether they are natural or manufactured. (Sorting: Natural or Manufactured)

(Source: Montessori Compass)

Lessons | Elements | **Standards** | Planned Lessons | Skill Levels | Suggested Lessons

Search a Standard

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) 5 Standards

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

Grade level: **K**

Curriculum Elements:

Mathematics | Operations: Static Addition | Creates sums of 5 with the number rods. (Red and Blue Number Rods: Sums of 5 and 10)

Mathematics | Operations: Static Addition | Creates sums of 10 with the number rods. (Red and Blue Number Rods: Sums of 5 and 10)

Mathematics | Memorization of Math Facts: Addition | Demonstrates knowledge of addition facts for two addends, the sum of which is no larger than 10, using the Addition Strip Board. (Addition Strip Board)

Mathematics | Memorization of Math Facts: Addition | Demonstrates knowledge of addition facts for two addends, the sum of which is larger than 10, using the Addition Strip Board. (Addition Strip Board)

Mathematics | Operations: Static Subtraction | Subtracts within 5 using the number rods. (Red and Blue Number Rods: Subtracting within 5 and 10)

Mathematics | Operations: Static Subtraction | Subtracts within 10 using the number rods. (Red and Blue Number Rods: Subtracting within 5 and 10)

Mathematics | Operations: Dynamic Subtraction | Subtracts one two-digit number from another, with exchanging, using the Golden Beads. (Golden Beads: Up to 2 and 4-Digits)

Mathematics | Memorization of Math Facts: Subtraction | Demonstrates knowledge of subtraction facts for two quantities between 1-18, using the Subtraction Strip Board. (Subtraction Strip Board)

Mathematics | Operations: Static Addition | Adds two single-digit numbers, using the Red and Blue Number Rods. (Red and Blue Number Rods: Addition)

(Source: Montessori Compass)

The internal assessment tools that Many Hands Montessori School has chosen to implement will allow educators to constructively evaluate not only the progress of their students, but the effectiveness of their teaching methods. Teachers will have documentation of specific curriculum activities, and will be able to extrapolate which methods generate the most success in student learning. Educators will then be able to critically analyze their teaching methods, and modify daily lesson plans as deemed necessary. Analyzing internal student assessment information also provides great opportunities for staff development. Teachers are able to have a readily available source of materials for reflection, and will be stimulated to seek new, different, and more effective approaches to teaching their students.

Many Hands Montessori School is confident that our students' learning will be well documented, clearly measurable, and aligned to the Common Core Standards. Skilled teachers, paired with organizational tools specifically designed for Montessori educators, will allow for streamlined recording and readily available analysis of student progress.

Tab 10: Performance Indicators Template

Maine Charter School Commission
Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Tab 10.

School Name___Many Hands Montessori School____

Approved 6/5/12

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document / interview/site visit/ other source (describe)	Meets Performance Expectations: Yes/No/ Partially
Student Academic Proficiency	• Proficiency Level on State assessments • Proficiency Level on school-developed assessments	• Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics • Percentage of students scoring at each state-defined performance level on ELA and Math • Percentage of students considered proficient on school assessment in specified subject areas	• Percentage of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas • School-specified assessment data, both formative and summative	• Annual State assessment • School-developed formative and summative assessment data, available on monthly, quarterly and annual basis.	MHMS goal for the first year to establish a baseline of student proficiency and by the end of the first year show improvement of at least 25%; increase this percentage in the following years up to 40%-60% improvement per year. Source: Conjecture	No data at time of application submission
Student Academic Growth	• Value added nationally normed individual and group assessment or equivalent for English and Math • Established benchmarks for each student • Placed based rubric specific to charter sch	• Percentage of students who make one years growth • Percentage of students moving to a higher performance level for academics and goals of the charter school	• Determined in contract based on the applicant's goals • Rubric established and other evidence identified (portfolio, exhibition, etc.)	• Within the first three months, school has established individual student records for target information, offered quarterly and annually	By Sept. 1, 2014, each child will have record keeping files established for recording academic growth. Each child en-rolled thereafter will have a file by their first day of attendance.	No data at time of application submission

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/ Partially
Achievement Gaps in proficiency and growth between major student subgroups	• Gaps in proficiency and growth between major student subgroups	• Gaps as determined by Maine's ESEA-based accountability system	• Goals for gap closure to be specified in the contract • Agreement to review goals annually with authorizer. • State data will be used as comparison.	• Evidence to be available quarterly and annually, for each student • Where available, state data for comparison schools will be also reviewed.	Daily record keeping, bi-annual parent conferences will allow for review for goals. Results of State Assessments. Source: Conjecture	No data at time of application submission
Student Attendance	• Average Daily Attendance Rate • Individual student attendance rate • Unexcused absences	• Percentage of students attending a target percentage of days • Percentage of students exceeding a particular number of truancies in a given period of time	• MEDMS system for reporting data • Targets to be set with each contract • School data to be compared with state average and for "comparison band" schools	• Operators to be required to report student attendance data in accordance with state regulations on truancy and dropouts	Daily Attendance will be taken. Absences and truancy stated in handbook. Communication with parents is an essential step to avert absences and truancy.	No data at time of application submission
Recurrent Enrollment from Year to Year	• Student re-enrollment from one year to the next • Continuous enrollment of students for multiple years	• Percentage of students re-enrolled from one year to the next • Percentage of students continuously enrolled for multiple years	• Enrollment records • Targets to be negotiated in the contract	• Reviewed semi-annually	By March 1, re-enrollment of each child will be requested. 85-90% continuous enrollment is projected.	No data at time of application submission

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/ other source (describe)	Meets Performance Expectations: Yes/No/ Partially
Postsecondary readiness (for HS)	• Graduation rate • Success in dual enrollment courses • SAT or ACT scores • Enrollment in post-secondary institutions (college, trade and apprenticeship) • For students not enrolled in post-secondary institutions, full-time employment or military enlistment	• Federal 4-year ACGR • Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1 • Percentage of students completing dual enrollment courses • Percentage of students scoring at or above the state average on SAT or ACT tests • Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of Year 1 after graduation • Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation	• Negotiated in the contract as appropriate	• Annual review	N/A	

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/ other source (describe)	Meets Performance Expectations: Yes/No/ Partially
Financial Performance and Sustainability	• Budget versus Actual revenue and expenditures • External audit reports	• Percentage variation between budget and actual revenue and expenditures • Balance Sheet • Presence of management findings or deficiencies on an audit report, and success in correct findings	• School will produce monthly financial reports, and evidence that reports are reviewed by governing board	• Quarterly financial reports available to the authorizer	• Annual financial audit - by a qualified, certified public accountant or public accountant certified by the Board of Accountanc y	No data at time of application submission
Governance Board Performance and Stewardship	• Public Accountability -- Transparent, responsive and legally compliant Board operation • Oversight of school leadership team	• Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest	• Frequency of governance board meetings to be negotiated in contract • Evidence of bylaws and policies in place and are regularly reviewed.	• State and Federal IRS forms are regularly filed and available to the public • Authorizer to conduct semi-annual interviews with Governance Board Chair and chief executive officer	The Board of Directors will: monitor the business of the school and vote on financial matters and changes; operate within the By-laws; budget available for audit; file tax forms.	No data at time of application submission

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document / interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/ Partially

Adequacy of Facilities Maintenance in Support of Program	• Actual facility cost • Room utilization • Cleanliness of facility • Maintenance request log • Capital improvement plan	• Percentage of over or under cost projection • Rate of room utilization • Daily cleaning logs • Maintenance requests and time completed • 1-3-5 year plan for capital improvements	• Targets negotiated in the contract	• Records available on request • Annual review of maintenance and capital improvements	Actual, maintenance, and improvement costs will be designed when physical facility is found. 1,3,5, + yr capital improvements will be in budget.	No data at time of application submission
School Social and Academic Climate	• Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate	• Reports of actual or suspected bullying, harassment or other abusive practices • Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate • Survey of students and staff	• The school will maintain the same state and federal reporting requirements as for public schools. • School will participate in the state student climate surveys; data compared with comparison schools	• Reviewed annually	Student records will reflect academic, social, and emotional growth; available to parents. Incident reports and follow-up will tract anti-social behaviors. Annual parent, student, and staff surveys.	No data at time of application submission
	• Emotional/social growth of students					

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document / interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/ Partially

Parent and Community Engagement	• Partnerships • Communications systems • Parent participation in their children's education and in operation of the school	• Partnerships with community organizations and representatives, including local non-charter public schools • Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically • Participation in parent-teacher meetings • Parent and family participation in school-sponsored activities, including volunteer and fundraising activities	• Targets to be established in the contract and noted in school handbooks for parents and students • Plan for parent conferences established, and records maintained	• The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices • School will present evidence of parental feedback and their subsequent actions	Parents will be an integral part of the running of the school and daily operations, special events, and volunteering in the classrooms, on field trips, etc. This will not be mandatory.	No data at time of application submission
Transportation and Food Service	• As planned in application and approved in contract	• Records of Costs and Student Utilization	• As Outlined in Feb. 5th "Transportation Variables" Document • Breakfast and Lunch offered to all students	• State/ Local inspection of facilities in accordance with health and safety laws	• Year 1, 6 month report, • Annually thereafter	No data at time of application submission

Summary of Performance Compliance by Indicator

Indicator	*Meets Contract Agreement*	*Partially Meets*	*Does Not Meet*
Student Academic Proficiency	No data at time of application submission	No data at time of application submission	No data at time of application submission

Student Academic Growth	No data	No data	No data
Achievement Gaps in proficiency and growth between major student subgroups	No data	No data	No data
Student Attendance	No data	No data	No data
Recurrent Enrollment from Year to Year	No data	No data	No data
Postsecondary readiness (for HS)	No data	No data	No data
Financial Performance and Sustainability	No data	No data	No data
Governance Board Performance and Stewardship	No data	No data	No data
Adequacy of Facilities Maintenance in Support of Program	No data	No data	No data
School Social and Academic Climate	No data	No data	No data
Parent and Community Engagement	No data	No data	No data

A.5 School Climate and Discipline

Many Hands Montessori School believes that school should be a safe, nurturing place for all children. Successful learning cannot occur unless a child feels physically and emotionally secure in their educational environment. To ensure that all of our students are provided the opportunity to become confident learners and responsible citizens, Many Hands Montessori School rests on these core values:

- **Respect**: self-respect, respect for others, tolerance, honesty, integrity, and responsibility
- **Compassion**: concern for one another, for humanity, kindness, peacefulness, understanding, acceptance, and warmth
- **Love of Learning**: discovery, exploration, collaboration, curiosity, and ownership
- **Service**: a lifelong commitment to giving back through service to others who are in need
- **Independence**: having confidence in one's own abilities to do things for oneself
- **Interdependence**: recognizing our need to rely upon each other, as a local community and global society. We are committed to embracing the universal nature of humankind, honoring the differences among us, and fostering respect for one another
- **Excellence**: quality in all that we as a staff do to serve our students, and the cultivation of the individual pursuit of greatness within our students
- **Universal Understanding**: a global perspective, and an understanding of being a part of something larger than oneself
- **Environmental Stewardship**: respecting, cultivating and protecting our local and global environments

Many Hands Montessori School will follow the guidelines for behavior and Code of Conduct outlined in the Maine Revised Statutes 20 - MRSA and the Code of Conduct for RSU14. The school will have and honor its own code of conduct based on these guidelines.

The basis of the Montessori philosophy is to create world peace through educating children to become peaceful, respectful, citizens of the earth; and who are critical thinkers and problem solvers who care for the inhabitants of the planet and focus on the conservation of our resources. Within the school and in each classroom, the rules reflect:

- **Kindness:** being kind to others, helping another when asked or needed, caring for animals and plants
- **Respect:** for other people and of the environment and working carefully with the didactic materials
- **Safety:** displaying safe action physically, following the guidelines for safety procedures outlined by the school and community associates (fire department, police department, etc.)

These traits are inherent in the Montessori philosophy. Part of the teachers' modeling includes these practices – respect, kindness/caring, safety – as well as appropriate mannerisms in the classroom: speaking in a quiet voice, using nurturing body language (including getting eye level with the child), and positive, supportive feedback for academic work and positive reinforcement for behavior management. Many Hands Montessori School believes that the people who work with young children on a regular basis must be sensitive, warm, caring, knowledgeable, and interested professionals. They must be able to identify individual qualities, to design and implement a program and an environment that will be conducive to positive growth in all areas of development. Teachers must offer authentic role models for interactions with others and display a sincere enthusiasm for active learning.

The educational philosophy of Many Hands Montessori School is that real, effective discipline is one that comes from within a person. Developing this inner discipline is one of the objectives of Many Hands Montessori School. It is our belief that inner discipline develops in a child through active involvement in self-chosen tasks and the development of self-control. The development of inner discipline in a child is always the goal of a Montessori school. The clear organization of the physical environment; the structure, consistency, and predictability of daily school life; the indirect manner of teaching interpersonal skills through the lessons of "grace and courtesy"; the reliance on peer modeling and coaching channel positive behavior and appreciation and empathy help to limit difficulties.

It is our belief that if the ground rules are consistently followed and positively reinforced, the necessity of external discipline will be diminished. However, when such external discipline is deemed necessary, the following will be observed without failure:

1. Suggest alternative activities.
2. Persistent misbehavior in a group setting may be dealt with by temporary removal from the group, but remain in the classroom. Behavioral expectations are made very clear and the child is asked if he/she is ready to return to the group.
3. Talk with the child who constantly seems to be in need of discipline; explore ways of making life more pleasant. Problem-solving skills are reinforced as well as suggestions for alternatives behavior choices.
4. Teach the child that emotions are real and valid, and how to deal with them in constructive ways with kind words rather than physical responses.
5. If the behavior persists, parents will be notified and joint action will be taken. The Head of School will be notified of persistent, inappropriate behavior and will make recommendations to the parents in regards to outside referrals and additional behavior management programs.
6. The Head of School will make suggestions regarding alternative schools that may better meets the needs of the child, as necessary, and only after *all* other interventions have been exhausted.

Under no circumstances shall any child be subjected to corporal punishment in any manner upon the body or to verbal abuse.

Children are encouraged to express their feelings and opinions in a non-judgmental atmosphere, and adults use active listening and empathic understanding to help interpret a situation with those involved. The teacher sets the tone for bringing the child into harmony by avoiding harsh words, bribes, and generalizations. As children feel accepted for who they are and what they feel, they develop positive self-esteem. The happier children are with themselves, the more likely they are to reach out and interact cooperatively with others. Please reference Tab 11: School Discipline Policy, Tab 16: Anti-Bullying Policy, and Tab 17: Anti-Harassment Policy for further details on these topics.

Administrators and staff of Many Hands Montessori School will be versed in the school's procedures for emergencies created by natural disasters, human disasters, and man-made disasters.

- Natural disasters include fire, flood, storms, mud slide, sink holes, activities caused by nature, in nature. We will establish community connections to the appropriate authorities responsible for preparing guidelines and procedures in our town.
- Human disasters include illness (of a child, teacher, parent, or family member), death, divorce, accident, deployment, mental illness, addiction, abuse, and homelessness. Many Hands Montessori School will establish community resources and referral organizations for families afflicted by any of these disasters. Naturally, in addition, the school community will step up to the aide of another community member in appropriate situations, for example: creating carpool rides for a single parent whose spouse has been deployed, play dates for children of a sick parent.
- Man-made disasters are considered kidnapping, intruder/shooting, bombing, and hostage.

All classrooms will be equipped with a bag or backpack containing necessary items to safely care for children in emergency events, either in the school in a lockdown situation or outside of the school building after an evacuation. Each bag will contain: a first aid kit, up-to-date medications for children (prescriptions, inhalers, epi-pens) and their medical forms, parent/guardian contact list, individually wrapped peanut-free snacks and water, flashlight, activity ideas, and an extra set of school and staff vehicle keys. All emergency numbers to authorities will be pre-programmed into the school phone and staff cell phones.

Many Hands Montessori School will have a working relationship with local authorities: fire department, police department (local and state), and sheriff. In addition, Many Hands Montessori School will be informed on the local emergency response team, be aware of evacuation routes, and be knowledgeable of Homeland Security and FEMA guidelines for school safety.

Many Hands Montessori School will follow the training guidelines for an intruder or armed intruder from The National School Safety and Security Services, and provide training for school staff for proper procedures in the event of an armed gunman in the school or on school property. Many Hands Montessori School administrators and staff will be trained in a program titled ALICE – Alert, Lockdown, Inform, Counter, Evacuate. The purpose and focus of the training is “training of school staff who are legally and morally responsible for the safety of children. Teachers, administrators, school police and security officers, and other school staff should continue to take the primary lead in protecting students.”

Many Hands Montessori School will adhere to the guidelines set forth for adult training.

Practice drills will be completed once per month by staff and students.

Many Hands Montessori School will revise and adapt the School Emergency Plan set forth by the Maine Emergency Management Agency to the specifics of our school. Attached in Tab 15: Emergency Response Guide, is a sample document to be further tailored to the needs of Many Hands Montessori School once a location is secured, prior to opening.

Tab 11: School Discipline Policy

Many Hands Montessori School will subscribe to the Positive Behavioral Intervention and Support (PBIS) and School Wide Positive Behavioral Intervention and Support (SWPBIS) programs as a basis for our discipline policy. Under no circumstances shall any child be subjected to corporal punishment in any manner upon the body or to verbal abuse. "PBIS is an *implementation framework* that is designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and (b) organizing resources and systems to improve durable implementation fidelity." *(Source: PBIS website)*

"Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is NOT a curriculum, intervention, or practice, but IS a *decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students."* *(Source: PBIS website)*

SWPBIS underscores four elements for making the framework successful:

1. Data for decision making
2. Measurable outcomes supported and evaluated by data,
3. Practices with evidence that these outcomes are achievable,
4. Systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

1. Develop a continuum of scientifically based behavior and academic interventions and supports
2. Use data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behavior
4. Teach and encourage pro-social skills and behaviors
5. Implement evidence-based behavioral practices with fidelity and accountability
6. Screen universally and monitor student performance & progress continuously

Schools that establish systems with the capacity to implement SWPBIS with integrity and durability have teaching and learning environments that are

- Less reactive, aversive, dangerous, and exclusionary
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior)
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)

- Maximize academic engagement and achievement for all students

(Source: PBIS website)

The Positive Discipline approach (*Positive Discipline* by Jane Nelsen, ED.D) to guiding children toward appropriate behavior and group dynamics will be employed at Many Hands Montessori School. This approach uses group discussions and decisions through class meetings, and encourages conflict resolution between children through mediated discussions and problem solving where the children are personally involved. Adult intervention is present as mediator. There is also a parent education component that creates understanding and consistency between school and home. This will be an asset to the community building commitment of Many Hands Montessori School.

In addition, Many Hands Montessori School will adhere to the guidelines of Response To Intervention (RTI). The RTI plan is a "combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities." *(Source: RTI website)* This multi-level prevention system establishes school-wide continuity of ground rules for both students and staff. Below are the Department of Education's guidelines regarding RTI.

All expectations of students and the school rules will be outlined in the student and parent handbooks.

State of Maine RTI Requirements
Maine State Response to Intervention/Pre-Referral Guide

Section 1: Maine's Definition of RTI

Introduction:
The Maine Department of Education believes:
In order for all students to be ready for post-secondary, career, and citizenship in the 21st Century, Maine schools must provide multiple opportunities and various pathways for each to achieve the Maine Learning Results. Further, when students are not meeting age-appropriate behavioral and learning benchmarks, a systematic provision of increasing support must be applied to support student success.

What is RTI?
Response-to-intervention (RTI), or pre-referral procedures reflected in Maine Unified Special Education Regulations, Section III, requires a multi-step process of providing interventions and supports to students who struggle to meet appropriate behavior and learning benchmarks.

Why?
RTI provides a framework in which schools can deliver early intervening services. It is a

systematic prevention approach, the foundation of which is quality core instruction within the general education classroom. RTI processes focus on how well students respond to changes in instruction or "interventions." Supplementary supports and interventions, both academic and behavioral, are provided to struggling students based on data collection and analysis. These supports and interventions vary in intensity based on student need, and will be provided by a variety of personnel working collaboratively with general education and special education teachers.

By When?

The Department recognizes that statewide implementation of a pre-referral procedure is supported by a phase in period during which time professional development and technical assistance would be provided by the Department. Therefore, the Department has determined that the pre-referral procedure will be fully implemented by July 1, 2010. This document is intended to serve as a guide in the development of refinement of a local policy on pre-referral. The core components set forth a framework and the probes with each component are intended to be used to initiate and expand dialogue on specific aspects of the core components.

Maine's Required Core Components of an RTI Plan

- high quality, scientifically-based instruction and behavioral support in general education

- universal (school wide or district wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions

- multiple tiers of instructional strategies that are progressively more intense and include the use of scientific, scientifically-based interventions matched to student needs

- continuous monitoring of student performance during interventions using objective data to determine if students are meeting goals and to inform instructional decision making

- use of a collaborative or problem-solving approach by school staff in developing, implementing, and monitoring the intervention process

- follow-up measures assuring that interventions were implemented as intended and with appropriate consistency

- parent involvement throughout the process

- local polices establishing pre-referral process

- identification of a data manager

Briefly stated, RTI is a systematic process of intervention to prevent school failure.

Description:
RTI has three essential elements:

1. Using a tiered model of school supports
2. Utilizing a problem-solving method for decision-making
3. Having an integrated data system that informs instruction

Tiered model of school supports: Within an RTI framework, resources are allocated in direct proportion to student needs. This framework is typically depicted as a three-tier model that utilizes increasingly more intense instruction and interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and interventions are provided *in addition to core instruction* to those students for whom data suggest additional instructional support is warranted. Tier 3 consists of intensive instructional interventions provided *in addition to core instruction* with the goal of increasing an individual student's rate of progress.

Problem-solving method of decision-making: Across the tiers, the problem solving method is used to match instructional resources to educational need. The problem-solving method is as follows:

(a) Define the problem by determining the discrepancy between what is expected and what is occurring.

(b) Analyze the problem using data to determine why the discrepancy is occurring.

(c) Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.

(d) Use progress monitoring data to evaluate the effectiveness of the intervention plan.

Integrated data collection that informs instruction: Within an RTI model, progressively more intensive interventions and supports are coupled with more frequent progress monitoring of student achievement in order to guide the educational planning. At Tier 1 data are collected and are used as a general screening process for all students and to determine effectiveness of core instructional practices. At Tier 2, data are collected to determine the effectiveness of the intervention and determine if an instructional change is needed. At Tier 3, data are collected for the same reasons as Tier 2, but are collected on a more frequent basis so that educational decisions can be made in a timelier manner. Data systems used for screening and progress monitoring

within an RTI model should be consistent across all three tiers and be scientifically based.

Continuous monitoring leads to responsive levels of intervention matched to the student's demonstrated academic and behavior achievement and rate of growth. In a fully implemented response to intervention model, a student may move fluidly from tier to tier as a result of his/her response to the educational program.

Special Education Eligibility Considerations

It is important to note that RTI within a three-tier intervention model is the portion of Chapter 101 called pre-referral in which it is stated that this process be used as the pre-screening model for all students not meeting appropriate age, grade and academic benchmarks – with the exception of students with a sensory deprivation such as hearing impaired. In essence, what the pre-referral section of Chapter 101 does is make sure that an ongoing system of evaluation, intervention and support is in place for every student in the general education population to help them succeed. This requires all teachers in Maine's classrooms be able to provide high quality, scientifically based instruction and behavioral support for all students.

When implementing an RTI process, school teams use student progress data collected at each tier to document a student's response to scientific, research-based interventions as part of the evaluation process in order to consider eligibility for special education services. Such eligibility decisions typically occur within Tier 3 when students do not respond to the most intensive interventions, but may occur at any tier. It is also important to note that a parent may request an evaluation at any point during this intervention process. By the 2010-2011 school year, the documentation from the RTI process shall be a part of the evaluation process for all students in the eligibility determination. After implementing an RTI process, a district may use a severe discrepancy between intellectual ability and achievement as part of the evaluation process for determining whether a child has a specific learning disability.

The Maine Department of Education recognizes that some districts are currently further along in the implementation of RTI and may implement this process prior to the 2010-2011 school year. Additionally, the RTI process may be used as part of the evaluation process for students considered for eligibility in other disability areas.

Section 2: Development of District RTI/Pre-referral Plans

School administrative units can begin the development or continue refinement of a local response-to-intervention (RTI)/pre-referral plan by examining the core components and utilizing the probing questions under each component. In doing so, the RTI plans may look different in practice while maintaining the same core elements. The following section of this guide is designed to help a school or district determine where they are in relation to implementation of each core component of an RTI framework. Each section

provides your implementation and planning team with a set of probing questions and important references to support your work.

Readiness for Implementation

RTI is a multi-tiered, decision-making approach that addresses academic and behavioral difficulties of ALL students. It is an integrated school improvement model that is standards-driven, proactive and incorporates both prevention and intervention. RTI frameworks may differ from district to district and even within districts, from building to building. Consequently, the unit of change in adopting an RTI framework is the school building. The success of RTI (and, ultimately, all students) depends on a unified approach to teaching and learning supported by everyone in the school. RTI requires a collaborative effort. In many schools, such collaboration requires educators to adopt new ways of thinking and acting together. Implementing an RTI framework requires a systems focus. To implement this innovation in a school setting, attention must be paid not only to research about effective instruction, but also to managing the change process.

Implementation of RTI in practice typically proceeds through three stages:

1. Consensus building – where RTI concepts are communicated broadly to implementers and the foundational "whys" are taught, discussed and embraced.

2. Infrastructure building – where sites examine their implementations against the critical components of RTI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers on closing these practice gaps.

3. Implementation – where the structures and supports are put in place to support, stabilize and institutionalize RTI practices into a new "business as usual."

(Source: Excerpted from Response to Intervention, Blueprints for Implementation, National Association of State Directors of Special Education, 2008.)

Tab 12: School Seclusion and Restraint Policy

Each classroom will have a specific area, commonly called the peace place, where children can go either on their own volition or as suggested by the teacher, to quiet them, take a break from an activity, relax or converse with another child (with whom he/she is having a conflict). There is a no holding policy in regards to teachers holding students. The staff will remove children from an area where there is possibility of danger or harm from another child; and keep an escalated child in a restricted area through the use of body positioning. That child will be monitored by and be in the presence of a staff member for the escalation and de-escalation phase before an intervention is initiated. If necessary, a behavior plan will be designed and implemented with input from the guardians and the student and appropriate, trained school staff.

If there is continued disruption of academic time for other students and/or behavioral issues that create an unsafe educational environment, the Code of Conduct for RSU14 will be followed (please reference attached document). The procedure to ask the child to be removed from the school would be conducted by the Board of Directors only after every attempt has been made working with the parents/guardians and the child to help the child integrate with peers. School-wide Response to Intervention (RTI) will be the backbone of the discipline. Please also reference section A.3 Special Student Populations of this application to view the Department of Education's guidelines regarding RTI.

Student Code of Conduct

The RSU # 14 Board of Directors is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference, and in which students may develop as ethical, responsible and involved citizens.

To achieve this goal, RSU # 14 has established a set of expectations for student conduct. These expectations are based on the values identified by the community as essential to ethical and responsible behavior.

RSU # 14's Core Values

- **Respect** of others and self
- **Responsibility** for personal actions as an individual and a member of the community
- **Integrity** in dealing with others
- **Compassion** in dealing with the limitations and sufferings of others
- **Courage** in the face of ethical challenges
- **Honesty** in academic endeavors and interpersonal relationships

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for unacceptable conduct, and ensure that discipline is administered fairly, promptly, and appropriately.

Having considered the input of administrators, parents, students, and the community, the Board adopts this Student Code of Conduct, consistent with the requirements of 20-A MRSA § 1001(15).

The Code applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, on school buses, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school, its students or staff.

Interventions to Promote Positive Behavior

Through the way the staff teaches, responds to unacceptable behavior and models, and responds to acceptable behavior, students will learn how to behave appropriately. Therefore, the following approaches to discipline will be used:

- Hearing each side of the story
- Seeking the support and involvement of parents
- Helping students resolve difficulties with each other through mediation or facilitation (except when a student feels unsafe)
- Implementing the principles of “restorative justice” such as apology, restitution, and community service
- Assigning logical consequences

When intervening, the staff will consider the:

- Developmental level of the student
- Nature of the infraction, including the harm done
- Student’s prior behavior and disciplinary record
- Likelihood that the consequence would lead to an unreasonable or unjust result

Unacceptable Behavior and Consequences

This Student Code of Conduct unifies the disciplinary policies of RSU # 14, as cross-referenced in this policy. Each school also has a student-parent handbook with detailed information about unacceptable behaviors and consequences.

Unacceptable behaviors include, but are not limited to:

- Behaviors that put the student or others in danger, such as: violence, threatening or using a weapon; using or furnishing alcohol or other drugs.
- Behavior that fosters disrespect or a negative school climate, such as: disrupting class or the school; bullying/harassment/hazing; stealing; vandalizing; lying; using foul language.
- Behavior that has a negative impact on the student's or others' learning, such as: cheating; plagiarism; cutting class; unexcused absence or tardiness.

Generally, RSU # 14 uses the following range of consequences:

- Warning
- Classroom time-out or referral to the office
- Loss of privileges
- Restorative Consequences
- Detention
- Suspension
- Expulsion

First Reading March 13, 2013

Second Reading March 27, 2013

The following policies contain more detail about specific unacceptable behaviors and consequences:

ADC	Tobacco Use and Possession
EBCC	Bomb / School Safety Threats
EEAC	School Bus Transportation
EEACC	Student Conduct on School Buses
EEAE	Student Transportation in Private Vehicles
IGDJ	Athletic / Co-Curricular Eligibility
IJND	Web Site Policy
IJNDB	Student Computer Technology & Internet Use; IJNDB-R Student Computer Use Rules
IJNDD	Laptops; IJNDD-R Laptops Use & Assignment Rules
JED-R	Windham High School Attendance Regulation
JI	Student Rights & Responsibilities
JICA	Student Dress
JICH	Drug & Alcohol Use by Students
JICIA	Weapons, Violence and School Safety
JICK	Harassment, Sexual Harassment, Hazing & Bullying of Students
JIH	Questioning & Searches of Students
JK	Student Discipline
JKB	Detention of Students
JKD	Suspension of Students
JKE	Expulsion of Students
JKF	Disciplinary Removal of Students with Disabilities
JKAA	Use of Physical Restraint & Seclusion
KLG	Relations with Law Enforcement Authorities
	Windham High School Academic Integrity Standard

UNACCEPTABLE BEHAVIOR / CONSEQUENCE OPTIONS

The RSU # 14 Board of Directors authorizes the Superintendent/Designee to modify consequences, in instances where there are mitigating circumstances or in which the prescribed consequence would lead to an unreasonable or manifestly unjust result.

LEVELS OF INTERVENTION

1 **Staff/Administrative Intervention**	2 **Parent Involvement**	3 **Reallocation of Student's Time**	4 **Exclusion from School Activities**	5 **Board/Legal Intervention**
Discussion/Verbal Reprimand	Phone call to parent	Detention	Restricted access to school grounds	Referral to student study team (SAT/RTI, IEP or 504)
Time-out (in or out of class)	Written notification to parent	Late-night detention	Limited school day	Safety / Risk Assessment
Loss of privileges	Conference with parent	In-school suspension	Out-of-school suspension	Referral for outside evaluation
Restorative Consequences	Development of Behavior Plan	Restorative Learning Program (RLP)	Police/criminal justice involvement	Police/criminal justice involvement
Teacher/Administrator conference with student	Restitution for damages	Restitution for damages	Restorative Learning Program (RLP)	Restitution for damages
Contact with parent			Alternative Placement	Expulsion Hearing before School Board
			Restitution for damages	

Unacceptable Behavior and Recommended Intervention Options

BEHAVIOR	DEFINITION	INTERVENTION RANGE OPTIONS Grades K-5	INTERVENTION RANGE OPTIONS Grades 6-12
Absence (unexcused)	An absence for a day or any portion of a day for any reason other than those cited as excused and/or failure of parent to verify an excused absence	1, 2	1, 2, 3, 4
Alcohol Violation	Possession or use of any alcoholic substance, including possession with intent to sell, give, deliver, or distribute	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Arson / Fire	Attempting to, aiding in, or setting fire to a building or other property	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Assault	Aggressive action with physical contact directed at another person, student, staff, while on school grounds or at a school-sponsored event, including a situation where a staff member is intervening in a fight or another disruptive behavior	1, 2, 3, 4	1, 2, 3, 4, 5
Bomb Threat	Initiating a report warning of a bomb, fire, or other catastrophe without a valid cause	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Bus Misbehavior	An violation of the District's policy or bus driver rules or policy occurring on a school bus	1, 2, 3, 4	1, 2, 3, 4

Cheating/Plagiarism or Academic Dishonesty	Copying, plagiarizing, altering records, or assisting another in such actions	1, 2, 3	1, 2, 3, 4
Computer / Internet Misuse	Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet, accessing inappropriate websites, misuse of a website, internet/intranet account or internet/intranet resource	1, 2, 3, 4	1, 2, 3, 4, 5
Cutting Class	Unexcused absence from a class or school activity	1	1, 2, 3, 4, 5
Defamation	False or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them	1, 2, 3	1, 2, 3, 4, 5
Disrespect Toward Adults	Inappropriate comments or physical gestures to teachers, staff, or other adults in the school community	1, 2, 3	1, 2, 3, 4
Disruptive Behavior	Behavior that interferes with the learning of others in any learning environment; behavior disturbing the atmosphere or order; behavior that interferes with the safe and orderly environment of the school or school activity	1, 2, 3, 4	1, 2, 3, 4
Drug Violation	Possess or use of (including possession with the intent to sell, give, deliver or distribute) any inhalants or other intoxicants, controlled dangerous substances, including prescription drugs, over-the-counter medicines, look-alikes, and substances represented as controlled dangerous substances, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or any other controlled substance defined in federal and state laws/regulations, any "new" substance that is designed to have psychoactive effects with or without ingredients that are or are not controlled or scheduled by Federal or State laws, any look-alike substance, prescription drugs, or any substance that is represented to be a controlled substance. Nor shall a student use any substance which is used to purposefully affect or change a student's mental, physical, or behavior pattern, including, but not limited to, volatile materials such as glue, paint, or aerosols (when possessed for the purpose of inhalation). Nor shall a student be in possession of any drug paraphernalia.	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Extortion/Strong-Arming/Blackmail	The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fear, or threat	1, 2, 3, 4, 5	1, 2, 3, 4, 5
False Fire Alarms / 9-1-1 calls	Initiating a report of fire without valid cause; misuse of 9-1-1; or discharging a fire extinguisher	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Fireworks or Possession of Explosives	Possession, use, and/or threat to use, firecrackers, smoke bombs, flares, combustible or explosive substances, or combination of substances or articles	1, 2, 3, 4	1, 2, 3, 4, 5
Forgery	To use, make, or reproduce another's signature for deceptive purposes	1, 2, 3, 4	1, 2, 3, 4
Gambling	Wagering money or property	1, 2, 3, 4	1, 2, 3, 4
Harassment	A sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing or demeaning	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Hate Crimes		1, 2, 3, 4	1, 2, 3, 4, 5
Hazing	Intentional or reckless act directed against another for the purpose of initiating into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club or team	1, 2, 3, 4	1, 2, 3, 4, 5
Insubordination	Refusing to follow reasonable directions of teachers, staff, administration, including failure to identify self	1, 2, 3	1, 2, 3, 4
Leaving School Grounds without Permission	Leaving school grounds during regular school hours without written or verbal permission from parent/guardian or someone listed on the emergency procedure card	1, 2, 3, 4	1, 2, 3, 4
Use of Nuisance Objects (pagers, cell phones, etc.)	Carrying, wearing, or using an unauthorized portable electronic communications device	1, 2	1, 2

Unacceptable Behavior and Recommended Interventions

BEHAVIOR	DEFINITION	INTERVENTION RANGE Grades K-5	INTERVENTION RANGE Grades 6-12
Pornography, profanity/abusive language	Possession of pornographic materials; using vulgar or abusive language, cursing or swearing	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Theft	Taking or obtaining property of another without permission or knowledge of the owner	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Threatening Behavior	Expression, conveyed by word or action, of intent to do physical harm to another student, staff member or other adults in the school community	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Tobacco Possession / Use / Sale	Possession of, use of, or sale of, any tobacco or tobacco products, including possession with the intent to sell, give, deliver, or distribute	1, 2, 3, 4	1, 2, 3, 4, 5
Trespassing	Unauthorized presence on school property, including while on a restrictive trespass, suspension, or expulsion	1, 2, 3, 4	1, 2, 3, 4, 5
Truancy	Unexcused absence with or without parental knowledge	1, 2, 3	1, 2, 3
Vandalism	Damage, destruction, or defacement of property belonging to the school or others	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Weapons Violation	Possession of an object or implement capable of causing harm or used in such a way as to cause harm to another. This includes all guns, including pellet and BB guns, knives, and any implement visible or concealed, possessed under a circumstance which would reasonably lead a person to believe it was a weapon.	1, 2, 3, 4, 5	1, 2, 3, 4, 5

Tab 13: Disciplinary Removal of Students with Disabilities Policy

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of RSU # 14 to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Student Services and other school administrators, may develop and promulgate procedures for implementing this policy and may, from time to time, amend those procedures as necessary.

Legal References: Me. Spec. Ed. Reg. ch. 101, XVII (2009); 34 C.F.R. § 300.101, .530 to .536 (2010)

(Source: RSU14)

Tab 14: Disciplinary Removal of Students with Disabilities Administrative Procedure

Many Hands Montessori School will adhere to the regulations set forth by the Maine Department of Education, in regards to the disciplinary removal of students with disabilities administrative procedure. The following procedure is adapted from the Maine Department of Education.

Procedures When Disciplining Children with Disabilities
Authority of School Personnel
34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspension.
School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below).
Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the SAU must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.
Many Hands Montessori School is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), Many Hands Montessori School, the parent, and relevant members of the IEP Team (as determined by the parent and Many Hands Montessori School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of Many Hands Montessori School's failure to implement the child's IEP.

If Many Hands Montessori School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If Many Hands Montessori School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Many Hands Montessori School's failure to implement the IEP, Many Hands Montessori School must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If Many Hands Montessori School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless Many Hands Montessori School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, Many Hands Montessori School must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or Many Hands Montessori School; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or Many Hands Montessori School.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ‘‘serious bodily injury’’ under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code: *Bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.*

Weapon has the meaning given the term ‘‘dangerous weapon’’ under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code: *A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.*

Notification
On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Many Hands Montessori School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Tab 15: Emergency Response Guide

Prior to opening, Many Hands Montessori School will revise and adapt the following sample school emergency response plan, as put forth by the Maine Emergency Management Agency.

SAMPLE DOCUMENT

Emergency Phone Numbers

Dated: 11/25/2013

Kennebec Middle School
35 Academic Drive
Kennebec, Maine 04000

Tel: 207-879-0400
Fax: 207-879-0401

KMS: a school of approximately 750 students and 60 staff.			
Fire	**911** or _____	Principal's Office	
Police	**911** or _____	School Hotline/Voicemail	
Ambulance	**911** or _____	Superintendent's Office	
Hazardous Materials	**911** or _____	SAU Facilities Office	
Poison Center	**1-800-222-1222**	SAU Transportation Office	
Hospital		Commercial Bus Co	
Hospital		Wrecker Service	
Maine Center for Disease Control	1-800-821-5821	Maintenance Services	
Community Mental Health		Power Company	
National SUICIDE Prevention Lifeline	1-800-273-TALK (-8255)	Oil Company	
Child Protective Services	1-800-	Natural Gas	
Emergency Management	Local: County:	Gas Company	
Weather Station		Water/Sewer	
Cable Company		Phone Company	
Relocation Site # 1 Name: **Kennebec High School** Address: **147 Amoroso Avenue**	Contact: Phone # Cell # Pager # Contact: Phone # Cell # Pager #	Radio Stations:	
		TV Stations:	

Relocation Site # 2	Contact: Phone # Cell # Pager #	*Relocation Site # 3*	Contact: Phone # Cell # Pager #
Name: **Pine-Tree Church** Address: **135 Lyman Drive**	Contact: Phone # Cell # Pager #	Name: **Harvey-Gene Elementary School** Address: **28 Sturgis Street**	Contact: Phone # Cell # Pager #
Note: For additional telephone and pager listings, see Annex B, page ___.			

Plan Maintenance

- School Board plan approval
- Record of changes
- Plan distribution, security & confidentiality

SAU 99 School Board

Approval of Kennebec Middle School's
Comprehensive Emergency Management Plan

1. References:
   a. Sec 1, 20-A MRSA §1001, sub-§16 as amended by PL 2001, c. 588, §10
   b. School Administrative District (SAU) 99 policy
   c. SAU 99 Comprehensive School Emergency Management Plan

2. In compliance with the above references, the SAU 99 School Board reviewed and approved Kennebec Middle School's Comprehensive Emergency Management Plan on August 14, 2008. The effective period of this plan is September 1, 2008 through August 31st, 2009.

3. The principal, Kennebec Middle School is authorized to approve minor changes to this plan without SAU 99 School Board review or approval. Changes may include those that improve plan organization and readability, those that correct information errors or changes in personnel or their contact information, etc. Changes will be annotated on the enclosed Record of Changes sheet. Once made, changes will be distributed by KMS as an update to the current plan (Update #1, Update #2, etc.) to all parties on the controlled distribution list. Obsolete portions of the plan will be destroyed by plan holders.

4. The SAU 99 School Board must, however, approve significant content changes made during the effective period that impact established school or SAU policy, require coordination with external resources such as the local fire or police department, require notification of parents/guardians, or that impact plan standard operating procedures. Once approved by the SAU 99 School Board, KMS will distribute the revised plan (Revision #1, #2, etc.) to all parties on the controlled

distribution list in exchange for the obsolete plan. KMS will destroy all obsolete plans.

5. The KMS Comprehensive Emergency Management Plan must be reviewed and approved by the SAU 99 School Board, annually. KMS will incorporate all previous updates and revisions and submit a new plan to the Board at least 60 days prior to the beginning of each new school year (on or about June 31st). The SAU 99 School Board must review and either approve, approve with changes, or deny approval at least two weeks prior to the beginning of the new school year. If KMS's plan is approved with changes or if approval is denied, KMS must make the necessary changes and resubmit the plan to the SAU 99 School Board prior to the start of school.

Signed:

_____

Date: _____

Robert W. English
Principal,
Kennebec Middle School

Signed:

_____

Date: _____

Sandra B. Algebra
Chairperson,
SAU 99 School Board

Record of Changes

Kennebec Middle School ensures that necessary changes and revisions to this plan are prepared, coordinated, published and distributed.

The plan will undergo revision whenever:

- Any other condition occurs that causes conditions to change.
- It fails during an emergency.
- Exercises or drills reveal deficiencies or shortfalls.
- Local school board structure changes.
- Community situations change.
- State requirements change.

Kennebec Middle School will maintain a list of individuals and organizations which have copies of versions orange and gold of this plan. Plan holders are expected to post updates and destroy obsolete material and surrender obsolete plans when issued a revision.

Record of Changes

Nature of Change	Date of Change	Page(s) Affected	Update Approved by Principal (Signature)

Plan Distribution, Security & Confidentiality

Distribution – The annually approved KMS Emergency Management Plan along with interim updates and revisions will be distributed to the following individuals and organizations by the KMS school office immediately upon approval by the SAU 99 School Board.

Copies	Plan Recipient
Version Orange (Comprehensive Plan-controlled)	
1 (original)	Principal's Office
1	Administrator's Tool Box
1/member (13 each)	School Emergency Team
1	School Library (for controlled use by KMS faculty and staff)
1	SAU 99 Superintendent's Office
1	Local Fire Department/EMS
2	Local Police Department (or Sheriff's Office), and State Police
1	Local Emergency Manager
1	Mental Health Services Coordinator
1	Community Emergency Response Team (CERT)
VERSION GOLD (Abbreviated Plan)	
1 (original)	Principal's Office
60	School Faculty and Staff-Kennebec Middle School
1	Principal, Kennebec High School (w/ Relocation info)
1	Administrator, Pine-Tree Church (w/ Relocation info)
1	Principal, Harvey-Gene Elementary School (w/ Relocation info)
Version Green (Plan Overview)	
1 (original)	Principal's Office
650	Parents/Guardians of Students-KMS (distributed via student back-packs & available during school open houses and at school office.)
1	President, Parent Connections

Plan Security

- Versions Orange and Gold of the KMS Emergency Management Plan are considered sensitive information and must be safeguarded and accounted for at all times. All copies of versions Orange and Gold will be collected by the school office staff at academic year-end and stored until a new plan is approved by the SAU 99 School Board, at which time the obsolete plans will be destroyed.

- **Version Orange** of the plan is intended for key leadership and those directly involved in the planning and implementation of this plan.

- **Version Gold** is intended for KMS faculty and staff, or those that provide important supportive roles in the implementation of the plan.
- **Version Green** is intended to inform parents and guardians of KMS students and selected other recipients as deemed appropriate by the principal.

- The KMS principal is the sole approving official for the reproduction and distribution of this plan. Duplication, sharing, and/or distribution of this plan beyond those mentioned herein is not authorized.

Confidentiality – The KMS Emergency Management Plan is intended for official use only by KMS faculty & staff, the SAU, and local, county and state public safety officials. A version of this plan is also intended to inform parents and community leaders. The names and contact information of persons listed in this plan and the key locations of people, assembly points, equipment, supplies, and facility operating devices are considered confidential. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of KMS students, faculty and staff. Please report inappropriate use of this plan or any of its components as soon as possible to the principal or to any member of the School Emergency Team. Thank you for placing the safety of the KMS community first.

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I. Introduction

A. Purpose, Goal & Scope
B. Acknowledgements
C. Glossary

Purpose, Goal & Scope

Knowing how to respond quickly and efficiently in a crisis is critical to ensuring the safety of our schools and students. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved – from top to bottom – should know the drill and know each other. --Margaret Spellings

Purpose **– The purpose of this Emergency Management Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables Kennebec Middle School and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving Kennebec Middle School (KMS).**

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given situation demands, to be determined at the time of its occurrence by the School Emergency Team and emergency responders.

Goal **– The goal of this plan is to ensure the safety of all members of the KMS community and to preserve the well being of the School and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.**

Scope & Use **– This plan is intended for use by school administrators, faculty, staff, students and emergency responders. It is also intended to inform parents and community leaders of the school's planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs. This plan is intended for use in conjunction with the following resources:**

Maine DOE Regulation, Chapter 125
SAU 99 School Board Policy on School Emergency Planning and Preparedness
SAU 99 Emergency Management Plan
SAU 99 School Bomb Threat Policy
KMS Safety Plan (and associated training materials)

KMS Security Plan (and associated training materials)
KMS Violence Prevention Program (and associated training materials)
KMS Student Handbook

The base plan's format follows the Federal Emergency Management Agency's (FEMA) four phases of emergency management:

Mitigation **addresses what KMS can do to reduce or eliminate risk to life and property.**

Preparedness **focuses on the process of planning for likely or worst-case scenarios.**

Response **is devoted to the steps KMS will take during an emergency.**

Recovery **deals with how KMS will restore the learning and teaching environment after an emergency.**

The Annexes provide supplemental information to enhance the content and facilitate the implementation of the base plan. Additional resources which can be found on the MEMA website under "Maine Prepares, Schools," provides sources and links to documents that advance the study of emergency management in schools and provide tools for more focused preparation.

Acknowledgements

Special Thanks

To the Kennebec Middle School (KMS) Public Safety Committee for developing this plan. Committee members include:

The KMS School Emergency Team
_____, Kennebec Fire Department
_____, Kennebec Emergency Management Director
_____, Kennebec Police Department
_____, Kennebec Community Mental Health
_____, Community Emergency Response Team (CERT)

In Appreciation

SAU 99 Superintendent's Office
SAU 99 School Board
Kennebec High School
Pine-Tree Church
Harvey-Gene Elementary School
KMS Parent Connections

Portions of this plan have been adapted from or inspired by the following sources:

- Practical Information on Crisis Planning: A Guide for Schools and Communities, The office of Safe and Drug-Free Schools, US Department of Education, January, 2007
- The Vermont School Crisis Guide, 2004 Vermont School Crisis Planning Team
- Crisis Management Workbook, Office of Security and Risk Management Services, Fairfax County Public Schools, Fairfax, VA
- Maine Crisis/Hazard Management Planning For Schools (CHAMPS) Guide, MEMA, AUG 2007
- Resource Guide for Crisis Management in Virginia Schools, Virginia Department of Education, 2002
- Recommended Emergency Supplies for Schools, American Red Cross

Glossary

Abbreviations

AAR	After Action Review
CP	Incident Command Post (or Command Post)
CPR	Cardiopulmonary resuscitation
EAA	Emergency Assembly Area
ECC	Emergency Care Card
EMP	Emergency Management Plan
EMS	Emergency Medical Service (Ambulance Service and Rescue)
FEMA	Federal Emergency Management Agency
IC	Incident Commander
ICS	Incident Command System
KMS	Kennebec Middle School
MEMA	Maine Emergency Management Agency
MRSA	Maine Revised Statutes Annotated or Methicillin-resistant Staphylococcus aureus
SAU	School Administrative Unit
SET	School Emergency Team

Definitions

Emergency – Any unplanned event that can cause deaths or significant injuries to students, staff, or visitors; or that can shut down the school, disrupt daily activities, cause physical or environmental damage, or threaten the school's financial standing or public image.

Crisis – Common Elements

- Occurs with suddenness
- Causes time compression
- Demands quick response
- Interferes with organizational performance
- Creates uncertainty and stress
- Threatens the reputation, assets and bottom line of an organization
- Escalates in intensity

- Causes outsiders to scrutinize the organization
- Can permanently alter an organization

Note 1: Other definitions are found throughout this plan.

Note 2: Wherever “principal” appears in this plan, it refers to either the principal or a designated administrator in the leadership chain of command.

II. Mitigation & Prevention

A. Risk Assessment & Hazard Analysis
B. Safety Plan
C. Security Plan
D. Violence Prevention Program

Risk Assessment & Hazard Analysis

General – Mitigation and prevention require taking inventory of the dangers in and around Kennebec Middle School and identifying what to do to prevent and reduce injury and property damage. According to FEMA, the goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

Definition – Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. Mitigation encourages long-term reduction of hazard vulnerability (FEMA, 2002) or "Actions taken to reduce the likelihood of an emergency or actions taken to lessen the impact of an emergency situation". Mitigation and prevention also includes facility, behavior, and policy modifications.

Action Steps

- The assistant principal reviews the last school safety audit, convenes a hazard assessment team within 45 days before the end of the school year, and conducts an assessment of potential risks/ hazards on and around the campus. The assessment tool used for this purpose can be found at Annex G.

  Hazard Assessment Team
  Assistant Principal (lead)
  Local Emergency Manager or County EMA Director (primary consultant)
  KMS Senior School Custodian (facilities/grounds)
  KMS School Counselor (violence prevention and counseling)
  KMS School Nurse (special needs students/staff)
  KMS Police and Fire Liaison (security and safety)
  Local Fire Chief (or liaison)
  Local Police Chief (or liaison)
  Local Public Works Director
  SAU Insurance Representative

- Hazard Assessment Team conducts a desk-side risk assessment with due consideration to natural hazards (winter storms, floods, hurricanes, etc.) and their effects, safety and security hazards, hazards affecting special needs students and staff, and facilities and grounds hazards.

- Hazard Assessment Team conducts a walk through of all facilities and grounds on campus and all areas of the community that could impact the school (highway, chemical plant, nearby river, etc.) An example of a mitigation measure to improve security would be to label all exterior doors (inside and outside) with large sequential numbers. This will save time and eliminate confusion when the SET communicates with first responders.

- The Assistant Principal then develops a hazard mitigation and prevention plan with short and long-term objectives and submits the plan to the school principal for approval. Once approved, the assistant principal assigns short and long-term mitigation tasks to the Senior Custodian, School Counselor, School Nurse, and the Police and Fire Liaison for action during the summer months.

- Risks that cannot be eliminated will be planned for in the next update of this plan.
- **A copy of the KMS mitigation and prevention plan is provided to the local emergency manager for his/her consideration when updating the town's input into the County's hazard mitigation plan. It is also provided to the primary authors of the KMS Security Plan, Safety Plan and Violence Prevention Plan for their consideration.**

- The school staff that is responsible for meeting mitigation plan objectives will provide in-progress reviews to the assistant principal at times/dates decided upon when the objectives are assigned.

- Two weeks prior to the start of school, the assistant principal will provide a report to the principal on progress made toward objectives in the Mitigation and Prevention Plan. Efforts will continue throughout the school year to complete long-term objectives that were not completed during the summer months.

Safety Plan

(*See KMS Safety Plan under separate cover- includes information on safe practices on and off school property, identifies unsafe areas, outlines required safety training for students and staff, etc. Safety Plan author is the Police and Fire Liaison).*

Security Plan

(*See KMS Security Plan under separate cover- includes information on visitor control, building access, and ID badges. Security Plan author is the Police and Fire Liaison).*

Violence Prevention Program

(*See KMS Violence Prevention Program under separate cover- includes prevention, intervention, and post-incident training and education. Violence Prevention Program coordinator is the School Counselor).*

III. Preparedness

A. Emergency Planning
B. Leadership, Teams and the ICS
C. Emergency Supplies & Equipment
D. Training & Exercises
E. Other Considerations

Emergency Planning

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Being well prepared involves an investment of time and resources – but the potential to reduce injury and save lives is well worth the effort. *– U.S. Department of Education*

Before planning begins for future updates to this plan, KMS will divide and pre-coordinate responsibilities between KMS and the SAU and set a realistic timetable to prepare. Collect essential information, develop the plan, and involve the right people.

Action steps for successful planning.

Commit to emergency preparedness (plan success depends on committed AND involved leaders).
Identify and involve stakeholders (school, RSU, community).
Consider existing efforts (don't re-invent the wheel).
Determine what emergencies the plan will address (through hazard analysis).
Define roles and responsibilities.
Develop methods for communicating with the staff, students, families, and the media.
Obtain necessary equipment and supplies.
Prepare for immediate response (evacuation, lockdown, shelter-in-place, etc.).
Create maps and facilities information.
Develop accountability and student release procedures.
Practice, practice, practice. KMS's response will only be as good as its drills.
Address liability issues by carefully assessing the hazards faced by KMS.
Evaluate, refine, and update the plan at least annually and more often if needed.

Partnership Agreements (identify and involve stakeholders)

- External partnership agreements are made to delineate how partners will assist KMS during an emergency and vice-versa.
- Partnership Agreements will be renewed each spring, effective for the upcoming academic year.
- Agreements will be created and signed by the principal and the lead person of the following organizations:
    - Relocation sites (Kennebec HS, Pine Tree Church, Harvey-Gene Elementary School)

- Community Emergency Response Team (CERT)
- Parent Connections
- (optional) Local Fire Department (which includes EMS and HAZMAT)
- (optional) Law Enforcement

- KMS will document agreements using a “Partnership Agreement.” See template in Annex E.

Leadership, Teams and the ICS

Incident Command System

KMS has adopted the Incident Command System (ICS), a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and responding to emergencies of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role.

Local emergency responders have also adopted ICS as their organizational structure when planning for and responding to emergencies. KMS and local emergency responders, therefore, are poised to jointly plan for and respond to KMS emergencies in the most effective and coordinated way possible. The KMS Police and Fire Liaison will be the link between KMS and local emergency responders throughout all four phases of emergency management.

NOTE: The principal or his/her designee is the Incident Commander (IC) for school emergencies until public safety officials assume that role. The IC role officially passes to the fire chief during fire/HAZMAT incidents and to the law enforcement commander following a criminal act, after the principal briefs the public safety official on the situation and notifies the SET of the transfer. To affect a smooth transfer, it is critical that KMS always involve local first responders in the school's emergency management plan development and training. Although a public safety official may have assumed the IC role, the principal is still the leader of his/her own staff/students and the various functions that they've been assigned. During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a "Unified Command," where the principal and public safety officials share in the decision making process. See ICS training requirements for faculty and staff, later in this section.

Leadership (Chain of Command)

The school principal is initially responsible for leading the response to all school related emergencies until local first responders arrive for events they are more qualified to lead, or until he/she delegates his/her leadership role to other school staff. In his/her absence, the following staff, in the order that they appear, will automatically assume leadership of an emergency response:

- Principal
  - Assistant Principal
    - School Counselor
      - Chair, School Leadership Team

School Emergency Team (SET)

The School Emergency Team (SET) is made up of individuals within the school staff and was created to assist the principal in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal, thus bypassing involvement of the SET.

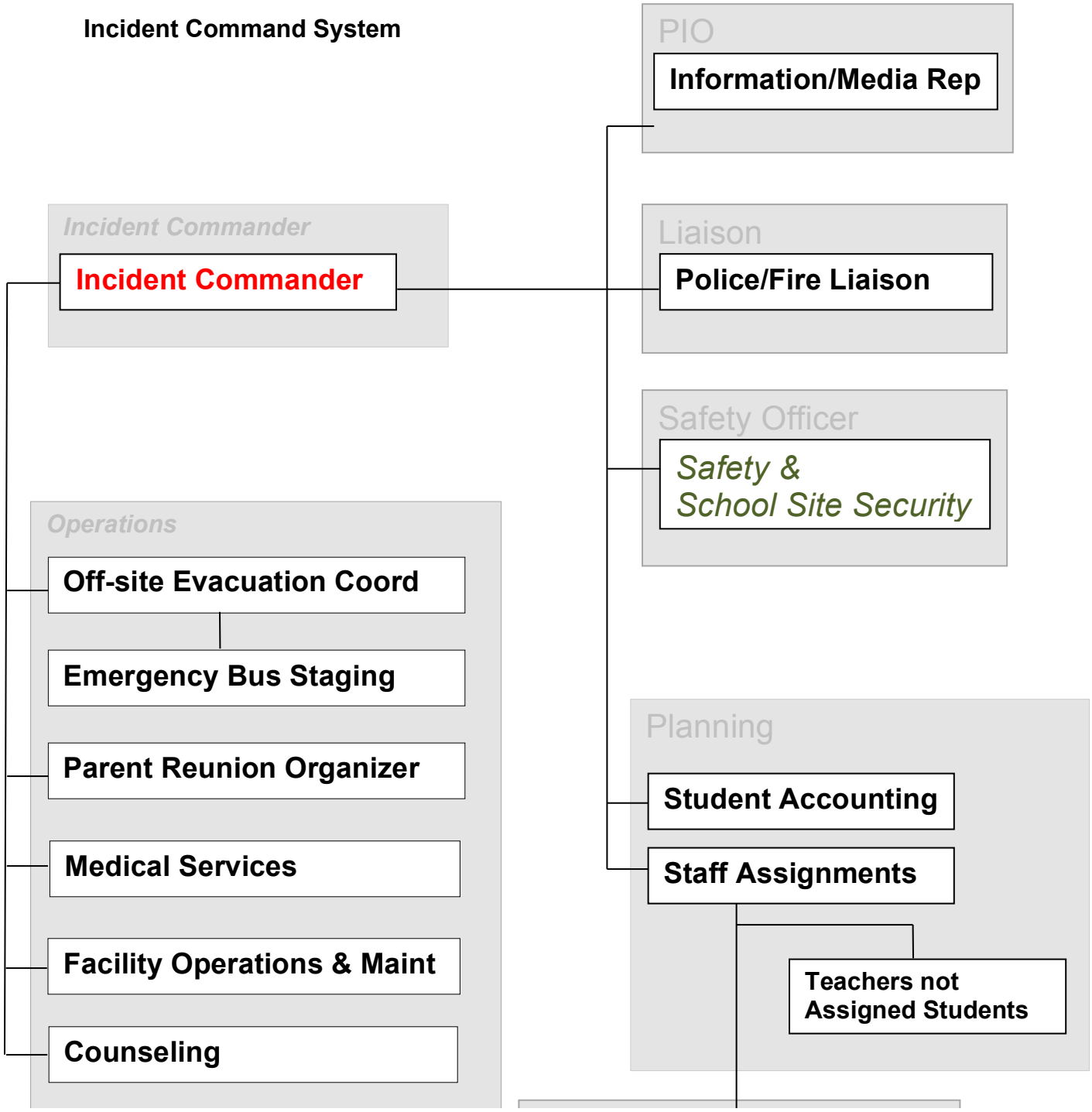
School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension

School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension
Incident Commander Overall leader during an emergency. Makes decisions based on information/suggestions provided from team members. Responsible for planning meetings. Coordinates the broad and specific functions of the team during an emergency. Passes role to fire chief during fire/HAZMAT incident and law enforcement commander following a criminal act. Coordinates school use as a shelter for community emergencies.	Robert W. English Principal, Room 101 Alt: Barbara Strictland Asst. Principal, Room 102	Work: xxx-xxxx Cell: xxx-xxxx Email:robert.english@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:barb.strictland@kms.xxx
Student Accounting Ensures all teachers have accurate accounting of students; coordinates efforts in accounting for missing or extra students. Ensures all classrooms have a classroom go-bag that includes a student roster. Reports student status to the principal. Oversees student release procedures.	Barbara Strictland Asst. Principal, Room 102 Alt: John Gideon School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email:barb.strictland@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx
Emergency Bus Staging Area When evacuating to or transporting from off-site location(s) and for early dismissals from on-site. Coordinates arrival of buses and the loading of students and staff onto the proper bus with the transportation coordinator. Updates bus rosters and planned bus routes into staging areas in advance.	Buzz Rider School Counselor , Room 136 Alt: John Gideon School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email: buzz.rider@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx
Off-Site Evacuation Coordinator Plans use of a location and evacuation routes to safely move students. Organizes off-site location to include: planning the movement of students to the location; assisting with student accounting once they are moved; planning for special needs students/staff. Coordinates with Emergency Bus Staging Area Coordinator and Parent Reunion Organizer to manage parent arrivals.	Chris Goalpost Athletic Dir. Room 212 Alt: Lora Eggplant Food Svc Coord Room 130	Work: xxx-xxxx Cell: xxx-xxxx Email: chris.goalpost@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: lora.eggplant@kms.xxx
Police and Fire Liaison Provides information to local police and fire department about what has taken place and about the plans the school has implemented to ensure the safety of the students. Maintains contact between school operations and those of the police/fire operations throughout the incident.	Mike Catchem School Resource Officer, KMS, Room 110 Alt: Robert W. English Principal, Room 101	Work: xxx-xxxx Cell: xxx-xxxx Email: mike.catchem@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:robert.english@kms.xxx
Parent Reunion Organizer and Liaison Provides specific directions to parents as they arrive in the area. Establishes pre-identified location where parents can wait to be reunited with their children and obtain information about the event. Coordinates activities at the Reunion Site. Coordinates with Media Rep for information that can be released to parents. Also coordinates with evacuation, student accounting, and bus staging leaders to facilitate students coming to Reunion Site.	Barbara Strictland Asst. Principal, Room 102 Alt: John Gideon School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email:barb.strictland@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx
Information and Media Representative Establishes the media staging area. Serves as sole contact person for all media. Drafts parent letter ("backpack letter") that goes home with students explaining the incident. Ensures media doesn't gain access to student or faculty during the incident. Keeps staff informed about the incident. Discusses message to be conveyed with school administrators in advance. Coordinates message with emergency responders prior to release of public information. Supervises Call Team. Superintendent may assume this role.	Samantha Binder Librarian, Room 150 Alt: Robert W. English Principal, Room 101	Work: xxx-xxxx Cell: xxx-xxxx Email:sam.binder@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:robert.english@kms.xxx

School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension
Communication and Recorder Confirms that 911 was called. Activates the telephone call tree to notify SET and other school staff. Notifies and updates the Superintendent's office and requests resources, if needed. Keeps detailed record of events, decisions, and actions including annotation of time, which helps ensure critical tasks are completed and allows incident supervisor to track all activities, and police/fire to reconstruct the events during the subsequent investigation. Assists Incident Commander with internal classroom telephone/intercom communications.	Kristen Keyboard Secretary, Room 100 Alt: Emily Curtisee Office Mgr, Room 100	Work: xxx-xxxx Cell: xxx-xxxx Email: Kris.keyboard@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:emily.curtisee@kms.xxx
Safety & School Site Security For incidents that occur around the school building but do not directly involve school personnel such as a violent crime that may require staff to take steps to quickly lockdown the school from outside intruders. Serves as the liaison with the agency managing the local event. Develops check system to ensure school is secure. Serves as school safety officer.	Mike Catchem Resource Officer, KMS Room 110 Alt: Alex Blueprint Lead Custodian Room B-10	Work: xxx-xxxx Cell: xxx-xxxx Email: mike.catchem@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: alex.blueprint@kms.xxx
Staff Assignments Coordinates use of available personnel to assist with carrying out the core functions associated with the incident. Teachers/staff not assigned students during an incident and other school personnel arriving at the incident reports directly to this person. Works closely with the Incident Commander and directs staff to areas that need assistance. Functional team leaders coordinate with the Staff Assignments leader in requesting manpower. Maintains roster of assignments and manpower needs, making requests to main office when needed.	Emily Curtisee Office Mgr, Room 100 Alt: Kristen Keyboard Secretary, Room 100	Work: xxx-xxxx Cell: xxx-xxxx Email:emily.curtisee@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: Kris.keyboard@kms.xxx
School Nurse Maintains first aid kits in common areas of the school. Trains and maintains an inventory of students and staff on CPR and first aid and coordinates their effort during an emergency. Serves as triage officer during mass casualty events until EMS arrives. Serves as liaison with local EMS, hospitals, public health (Maine CDC), and the healthcare community. Promotes infection control practices before, during, and after an outbreak of disease. Assists epidemiologists during an investigation of a naturally occurring disease outbreak or a Bio-Terrorism incident.	Katherine Gauze School Nurse, Room 123 Alt: Ester Splint Teacher, Room 139	Work: xxx-xxxx Cell: xxx-xxxx Email: kate.gauze@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:ester.splint@kms.xxx
Facility Operations & Maintenance Head custodian or Maintenance Director works with the School Emergency Team using blueprints and an advance video tape/DVD of the school to identify specific sections of the building. Custodial staff members, wearing fluorescent vests, work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering school grounds.	Alex Blueprint Lead Custodian Room B-10 Alt: William Plumber Custodian, Room B-9	Work: xxx-xxxx Cell: xxx-xxxx Email: alex.blueprint@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: bill.plumber@kms.xxx
School Counselor Plans and implements proactive counseling and violence prevention programs. Organizes post-event counseling program to help students, parents, faculty, and community recover from an incident. Schedules support meetings, coordinates human recovery activities and organizes other grief management resources. Coordinates professional community services, when required.	John Gideon School Counselor , Room 136 Alt: Melinda Hart School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:Melinda.couch@kms.xxx

School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension
Teachers with students in class Provide supervision of students in their care and remain with students during emergencies until directed otherwise. Ensure safety of students; direct students according to response procedures; render first aid when needed; manage student communication via cell phones per school policy; report missing/injured or extra students to the Student Accounting Leader. **Teachers & staff not assigned to a class when an emergency occurs.** Report to the Staff Assignments Leader if not previously assigned an emergency role.	Teachers	Intercom, Room Number

Incident Command System



School Public Safety Committee

The School Public Safety Committee includes all members of the School Emergency Team and emergency responders from the Town of Kennebec. The committee was created to assist the principal or Incident Commander in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal or Incident Commander, thus bypassing involvement of the School Public Safety Committee. The SET and/or the School Public Safety Committee will be assembled as soon thereafter as possible to plan follow-up actions. During an emergency situation, Public Safety Committee members may, in their duties as first responders, work from a predetermined Incident Command Post that is different from the original SET Command Post.

Public Safety Committee	Team Member Name	Phone # or Extension
Law Enforcement Commander Integrates school and law enforcement training and response plans. Works with the School Emergency Team to carry out the response and secure the incident scene by keeping parents and community members away from the school. Assumes role of Incident Commander once school is evacuated and it is ascertained that a criminal act has occurred. Ensures clear passage of emergency service vehicles.	Mike Catchem Resource Officer, KMS Room 110	Work: xxx-xxxx Cell: xxx-xxxx Email: mike.catchem@kms.xxx
Fire Chief Integrates school fire and hazardous material response plans. Works with the School Emergency Team in responding to the emergency. Remains on standby at the perimeter of scene unless a fire or hazardous material emergency develops, at which time the Fire Chief or designee becomes the Incident Commander.	Allen Burns Fire Chief	Work: xxx-xxxx Cell: xxx-xxxx Email:
Emergency Medical Services Chief During planning helps to identify school and community members who have CPR and other emergency medical skills. Works with the School Nurse to coordinate the delivery of medical treatment during an emergency.	Ely Siren Chief, EMS	Work: xxx-xxxx Cell: xxx-xxxx Email:
Mental Health Services Coordinator Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.	Elizabeth Calm Psychologist	Work: xxx-xxxx Cell: xxx-xxxx Email:
Emergency Management Director Provides technical advice to the SET on planning, training and exercising of an all-hazards emergency management plan. Establishes and operates the town EOC; manages local resources needed in response to a school incident; and is the conduit through which additional resources are requested.	Jimmy Lee Wit Director, EMA	Work: xxx-xxxx Cell: xxx-xxxx Email:
***CERT (Community Emergency Response Team) Leader.** Assist teachers with administering disaster preparedness programs in the school curriculum**. Coordinates CERT augmentation to the SET and/or public safety committee during school emergencies. Reports to the Staff Assignments Leader when activated.	Megan Helper CERT Leader	Work: xxx-xxxx Cell: xxx-xxxx Email:

The School Public Safety Committee meets on the 3rd Wednesday of each month from 3:00 p.m. – 5:00 p.m. to plan and conduct training and various exercises. The Committee also uses this time to update the plan each spring before the end of school, or more often, if needed. The principal serves as the liaison between the School Emergency Team and the remainder of the School Public Safety Committee.

** NOTE 1: Contact your County Emergency Management Agency about creating a CERT (Community Emergency Response Team). Learn more at: http://www.citizencorps.gov/cert/index.shtm.*

***NOTE 2: For help integrating the Disaster Dudes, Risk Watch, or Masters of Disasters curriculum in your school, contact the Maine Emergency Management Agency (Preparedness Specialist) at 207-624-4400.*

Call Team

This team consists of teachers that have no assigned students and is activated by the Incident Commander and used to prepare backpack letters and/or place or receive large volumes of calls to or from parents, community partners, etc. about an incident. They are also used to augment the School Emergency Team when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable. After activation, the call team normally occupies the principal's conference room and initially falls under the direction of the Information and Media Representative. See Section IV, Response (Communications), for team membership and responsibilities.

Emergency Supplies & Equipment

Emergency supplies and equipment are pre-positioned throughout the school for easy access when needed. This section tells you what they are, where they are, who is responsible for them, and how to get them.

Requesting Supplies and Equipment

All requisitions for emergency supplies and equipment will be processed through the KMS Office manager. The exception is for medical supplies and kits which will be requisitioned through the school nurse. Supply and equipment requisition forms can be obtained in the school office.

Maintaining and Accounting for Supplies and Equipment

The KMS office manager issues all emergency supplies, kits, and equipment to school staff in accordance with this plan. The care, maintenance, and accountability of emergency supplies and equipment are the responsibility of the individual to whom they are issued. Receipts for non-expendable high dollar items such as two-way radios, will be signed by the recipient.

For emergency supplies and equipment located in common areas, care, maintenance, and accountability resides with the Chief Custodian for non-medical emergency equipment (fire extinguishers, security equipment, etc.), and the School Nurse for medical kits. Other than formulating a packing list, the School Nurse is not responsible for maintaining any first aid kits except for those found in common areas.

Lists of Emergency Supplies and Equipment

Classrooms

Each classroom will have: a Teachers Emergency Response Flip Chart which includes evacuation routes, emergency phone numbers, and emergency action steps (see flip chart at Annex H); a Classroom Go-Bag to be taken by the teacher during an evacuation with his/her class; a shelter-in-place kit; and cleaning supplies in the event of student accidents during lockdown or shelter-in-place operations.

Classroom GO-Bag

- A bright yellow emergency backpack with the following items:
- Yellow fluorescent vest (worn by teachers) with list of emergency duties in front pocket
- Student class roster (with special assistance students identified)
- Student attendance forms, blank
- Student emergency care cards
- Student release forms
- Status placards, colored

- Emergency phone numbers and procedures
- Teacher partner classroom list
- Basic first aid kit (maintain per shelf life)
- Pressure dressings, 3
- Latex-free gloves, 6 pair (maintain per shelf life)
- Flashlight w/ extra batteries (maintain per shelf life)
- Pens, paper
- Large garbage bags, 1 per student (to keep warm and dry)
- Whistle
- Small garbage bags with ties for sanitation (1 roll)
- Facial or toilet tissue (1 small box or roll)
- Scissors
- Small snacks—peanut free (optional)

Classroom Shelter-in-place kit (items needed in addition to the Go-Bag above)

- 5-gallon bucket (to store supplies and to serve as toilet when needed)
- Toilet Supplies (100 small plastic bags, toilet paper, and hand washing supplies)
- Duct Tape, 2 rolls (for sealing doors and windows)
- Drinking Water and cups – stored separately
- Space blanket, 3
- Tarp or ground cover
- Portable radio, batteries
- Student Activities
- Gum, mints, or hard candy (to help relax students during lockdown or shelter-in-place)
- *Items for earthquake prone areas (leather work gloves, safety goggles, crowbar)*

School office

Communications equipment (secure area)

- Bullhorn with extra battery, 2 each.
- Two-way radio w/ holster, charger, extra batteries - 4 sets. (other two-way radios distributed to: SET members, department heads, Police and Fire Liaison, and the Athletic Director.)
- Dedicated emergency telephone line (with unpublished number): selected phone jacks identified with green covers. Used only for school emergency response/recovery.

Life Saving Items (common area)

- Fire extinguisher
- First aid kit
- Portable stretcher and drag blankets

Utility Equipment (secure area: 1 set-school office; 1 set-custodian's office):

- Barrier tape 3" x 1000', 3 rolls (emergency type)
- 4' Stakes, 40 each
- Sledge hammer

- Bolt cutters
- Pry bar
- Pickax
- Shovel
- Pliers
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench, 1 per utility
- Cables to connect car battery for emergency power for lights, etc. (training needed to operate)

Administrator's Tool Box – Mobile (secure area: taken by office administrator during evacuation)

- **Large orange duffle bag on wheels**, which consists of:
- KMS Emergency Management Plan, which includes:
  - School Neighborhood, map of.
  - School Campus, aerial photos of
  - School Floor Plans
  - School Campus during an Emergency, map of CP & staging areas
  - School Utility Systems, diagram/layout of gas and utility lines
  - Evacuation Routes to relocation sites
  - Relocation Sites, map of staging areas (indoor & outdoor)
  - Faculty & Staff Assignment Roster w/ Special Skills & Devices
  - First Aid Kit Inventory, by location (Lesson from Jonesboro, Arkansas shooting)
  - Telephone and Pager Listings
  - Emergency Phone Numbers
- Keys. Clearly tagged master key; extra keys for rooms for which a master key can't be used; place in a locked container within the box (or keep extra master key in Knox Box-rapid entry system-outside)
- Procedures for:
  - Fire Alarm Turn-off (Columbine lesson)
  - Sprinkler System Turn-off (Columbine lesson)
  - Utility Shut-off Valves
  - Cable Television Satellite Feed Shut-off
- Student & Staff Photos
- Student Disposition Forms & Emergency Care Cards
- Student Attendance Roster
- Inventory of Staff Resources
- Emergency Resource List (local resources)
- Master roster of all classes
- Master bus schedules
- Bell Schedule
- Note pad/pens
- Incident recorder log

- First aid kit with latex-free surgical gloves
- Flashlight (batteries refreshed every 6 months)
- Disposable camera
- Other: When exiting, place extra two-way radios and the visitor log in the bag.

Call Team Go-Bag

- Telephones, push button analog or digital, 8
- Cell phones, 8 (with chargers/power cords)
- Two-way radios with holsters, chargers, and extra batteries 2 sets
- Laptop computer w/ power supply - capable of internet connection, 1
- Paper and pens for 10 people
- Sample letters to parents, community, etc.

Other Kits or Items

SET Member Response Kit – (one per team member stored in individual work station)

- Two-way radio with holster, charger, and extra batteries
- Text pager
- Cell phone
- megaphone
- **Orange** backpack, with:
  - Orange fluorescent vest, position title (front & back), and list of emergency duties – front pocket.
  - Flashlight (with extra batteries)
  - Whistle
  - First aid kit
  - Latex-free surgical gloves, 4 pair
  - Zip-lock freezer bags with labels, 5 each (for temporary storage of personal effects or evidence).
  - Duct tape, 1 roll
  - Disposable camera
  - Note pad/pens
  - Emergency phone numbers (or wallet-size card)
  - Selected segments of this plan (as determined by the Incident Commander)
  - Serious Incident Report form with clipboard, 5 copies

First Aid Kits (Common Areas): Inventory of kit contents is maintained by the School Nurse. See locations of kits on map at Annex C.

Fire Extinguishers (Common Areas): Inventory by type is maintained by the Chief Custodian. See locations of fire extinguishers on map at Annex C.

Note: Bus Emergency Kits (an SAU responsibility), should include a first aid kit, a fire extinguisher; body fluid/biohazard containment & clean-up kit; plastic garbage bags (one per rider); cell phone; refuel credit card; break-down kit (road flares, triangles, etc.); and small sledge hammer.

Note: Individual Student GO-Bags (Optional). Use caution with this option as it is difficult to enforce and maintain. Children without kits could feel neglected. Recommended Contents: 1-2 small trash bags w/ ties; facial tissue (travel size); space blanket or 1 large plastic trash bag or poncho; high calorie, peanut free snacks (granola bars, crackers, etc.); single serving canned food w/ flip top lid

(fruit, baked beans, pudding, etc.); plastic spoon; bottled water; comfort item (like letter or photograph from home); non-toxic chemical emergency light stick.

Whole School (Optional: budget permitting)

Water: (food service area) ½ gallon per person per day times 3 days (w/ small paper cups if not bottled)

First Aid: (if not already accounted for in first aid kits. Stored in School Nurse's closet)
- 4 x 4" compress: 500 per 250 students
- 8 x 10" compress: 75 per 250 students
- Elastic bandage: 2-inch: 8, 4-inch: 8
- Triangular bandage: 16
- Cardboard splints: 16 each, sm, med. lg.
- Butterfly bandages: 30
- Water in small sealed containers: 75 (for flushing wounds, etc.)
- Hydrogen peroxide: 7 pints
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors, paramedic: 4
- Tweezers: 3 assorted
- Triage tags: 25 per 250 students
- Latex-free gloves: 50 per 250 students
- Oval eye patch: 25 per campus
- Tapes: 1" cloth: 25 rolls/campus; 2" cloth: 12 each
- Dust masks: 25/100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced
- Space blankets: 1/student and staff
- Heavy duty rubber gloves, 4 pair

Sanitation Supplies: (if not supplied in the classroom kits- Custodian's storage room)
- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Hand sanitizer or soap and water, in addition to the wet wipes, is strongly advised.

Staging Area Supplies (located in gymnasium storage area):
- 3' x 6' folding tables, 3-4
- Chairs, 12-16
- Lime green florescent vests for staff without students
- Clipboards with Emergency Job Descriptions (for staff w/out students)
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release
- Alphabetical Dividers for Request Gate
- Copies of all necessary forms

Food (located in food service area): Supply of peanut free granola bars, power bars, or similar food which is easy to distribute, will be stored. Items must be easy to serve, non-

perishable and not need refrigeration or heating after opening. Care must be taken to store limited quantities of items suitable for students/staff with diabetes and certain other specific medical conditions. Consult with the School Nurse for quantity and type needed. Food will be purchased at the beginning of the school year and donated to charity at the end of the year. KMS will store limited hard candy, primarily for its comfort value.

Training & Exercises

- Definitions
- Training requirements by phase
- Schedule of training and exercises
- Documentation of drills and exercises

Definitions (EMP Drills and Exercises)

Orientation Seminar
The Orientation Seminar is a low-stress meeting to introduce everyone to the emergency plan. This should be conducted when a new plan is developed and when new faculty or staff are hired.

Tabletop Exercise
The tabletop exercise is a low-stress session where participants talk through a scenario. The exercise has a facilitator who inputs new information to add to or change the scenario. Participants talk through the way they would respond to the scenario.

Functional Exercise
The functional exercise is a high-stress, but low-cost exercise and may focus on a specific portion(s) of a scenario. Participants are split up into different rooms and must communicate with each other by phone or radio based on a scenario. The exercise should be facilitated, and evaluators should be in each room to answer questions and note any issues that should be addressed.

Full-Scale Exercise
The full-scale exercise is a high-stress, realistic and often costly exercise. Planning for a full-scale exercise can take months. The participants play out a scenario the way they would respond to a real emergency.

Training Requirements

EMP Orientation

School Emergency Team (SET) members: The Police and Fire Liaison will provide individual orientation on member duties within 2 working days of assignment to the team.

Faculty and Staff: The Police and Fire Liaison will provide all new faculty and staff with a 30 minute orientation on the plan and will also provide a copy of this plan. Orientation sessions will be held once each month on the 2nd Tuesday at 3:00 p.m. in Room 105.

Students: Teachers will orient students on the following components of the plan within the first five school days of the new academic year:

- Evacuation
- Lockdown
- Shelter-in-Place
- Severe Weather
- Signals and Commands
- Individual preparedness and response responsibilities

Mitigation & Prevention Training

School Emergency Team

Individual members. Complete the following requirements within 45 days of being assigned to the SET. Members will coordinate with listed trainers and schedule training at a mutually agreeable date and time.

Subject	*Instructor*
Violence prevention & intervention techniques	School Counselor
Hazard identification	Assistant principal

Team Training.

Various topics, bi-monthly	Per training schedule.

Faculty, Staff, Bus Drivers & Monitors

Subject	*Instructor*
Violence prevention & intervention techniques	School Counselor

Students

Subject	*Instructor*
Violence prevention & intervention techniques	School Counselor

Response Training

School Emergency Team

**NOTE: All members of the School Emergency Team are expected to complete IS-700, National Incident Management System (NIMS), An Introduction; and IS-100.SC, Introduction to the Incident Command System, I-100, for Schools. In addition to these requirements, it is recommended that the principal also complete IS-200, ICS for Single Resources and Initial Action Incidents. For more information on ICS and these short courses, call your County Emergency Management Agency or access: http://www.training.fema.gov/IS/crslist.asp.*

Individual members. Complete the following requirements within 45 days of being assigned to the SET. Members will coordinate with listed trainers and schedule training at a mutually agreeable date and time.

Subject	*Instructor*
IS-700, NIMS	*County EMA or on-line at http://www.training.fema.gov/IS/crslist.asp
IS-100.SC, ICS for Schools	County EMA or on-line http://www.training.fema.gov/IS/crslist.asp
IS-362, Multi-Hazard Emergency Planning for Schools	In-residence or on-line http://www.training.fema.gov/IS/crslist.asp
Communications Systems (Intercom, radios, etc)	School Secretary
Review of Security system	Police and Fire Liaison
Basic First Aid & CPR	School Nurse
Basic Fire and HAZMAT Awareness	Kennebec Fire Department

Team Training.

Various topics, bi-monthly	Per training schedule

Communications equipment tests, monthly (2-way radios and bullhorns)	Per training schedule

Students, Faculty and Staff

6 Fire/Evacuation Drills (all)
1 Table-Top Exercise (faculty and staff only)
1 Off-site Evacuation Exercise (all)
1 Lockdown/Shelter-in-place Exercise (faculty and staff only)

Recovery Training

School Emergency Team.

Individual members.

Subject	*Trainer*
Recovery Training (assessing emotional needs of students and colleagues)	School Counselor
Violence prevention	School Counselor, SRO

Team Training.

Various topics, bi-monthly	Per training schedule.

Faculty and Staff

Subject	*Trainer*
Assessing emotional needs of students and colleagues	School Counselor
Emotional Management of Students	School Counselor
Teacher Guidelines for Crisis Response	Self study
Parent Guidelines for Crisis Response	Self study

Students

Subject	*Trainer*
Subjects related to grief and stress management	School Counselor

Schedule of training, exercises and preparedness events:

September 08	February 09
October 08	March 09
November 08	April 09
December 08	May 09
January 09	June 09

Documentation of drills and exercises: See Annex E, Forms and templates (Exercise Logs).

Other Considerations

1. School office staff will:
   - pre-program emergency phone numbers on the school's phone system and,
   - create phone, pager, and email address lists of, and for the SET to save time, property, and, possibly, lives.

2. Volunteers: The Community Emergency Response Team (CERT) and all other response and recovery volunteers will report to the Staff Assignments Leader for credentialing and assignments.

3. Special needs students and staff:
   - Teachers will assign volunteer student helpers to assist students with special needs during an emergency.
   - Drills will be conducted to ensure student volunteers are competent in their respective roles.
   - Volunteer faculty or staff (that have no students assigned) will assist other faculty or staff needing assistance during an emergency.
   - KMS and the SAU Transportation Coordinator will make arrangements for bus transportation of special needs students in advance of an emergency.

4. Visitor/substitute teacher orientation on the KMS Emergency Management Plan:
   - All visitors and substitute teachers will stop by the school office for an access badge prior to having free access to the school.
   - The office staff will direct the visitors' attention to the back of the badge where a brief overview of emergency procedures and individual responsibilities can be found.
   - Teachers are responsible for orienting substitute teachers, teacher assistants, and long-term visitors of school and classroom emergency procedures, in more detail using the teachers' flipchart as a guide.

5. School use as a community shelter:
   - The principal will approve the use of the school as a community or American Red Cross shelter and will coordinate its use when activated as such.
   - Once activated, the *school nurse* will coordinate with outside medical agencies for their provision of medical oversight of shelter clients with chronic conditions.
   - The KMS *food service coordinator* will coordinate with the Shelter Manager for an orientation on food service supplies, equipment, and operations.
   - The *head custodian* will coordinate for use of portions of the school as a pet shelter.
   - Other assignments and coordinating instructions can be found in the KMS plan entitled "KMS as a Community Shelter."

IV. Response

A. General Response to Emergencies
- ***Evacuation***
- ***Lockdown***
- Shelter in Place
- Threats of Terrorism
- ***Other Universal Emergency Procedures***
- Student Restraint
- Response for Off-Site Activities
- ***Student Accounting and Release Procedures***
- ***Staging Areas***
- ***Communications***

B. Hazard Specific Response to Emergencies (A-Z)

General Response to Emergencies

Initial Response

Crises are unexpected, often unpredictable and take many forms. No school and community can be fully prepared for everything that may happen, but some simple measures are helpful in any emergency:

- Think of everyone's safety first;
- Use common sense and follow emergency training procedures;
- Act quickly and calmly; and
- Remain factual and unemotional when communicating with students, the community, and media.

Action steps

When the School Emergency Team is not immediately available, supervising adults must take quick, responsible and independent actions in response to an emergent situation. Here are points to remember for individual staff and for the SET when called upon to implement the KMS Emergency Management Plan.

- **Expect to be surprised**
- **Assess the situation and choose the appropriate response.** Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude. After basic protective steps are in place, more information can be gathered to adjust later responses.
- **Respond within seconds**
- **Call 911** (through the school office). Do not delay. It's best to have emergency responders on scene even if the incident has been resolved by the time they arrive, than to risk further injury and damage.
- **Notify the School Emergency Team (SET).** Notify the SET so they can take measures to protect the safety of all persons involved.
- **Evacuate or lock down the school as appropriate.** This step is crucial and should be one of the first decisions made, regardless of the order in which initial decisions are implemented.

- **Triage injuries and provide emergency first aid to those who need it.** Refer to the list of CPR and First Aid qualified staff on a chart located in the school office, gymnasium, and school nurse's office. Those seriously injured will be treated by EMS in the main lobby just inside the front doors.
- **Keep supplies nearby and organized at all times.** Take Classroom Go-Bag, first aid kits, and other supplies when responding to an incident or evacuating to the Emergency Assembly Area (EAA) and/or a relocation point.
- **Trust leadership.** Trust the School Emergency Team and external emergency responders who have been trained to deal with emergencies. Trust will help calm the situation and minimize the chaos. In certain situations, yield leadership to others in this plan's designated command structure.
- **Communicate accurate and appropriate information.** Use channels identified in this plan to communicate regularly with the SAU, parents, the community, and the media. At a minimum, families need to know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. At some point, families need to know when/where students will be released.
- **Activate student release/parent reunion system.** Goal: Earliest possible safe release of students.
- **Allow for flexibility in implementing this plan.** No plan can address every situation that may arise.
- **Document everything.** Write down every action taken during the response to include times they occurred; include record of damages & financial expenditures. These are legal documents.

Simplified Emergency Commands

KMS has established the following commands when responding to an emergency or conducting drills:

- Evacuate: **((FIRE ALARM))** + ***"Evacuate the Building"***
- Lockdown: **((EMERGENCY TONE))** + ***"Clear the Halls and Lockdown the School"***
- Shelter-in-Place: **((EMERGENCY TONE))** + ***"Clear the Halls and Shelter-in-Place"***

Other considerations

School Emergency Team (SET)

- Members must be in place and comfortable with their respective roles well before an emergency.
- Members must watch for alarming changes in a student's behavior or recognize community events or incidents that could affect the school and report them to the principal or assistant principal.
- When activated, the SET will convene at the Primary Incident Command Post (principal's office) for all emergencies unless directed otherwise.

- Items to think about when responding to an incident: type of response; crowd control; wrecker service to remove cars blocking entries/exits; type of student/staff support needed; notification of students, staff, parents, SAU, community members, and the media; level of parent involvement and type of community information meetings to be scheduled; staff and substitute teacher coverage needed; involvement of SAU response team; time/place for follow-up progress meeting(s) and need for victim assistance services; assess and debrief emergency response.

- SET debriefing will occur within 36 hours after incident response is concluded.

Teachers and staff. General responsibilities during an emergency:

- First Priority: The safety and accountability of KMS students. Implement procedures to account for and protect them.

- Stay with assigned students throughout an emergency, unless otherwise assigned through the teacher partner system described in Annex G or until released by the Incident Commander or until every student has been officially released;

- Remain calm and matter of fact. Students will respond to how you act and react to a situation.

- When possible, assist other teachers and staff that are responding to an emergency, even if it's only to call for help; don't, however, compromise the safety of students or become a victim in the process.

- Teachers with students in rooms other than their own, like the computer lab, should act as they would in their own rooms. Keep students safe, take attendance, and wait.

- Regularly report the status of students to the Student Accounting Leader, especially if there are injuries or students needing assistance.

Evacuation

(((FIRE ALARM)))

followed by:

"CLEAR THE HALLS AND EVACUATE THE BUILDING"

General Concept

***Evacuation is used when conditions outside are safer than inside*. Once the principal directs an evacuation, by sounding an alarm and announcing *"Clear the Halls and Evacuate the Building"* all students and staff move from the school to the outdoor Emergency Assembly Area (EAA) at least 300 feet away from the southeast corner of the school (Soccer field). After students and staff are accounted for and the threat has cleared, students and staff return to their classrooms after** "All Clear" **has been announced by the incident commander or a member of the SET.**

If an incident is expected to be prolonged or if conditions are not suitable for remaining at the outdoor EAA, buses are called and staged at the emergency bus staging area (next to the EAA). Once students and staff are loaded, they are transported to one of three pre-coordinated relocation sites along a prescribed evacuation route. After arriving at the relocation site, students and staff are sheltered and accounted for a second time. Once the Call Team arrives at the relocation site, they will notify parents and guardians of the event. The Parent Reunion Organizer and Liaison establishes and operates a student/parent reunification point at the relocation site. Students not picked up by parents/guardians are bused to regular bus stops.

Action Steps – Evacuation

- Incident Commander (IC) and School Emergency Team (SET):
  - After calling 911, the IC consults with the SET. He/she indicates whether primary or alternate evacuation routes will be used.
  - IC assigns SET members to: coordinate activities at the staging area and to retrieve the Administrator's Tool Box for transport on the first bus.
  - IC notifies the SAU Transportation Coordinator and Relocation Site(s) with the number of students and staff requiring evacuation and those with special needs. If the Transportation Coordinator does not have the capacity to move all students and staff quickly, he/she will immediately call the local or regional commercial bus service for additional transportation support.
  - IC directs all personnel to "Evacuate the Building." Directs remaining SET members to quickly "sweep" the building, checking bathrooms, locker rooms, and

other areas in addition to classrooms, and to secure entrances outside the building until police arrive.

- IC directs the Student Accounting Leader to account for all students and staff throughout the evacuation.
- IC informs the Superintendent of the pending evacuation.
- Information and Media Representative contacts the media with a predetermined message that has been coordinated with emergency responders and the Superintendent's office.
- IC remains on site with the Police and Fire Liaison, secretary, and selected SET members, if needed, to coordinate with emergency personnel when they arrive.
- Prior to students and staff departing the building, two members of the SET quickly walk the length of the outdoor evacuation lane en-route to the Emergency Assembly Area (EAA). They observe for any suspicious activity along the route and at least 300 feet around the entire EAA. This survey of the area is to help identify and prevent any potential secondary attack on students while they are evacuating.

◈ Teachers, students and staff:

- Close, but do not lock windows and doors.
- In an orderly fashion, students and staff take the closest and safest way out as posted (use secondary route if the primary route is blocked or hazardous).
- Direct students away from areas where emergency service vehicles enter the school complex or where secondary bomb devices might be hidden such as the main parking lot and trash receptacles.
- If an evacuation is called because of a chemical spill, wind direction and location of the spill will dictate the exits and alternate EAAs used for evacuation.
- Take the Classroom Go-Bag which includes the class roster for student accounting.
- Arrange special assistance for those in need.
- Do not stop for student/staff belongings.
- Go to the designated EAA.
- Once at the EAA, teachers maintain control of their class, check for injuries, take attendance, and report any missing or extra students to the Student Accounting Leader on site. This information is passed on to the principal and then on to police and fire personnel.
- If the Student Accounting Leader is not at the EAA, use cell phones and two-way radios, to maintain effective communication, except during a bomb threat when such devices could detonate an explosive. In those cases, use a pre-planned runner system.
- Wait for further instructions.

◈ Evacuation Locations:

- On-site (inside the building): EAA School gymnasium.
- On-site (outside the building): EAA Soccer field (east end of the building). Alternate sites TBA.
- Off-site (Primary relocation site) – Kennebec High School gymnasium
- Off-site (1st Alternate relocation site) – Pine-Tree Church Hall.
- Off-site (2nd Alternate relocation site) – Harvey-Gene Elementary School.

◈ Emergency Bus Staging Area:

- Emergency Bus Staging Leader: verifies student accounting with the Student Accounting Leader; verifies teacher and staff assignment to buses and students; and coordinates bus departure.
- Buses will load in the following order:
  - 6th grade;
  - 7th grade;
  - 8th grade;
  - remaining faculty and staff.
- The Off-Site Evacuation Coordinator and the SET member responsible for transporting the Administrator's Tool Box will ride the first bus in order to receive and organize arriving students and staff at the relocation site.
- The Emergency Bus Staging Leader and Student Accounting Leader will remain at the school until all students and staff are accounted for and evacuated.

◈ Evacuation routes to relocation sites: See map at Annex C.

◈ Student supervision – Teachers remain with assigned students throughout the duration of the emergency.

Lockdown

((((EMERGENCY TONE))))

followed by:

"CLEAR THE HALLS AND LOCKDOWN THE SCHOOL"

General Concept

Lockdowns are used when an emergency occurs outside of the school and an evacuation would be dangerous or when there is an emergency inside and movement within the school will put students in jeopardy.

When the order for a "Lockdown" is given, – Go to closest room supervised by an adult. Close door (lock if possible). Students and staff remain away from doors and windows. Turn off lights/shut curtains/blinds (if available). Only use classroom intercom or phone for emergencies. Designated staff secure outside doors. Students outdoors move in or away from building.

Action Steps – Lockdown

- The principal that observes a critical incident or receives a report about a critical incident can order a partial or full lockdown.
- If possible, the SET reports to the Incident Command Post prior to or immediately after a lockdown announcement to plan next steps in handling the incident.
- When ordering a lockdown, an emergency tone (not a bell) will be sounded and the following announcement will be repeated several times:

  "Teachers and students, clear the halls and lockdown the school. Students, report directly to the nearest classroom. Ignore any bells or fire alarms."

When lockdown is sounded and announced:

- The principal or any other member of the SET calls 911, fully explains what is known to police; all bells are held from being sounded.
- The Police and Fire Liaison is assigned to the dangerous situation or area to ensure students, faculty, and staff do not enter the area.
- Unassigned teachers and staff ensure students in hallways, bathrooms, and other common areas such as the auditorium, library, etc., are placed in the closest occupied classroom immediately.
- All faculty and staff must lock all interior and exterior doors; A custodian or the teacher/staff member with an office or room nearest each exterior door, will lock the door and remain nearby to allow entry by law enforcement officers, if needed. Remaining faculty and staff will seek shelter in a locked room.
- During a gun incident outside, instruct students to "Drop to the Ground" or "Run into the Building

Quickly." Teachers will quickly escort students to an area away from the perpetrator in an occupied classroom. *Ensure loudspeakers are audible in areas outside the school where students are located.*

- During an incident involving a hostage or weapons, staff should direct students to move to an alternate secure area away from the perpetrator(s).

- All school personnel must remain quiet in a secured area of the building, on the floor, away from windows and doors, and with all lights turned off and shades drawn.

- When a teacher with students hears a lockdown tone and announcement:

  - Do not allow any students to leave the room.

  - Take custody of any students in your immediate hallway or common area.

  - Close and lock your door. Make sure your phone ringer is on but do not use the phone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.

  - Use caution and discretion in allowing students entry into the classroom.

  - DO NOT use or allow students to use cell phones; all two-way radios should be turned off as well. Collect and place all of these items in a box and explain to students that use of these devices could detonate an explosive.

  - Assemble students in the safest area of your room…on the floor, out of sight, away from windows and doors, with all lights turned off and shades drawn.

  - Advise students that there is some type of emergency but you don't know what it is.

  - Once the room is locked, take attendance. Prepare a list of missing students and extra students in the room.

  - Keep the attendance sheet with you and be prepared to provide it to a member of the SET when directed by a member of the SET.

  - DO NOT ANSWER YOUR DOOR FOR ANYONE – THE EMERGENCY IS ONGOING!!

  - If you are not in your room, stay where you are. DO NOT ATTEMPT TO RETURN TO YOUR ROOM. If you are caught outside, take your students to the Emergency Assembly Area and call for help if it is safe to do so.

  - **Ignore any bells or fire alarms** – the school will not be evacuated using this method.

  - Stay in the room and wait for further instructions from a member of the SET or a police officer, and prepare for a possible building evacuation.

  - Remain calm and matter of fact. Be aware of the emotional response some students may have; be prepared if frightened students vomit or faint. Keep Classroom Go-Bag & cleaning supplies nearby.

  - If or when students are moved out of the classroom, assist them in moving quietly and quickly.

  - When **"All Clear"** is announced by the incident commander or a SET member, return to normal activity.

(((EMERGENCY TONE)))

followed by:

"CLEAR THE HALLS AND SHELTER-IN-PLACE"

General Concept

Shelter-in-place (SIP) will be used for external gas or chemical release (hazardous material spills), i.e., an airborne threat. It is used when there is not time to evacuate or when it may be harmful to leave the building. Students and staff are held in the building and windows and doors are sealed. All students and staff that are outdoors or in common areas such as the library, gym, or cafeteria must enter a classroom or office to shelter-in-place.

Action Steps – Shelter-In-Place

- The Incident Commander (IC) and/or the School Emergency Team (SET):
  - Sounds the Emergency Tone and announces, "Clear the Halls and Shelter-in-Place." A *reverse evacuation* will also be called for students and staff that are outside.
  - Directs that all windows be closed and all doors be locked.
  - Calls 911 and notifies the Kennebec police, fire and HAZMAT team.
  - Assembles the SET before or immediately after the announcement to plan next steps.
  - Directs that all rooms are sealed from outside air filtration in the event of fumes or chemicals.
  - Monitors the situation with all communication devices available. This may require turning on radio/TV for further information.
- When the Tone is sounded and the announcement is made students and staff:
  - Take the closest and safest route to shelter in shelter-in-place areas (classrooms and offices).
  - Assist those needing special assistance.
  - Close and tape all windows and doors (that can be opened) in designated shelter-in-place area.

- Take attendance: report missing and extra students to the Student Accounting leader.
- Do not allow anyone to leave the shelter area.
- Stay away from all doors and windows.
- Remain calm and in charge of students;
- Engage students in quiet activities.
- Monitor students for signs of anxiety and stress.
- Wait for further instructions.

◈ Following the SIP activation, members of the School Emergency Team (SET):

- Prepare communications for parents explaining what occurred and how it was resolved.
- Debrief with staff.

◈ In planning for SIP, members of the SET:

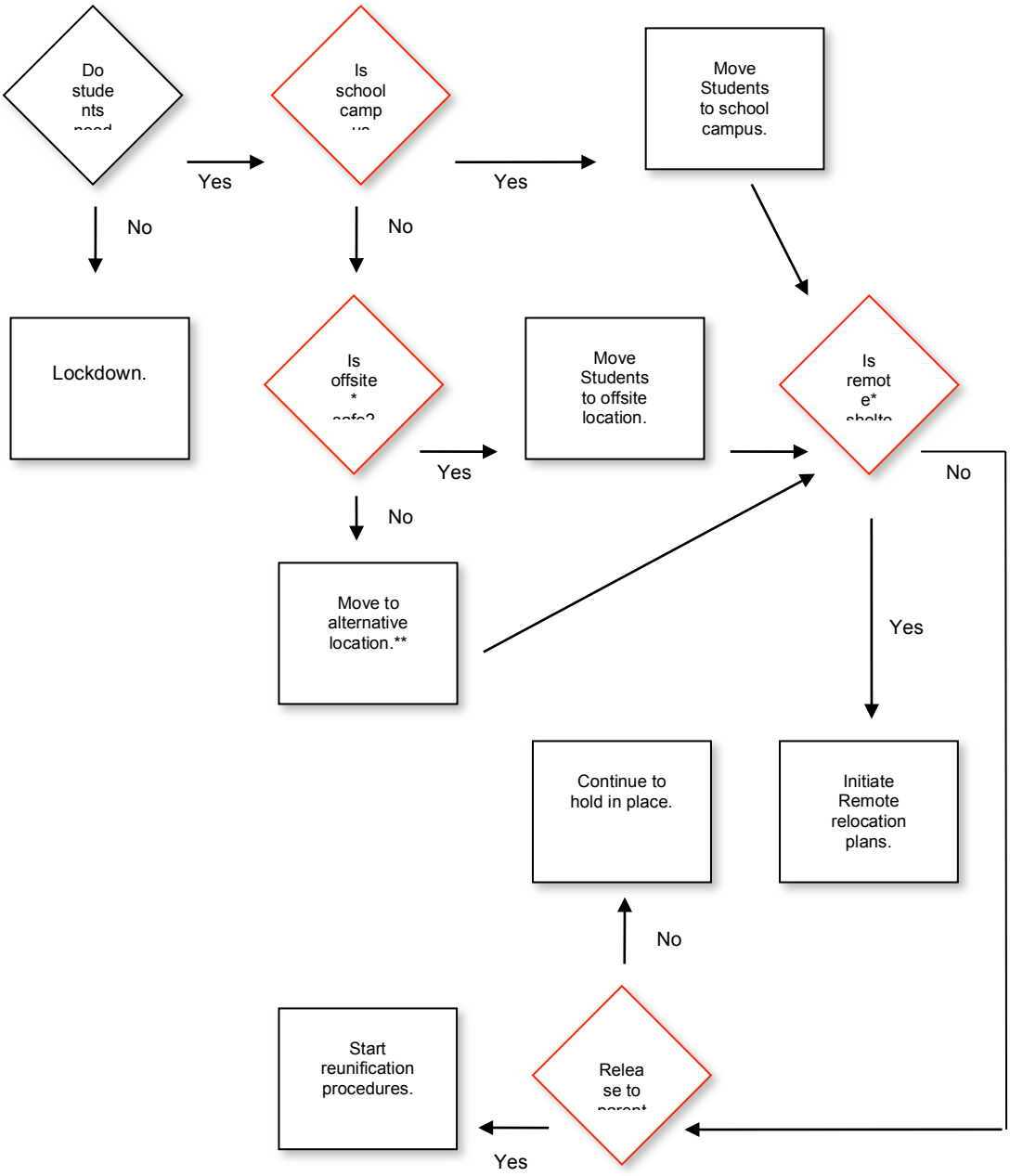
- Inform parents about the school's procedures for using SIP.
- Plan for the availability of first aid supplies and critical medications.
- Work out details for restroom needs.

◈ For chemical incidents that occur inside the building:

- The principal assembles the SET, assigns chemical containment tasks, and calls 911.
- An evacuation is more likely with this scenario.

◈ When **"All Clear"** is announced by the incident commander or a SET member, return to normal activity.

See Diagram below for steps in determining which action is most appropriate for each situation.
Lockdown, Evacuation, or Relocation Decisions



* "Offsite" means off the school campus but in the vicinity of the school.
"Remote" means a location further from the school than the offsite location.
** Be sure to prepare primary and secondary evacuation routes in advance.

Adapted from the San Diego school district

Threats of Terrorism

When advised by local, state or federal emergency management or law enforcement officials of a terrorist threat or risk of violence in the vicinity of the school or bus routes, KMS will announce a terrorism threat level in accordance with the school's advisory system (below) and take actions consistent with the current and lower threat levels.

Risk	*Actions*
SEVERE *(Red)*	➢ ***Follow local and/or federal governmental instructions (listen to radio/TV)*** ➢ Activate Emergency Management Plan ➢ Restrict school access to essential personnel ➢ Cancel outside activities and field trips ➢ Provide mental health services to anxious students and staff ➢ Cancel or delay student release time
HIGH *(Orang*	➢ ***Assign staff to monitor entrances at all times*** ➢ Assess facility security measures ➢ Update parents on preparedness efforts ➢ Update media on preparedness efforts ➢ Address student fears concerning possible terrorist attacks ➢ Place school and district emergency teams on standby alert status
ELEVATED	➢ ***Inspect school buildings and grounds for suspicious activities*** ➢ Assess increased risk with public safety officials ➢ Review KMS Emergency Management Plan with school staff ➢ Test alternative communication capabilities
GUARDED	➢ ***Review and upgrade security measures*** ➢ Review emergency communication plan ➢ Inventory, test, and repair communication equipment ➢ Inventory and restock emergency supplies ➢ Conduct emergency response training and drills
LOW *(Green)*	➢ ***Assess and update Emergency Management Plan and procedures*** ➢ Discuss updates to school and local emergency management plans with emergency responders ➢ Review duties and responsibilities of School Emergency Team members ➢ Provide CPR and first aid training for staff ➢ Conduct 100% visitor ID check

Other Universal Emergency Procedures

- Reverse Evacuation
- Severe Weather Safe Area
- Drop, Cover and Hold

Reverse Evacuation

(For use when conditions inside are safer than outside.)

When an announcement is made:

- Move students and staff inside as quickly as possible.
- Assist those needing special assistance.
- Report to the classroom.
- Check for injuries.
- Take attendance; report missing students according to Student Accounting and Release procedures.
- Wait for further instructions.

Severe Weather Safe Area

(For use in severe weather emergencies)

When an announcement is made:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous).
- Occupants of portable classrooms shall move to the main building to designated safe areas.
- Take roll book for student accounting.
- Take attendance; report missing students according to Student Accounting and Release procedures.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.
- Close all doors.
- Remain in safe area until the “All Clear” is given.
- Wait for further instructions.

Drop, Cover and Hold

(For use in earthquake or other imminent danger to building or immediate surroundings)

When the command “Drop” is made:

- Drop – to the floor, take cover under a nearby desk or table and face away from the windows.
- Cover – your eyes by leaning your face against your arms.
- Hold – on to the table or desk legs, and maintain present location/position.
- Assist those needing special assistance.
- Wait for further instructions.

Student Restraint

There may be times when it is appropriate for school staff to use pre-established student restraint procedures when a student perpetrates a violent incident and school staff members want to prevent the student from further injuring themselves and others. The Police and Fire Liaison, school counselor, and other trained staff members will be asked to respond to situations involving conflict and physical aggression. Refer to Maine Department of Education Regulation, chapter 33.

Response for Off-site Activities

General

Off-site school activities take on many different forms and include, but are not limited to: field trips; athletics; performing arts; social service; recreation; club events like debate and math meets; out-of-state and international school trips; etc. Specific action steps must be followed for all events. The faculty person-in-charge of the group attending the activity is expected to add action steps to enhance the safety and security of students and staff, depending on the conditions of the trip. Overnight and out-of-state events, for instance, are obvious examples where additional measures must be taken. The minimum required action steps for off-site school-sponsored activities are as follows:

Action Steps

- School staff will always be present for any off-site school-sponsored activity.

- One full-time faculty will always accompany, and be designated as, the faculty person-in-charge of the group attending the activity.

- The staff to student ratio will not exceed 1-15. Parent substitutes (less the faculty person-in-charge) and other exceptions must be approved by the principal.

- The faculty-person-in-charge will coordinate and schedule all off-site school activities and will submit a written trip plan to the front office for approval at least __ weeks in advance. The trip plan will also serve as a request for transportation. Once approved, the faculty person-in-charge will update the school office of any changes to the plan prior to departure. Elements of the written trip plan include:

  - Name of the faculty person-in-charge.
  - Name and location of the activity.
  - Itinerary to include time of departure, estimated time of arrival, and estimated time of return.
  - Total number of travelers broken down by: students, staff, and other (specify).
  - Mode of transportation and number of vehicles (school bus, personal vehicle(s), etc.) to include vehicles and trailers carrying supplies and/or equipment only.
  - Phone number where the person-in-charge can be reached throughout the trip.
  - Name of bus driver, route, and en-route stop information.

- The faculty-person-in-charge will contact the principal during or immediately after the trip about any issues or incidents that occurred during the trip. Examples include, but are not limited to:
  - injuries;
  - accidents;
  - missing students/staff;
  - issues of discipline;

- altercations with students or staff from other schools or members of the host community;
- other potentially dangerous or embarrassing situations for KMS; etc.

◈ The person-in-charge will follow-up by completing a Serious Incident Report and submitting it to the front office as soon as possible

◈ Action steps for accidents, crashes or other emergencies en-route to or from the off-site activity are addressed in the Hazard-Specific response section.

NOTE: While en-route to a destination, the bus driver is the incident commander for all incidents involving his/her vehicle & passengers while the faculty-person-in charge of students is in a support role.

Student Accounting and Release Procedures

During an emergency, traditional student release procedures are frequently unsafe or otherwise inoperable. Accordingly, the following procedures are to be followed:

General Student Accounting

Teachers with students are responsible for accounting for those students throughout the course of an emergency. Attendance will be taken at each stage of an evacuation or relocation and submitted to the Student Accounting Leader. Points at which attendance must be taken include Emergency Assembly Areas (inside or outside the School), Emergency Bus Staging Areas, Evacuation Relocation Sites and at Parent Reunion/Student Release Points.

Student rosters

- Teachers will update student rosters a minimum of once per month. Student photos should also be updated each year or anytime a student's appearance is significantly changed.
- One copy of the roster will be placed in the Classroom Go-Bag, one copy made available for substitute teachers, and one copy provided to the Communication and Recorder for placement in the Administrator's Tool Box.
- The school secretary will produce and maintain an electronic copy of all student rosters.

Emergency Care Cards (ECC)

- Teachers will arrange to have parents fill out an ECC during the first week of school, and within two working days after the arrival of all new students throughout the year.
- Cards will be updated at least twice per year. Card stock is available at the school office.
- The card must include the following information:
  - Contact information on parents/guardians, and several other adults who can be contacted if the parent or guardian is not available.
  - Authorization for students to leave campus with any of the adults listed on the card, if necessary. KMS recommends adding one or more parents of children already attending KMS.
  - Pertinent medical information such as allergies, medications, and doctor contact information.
- Teachers place one hard copy of the ECC in the Classroom Go-Bag and one copy to the school office.
- School Office staff will:
  - Produce an electronic copy of all ECCs;
  - Store hard copy of ECCs in the Administrator's Tool Box;
  - Provide an electronic copy of the ECC to the School Nurse for screening of medical information.

- Provide an electronic copy of the ECC to the Transportation Coordinator with information on only those students with special needs or medical conditions that may require the intervention or response from a bus driver. Intervention becomes a teacher's responsibility during an evacuation since students are unlikely to board their normal bus.

Student Release Forms

- The KMS Student Release Request Form can be found at Annex E of this plan.
- Copies of this form must be reproduced by the school office and provided to teachers in the number closely matching the teacher's assigned students prior to the first day of school.
- Teacher copies of this form will be stored in the Classroom Go-Bag.
- The school office will store copies in the Administrator's Tool Box.

Parent Reunion/Student Release

Locations

- *Kennebec Middle School*: Indoor: Exterior entrance to the gymnasium (south side); Outdoor: Adjacent to the Emergency Assembly Area on the south east side of the building (Soccer Field).
- *Kennebec High School – Relocation Site*: Gymnasium, east side outdoor entrance.
- *Pine-Tree Church – Relocation Site:* Church Hall, west side outdoor entrance.
- *Harvey-Gene Elementary School – Relocation Site:* Gymnasium, north side outdoor entrance.

Procedures

- The Parent Reunion Organizer and Liaison will coordinate with the Staff Assignments Leader and establish the Parent Reunion/Student Release point and oversee its operation.

- At a minimum, one table will be established for each grade represented at the Student Release Point.

- Additional tables may be set up per grade with alphabetic subsets (eg., A-L; M-Z).

- Grade level will be clearly marked on an 8x10 sign that is erected on a post attached to the table that can be seen at adult eye level when standing.

KMS
Grade 7
(A-L)

- Emergency Care Cards and KMS Student Release Request forms are needed on site.

- Emergency Care Cards will be distributed by grade to grade designated tables.

- The Staff Assignments Leader will assign staff to the Parent Reunion Organizer and Liaison to manage each of the tables and serve as runners to inform teachers which students are cleared for release.

- Table staff will:
  - Greet parents in an understanding manner.
  - Ask parents to fill out the KMS student release request form.
  - Ask parents to prove their identity with a picture ID.
  - Retrieve the Emergency Care Card and compare the authorized names to the name on the ID and the name on the Request Release. If the names match. . .
  - Dispatch a runner to inform the student's teacher of the release.

- Teachers will:
  - Escort each student to the release point,
  - Confirm the release arrangement with the desk staff
  - Release the student.

- The desk staff completes the Release Request and files it.

- If the Requester is not listed on the Emergency Care Card, the student will not be released under any circumstances unless personally overridden by the principal or assistant principal.

- Students not picked up by parents or guardians will be transported by bus and dropped off at their designated bus stop only after parents have been notified about the arrangement.

- All students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Staging Areas

NOTE: See maps at Annex C for visual locations of all staging areas.

Media Staging Area

Location(s): On the volleyball court adjacent to the staff parking area on the west side of the building. During periods when access is denied due to winter conditions or other events, site will be along Gold Street, the western edge of the school property.

Special Traffic or Security Concerns for this Area: The Staff Assignments leader will assign staff to direct media personnel and vehicles to that location until barrier tape is emplaced and local police arrive to secure the area. Staff directing the media will defer all media questions to the School Information/Media Representative who will then greet the media as soon as possible after their arrival to provide an initial summary of events. Exercise caution crossing the school's main entrance road to reach the volleyball court area as there is no crosswalk nearby.

Contact Person: Information and Media Representative

Emergency Bus Staging Area

Location(s):
On-site: South side of the school grounds along Silver Street. This site is adjacent to the primary Emergency Assembly Area (EAA). This is not the same location as the regular bus staging area.
Off-site: Emergency Bus Staging Areas at Relocation Sites:

- Kennebec High School: East side of the building adjacent to the gymnasium.
- Pine Tree Church : North side of the building adjacent to the main entrance of the Church Hall.
- Harvey-Gene Elementary School: West side of the building adjacent to the gymnasium.

Special Traffic or Security Concerns for this Area: Extreme caution must be exercised by everyone at or near the emergency bus staging areas particularly because of the unfamiliarity of using these areas.

- Always walk around buses
- Do not pass between two buses that are parked end to end.
- At least one staff member without students will supervise loading and unloading of buses.
- Students will not load or unload buses unless instructed to do so by a staff member.
- Students will remain in the groups they are assigned to when loading and unloading.
- Teachers will maintain control of their assigned students at all times.
- All staff and students will maintain visual contact with the bus driver when in the bus staging area and during loading and unloading procedures.

Contact Person: Emergency Bus Staging Leader

Incident Command Post (or Command Post)

Location(s).
Primary location: principal's office, Room 101
1st Alternate location: Library, Room 150
2nd Alternate location: To be determined at the time of the incident.

Note 1. Room 101 will be assumed to be the "primary CP" during any emergency unless an announcement is made specifying that the "alternate CP" is active. Adjacent to the CP is the principal's conference room, which will serve as the Call Team's operating area.

Note 2: Upon transfer of incident command from the principal to the local fire or police, or upon the establishment of a Unified Command, the CP will likely shift to a fire/police command vehicle located somewhere on or near the school grounds at a location to be determined.

Special Traffic or Security Concerns for this Area: School Emergency Team members are expected to check with the CP when further information or instructions are needed about the incident or to report on their respective area. Remaining staff should notify the CP for all matters affecting the health and safety of the students/staff in their charge. All other communications should be done directly through the appropriate member of the School Emergency Team. It is important to reduce physical presence of student/staff in and around the CP during an incident so that external emergency responders will have free access.

Contact Person: The Communication/Recorder

Emergency Responders Assembly Area (Parents and Visitors, please take note.)

Location(s): Located on the traffic circle in front of the main entrance to the school on the north side of the building. This location is subject to change due to emergency conditions inside the building or at the entry way.

Special Traffic or Security Concerns for this Area: All school staff, parents, and onlookers must keep the traffic circle free and clear for emergency vehicles during an incident. **Non-emergency vehicles will be towed** to Ed's Wrecker Service car lot at the owners' expense.

Contact Person: Fire and Police Liaison

Evacuation Assembly Areas (EAA)

Location(s):
Primary: Located on the soccer field, approximately 300 feet south east of the school building.

Alternate: To be determined during an emergency.

Special Traffic or Security Concerns for this Area: Students and staff must walk along the evacuation zone which is located at the far left edge of the parking area (when looking away from the school) to avoid contact with parked cars and traffic. Evacuation to the EAA will take place only after a security check has been made. When given the order to evacuate, the SRO and one custodian immediately exit the building, travel to the extreme left and right sides of the evacuation zone (approximately 30 yards apart toward the EAA), inspect an area at least 300 feet around the perimeter of the EAA to ensure that intruders are not present to launch a secondary attack on students. Once secure, the SRO calls back to the SET to notify them that the evacuation area is "all clear." Once clear, students and staff may evacuate the building.

Contact Person: Off-site Evacuation Leader

Parent Reunion Area / Family Information Center

The Parent Reunion Area and Family Information Center will normally be co-located. In the event of an evacuation to an off-site location (relocation site), a second information point will be made available to parents who arrive at KMS looking for their children. Parents can access the KMS building at the south entrance (gymnasium entrance) for information about where students were evacuated, whom to contact and how. If conditions don't allow for access into or near the building, a staff member will be on the main access road to the school handing out information flyers to parents. Information will also be available on the school's website.

Location(s):
Onsite. Primary location: The School Gymnasium. Enter the building's south entrance nearest the gymnasium. Alternate location: Adjacent to the Emergency Assembly Area located on the soccer field. Parents can park on Silver Street, south of the school property.
Off-site.
Kennebec High School: Located near the main entrance to the gymnasium.
Pine-Tree Church : Located near the main entrance to the Church Hall.
Harvey-Gene Elementary School: Located near the main entrance to the gymnasium.

Special Traffic or Security Concerns for this Area: Parents are asked to drive no more than 5 mph in and around KMS or one of the alternate off-site locations as traffic will be congested, parking spaces will be limited and pedestrian traffic will be high. Alternate parking near KMS is available on the east side of the school grounds along Copper Avenue.

Contact Person: Parent Reunion Organizer on the School Emergency Team.

Note to Parents: KMS is one of the safest places for students to be during most crises or natural disasters. The following emergency procedures have been established to keep them safe:

- In most cases, students will be kept at school until the emergency is determined to be over. For example, a chemical spill may delay student release when there is risk of exposure.

- Under certain circumstances students may be evacuated to another site. If this occurs, parents will be notified through the school website, announcements on local radio and television stations, and through phone calls made to contacts found on the student's Emergency Care Card (ECC). SAU 99 is currently working with the Regional Communications Center to emplace a reverse 911 system for this purpose.

- We ask parents and guardians not to telephone the school and tie-up the few telephone lines that will be needed for emergency use. The best place to get current updates is to visit the School's website which can be accessed at www.kms.xxx.

- Students will be released to parents who come to get them. Procedures for release to other authorized parties, however, will not occur unless pre-release is documented on the student's Emergency Care Card, which is filled out at the beginning of the school year. Parents must ensure that information on the ECC is current.

- The family information center will provide up-to-date information on the incident, the status of their children and information on what parents can do to assist.

Relocation Site(s)

Locations & Directions.
Kennebec High School, 47 Amoroso Avenue
Pine Tree Church , 135 Lyman Drive
Harvey-Gene Elementary School, 28 Sturgis Street

Special Traffic or Security Concerns for this Area: Relocation sites will be heavily congested with students, staff, and parents for two school bodies. Parent parking must be on the periphery of school grounds or off school grounds completely to avoid overcrowding. Extreme caution must be taken when travelling or walking in or around the relocation site.

Contact Person: Off-Site Evacuation Coordinator

Communications

Timely and accurate communications to the following audiences is critical: school faculty, staff and students; parents of students and families of staff; fire, law enforcement and other local emergency services; the superintendent's office; parent and teacher organizations and advisory councils; and other partners within the community.

Internal Communications

School Emergency Team (SET)

- The SET will oversee all internal communications regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared and the timing and means of the communication.

- Upon receiving a report of an emergency, the principal or assistant principal will make a decision to activate all or part of the SET.

- The principal or Incident Commander will activate SET members by notifying them via **targeted intercom, telephone, pager, and messenger,** in that order. Email will be used to supplement these forms of communication but never used alone. Members will arrive with 2-way radios in hand for subsequent communications.

- If an obvious school-wide emergency occurs (eg, power outage), SET members will automatically report to the school office with 2-way radios in hand. Remaining faculty and staff will stay in place until notified by a SET member.

Faculty, Staff and Students

- Reports of Emergencies: All faculty, staff and students are expected to report all emergencies to the school office. A decision will be made at that time whether to activate all or part of the SET. Appropriate life saving or life protection measures must be rendered or coordinated (calling 911) until the SET can respond.

- Emergency General Assembly: In the event crucial information must be shared immediately, the SET will assemble all students and staff in Lyman Auditorium and provide them with essential information.

- Senior Staff Meeting. If a separate meeting with senior staff is needed, the Incident Commander (IC) will call them to the conference room prior to or during the general assembly. The IC will re-emphasize that only one spokesperson has been authorized to speak to the media.

In the event that an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:

- Intercom system: This is the primary means of communicating to all faculty, staff, and students when an emergency assembly is not practical. Instructions for use must be posted above the controls in the school office. Teacher initiated intercom calls using headsets are encouraged when communicating to the school office.

- Telephone: A secure, unpublished telephone number, reserved for emergencies will be used for internal communications by SET members and key support staff inside the school and for communications to emergency response personnel outside the school. Green colored telephone jack covers indicate where this line can be accessed. See Annex C for locations of phone jacks.
- School Bell: The school bell WILL NOT BE USED during emergency situations to communicate messages as it will likely add confusion to an already chaotic situation. It will only be used for routine purposes. If the school bell sounds during an emergency alert, ignore it.

- Email: If timeliness is not critical, the school office will email messages to all staff and school personnel when appropriate. Teachers and staff are expected to check email messages at least 3 times daily. *1st check*: within the first 30 minutes of arriving at school. *Last check*: soon after the last bell or just prior to departing the school, whichever is earliest.

In the event that hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:

- Pagers; messengers; 2-way radios; and megaphones: With no intercom or phone, the principal or Incident Commander will initially communicate with SET members via pager and/or messenger and subsequently via two-way radios. When communicating with the staff, each SET member uses a megaphone (located in his/her office space) to call out faculty/staff (not students) into pre-designated common areas/halls, to retransmit critical information, or uses messengers.

  Sample call out: *"Teachers and Staff, please report to the hallway for an important message"* This technique is useful during end of day power outages when faculty, staff, and students must quickly know about the status of busing and after school activities.

- Bullhorn: The principal or Incident Commander may opt to transmit messages with a battery operated bullhorn located in the school office closet. He/she will ask the athletic director and his/her staff to assist with bullhorns located in the athletic department.

- Status Placards. During lock-down procedures, teachers will place colored placards against an outside window (or under the door leading to the hallway), indicating the

status of students in the classroom. See lockdown procedures in "Response" for details.

- Faculty Meeting. The principal or Incident Commander reserves the option to hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, to review emergency procedures and to plan for the upcoming period of time. This will facilitate the response and reduce misinformation and rumors.

- Telephone and Pager Listings. See Annex B.

Special Situations

School not in session. When school is not in session, the telephone tree found in Annex B will be used to inform faculty, staff, and students/parents of emergencies that require immediate communication. The school secretary will update and distribute phone trees bi-monthly, or more often if needed.

School transportation hours. Bus drivers that are traveling in their buses en-route to or from school, with or without students, will notify the transportation coordinator as soon as possible of any incident that interrupts their expected arrival times, or they will attempt to seek help from those who can communicate that message. Self-transporting staff will do the same.

School sponsored events, off campus. The faculty member in charge of an off-campus school event (sporting event, debate, concert, etc.) will file a trip plan with the front office prior to the trip and report incidents during the trip in accordance with Section IV, Response (Response for Off-Site Activities).

Parents

A modified version of this plan will be provided to each parent in a backpack package provided by their student and during the School's open house at the start of the school year.
Parents or guardians of all students directly involved in or affected by an emergency will be contacted by the principal or designated SET member as soon as possible. The SET member will inform parents fully of the circumstances and the School's response. The IC will consider guidance provided by the district's medical, counseling, legal or other advisors in addressing the situation.

In the event that the parents of a large number of students must be notified of an emergency affecting their children, the SET will produce a script to be used for contacting parents.

Call Team

The Call Team is activated by the Incident Commander and used to place or receive large volumes of calls to or from parents, community leaders, etc. about selected

incidents such as the death of a student, or when the automatic dialing system is not operational or needs to be augmented. The Call Team includes a member of the IT Department who operates a computer to: update the school website with information about the incident and what parents can do to help; send broadcast messages via the parent and community email network when school office staff are tending to other issues; and produce information sheets or scripts for the Call Team or SET's use, the content of which is provided by the SET. The Team occupies the principal's conference room where multiple phone jacks, extra phones, and a LAN connection is located for this purpose.

Members:
- 1 Library staff
- 1 Education Technician
- 1 School Counselor
- 1 IT Department staff (minimum)
- 1 Athletic Department staff
- Other staff as assigned

The Call Team, supervised by the **Information and Media Representative,** has the following responsibilities:
- Provide up-to-date information to parents when parents call a pre-designated cell/land line phone number(s).
- When directed, initiate calls to parents to inform them of an emergency and the status of their students.
- Assist the **Communication and Recorder** in her role to establish and sustain internal communications.
- Assist the office manager in monitoring and recording the status of the emergency.
- When directed, fall under the responsibility of the **Staff Assignments Leader** and perform other emergency functions when no longer needed as a call team, ie, investigate missing students, operate student release point, control student or vehicular traffic, etc.

School Website. Updates for parents, parent organizations, community leaders, etc. will be posted on the School's website www.kms.xxx using the same information that is provided to the Call Team. Recovery activities such as counseling sessions, memorials, post event question & answer meetings and post-recovery open houses for parents, etc. will also be posted. Messages will be approved by the SET and provided to the Webmaster (IT Staff) for posting. The webmaster will co-locate with the Call Team to enhance continuity of information.

Superintendent Notification. The Superintendent, at his/her discretion, will contact all members of the School Board to inform them of the emergency.

Backpack Letters
When a critical incident has occurred at school or has involved one or more students or staff members in KMS, letters can be an effective way of relaying important and helpful

information. The decision to send a backpack letter home is made on a case-by-case basis by the IC in consultation with the SET.

Backpack letters will include these components, at a minimum:

- 1st paragraph: outlines the situation accurately.
- 2nd paragraph: steps the school has taken to ensure the safety of students and staff members.
- 3rd paragraph: lists ways that families can help and how families can get more information.

Letters should not:

- Promise a police or public health investigation.
- Violate the privacy of individuals involved in the situation.
- Create unwarranted anxiety.
- Speculate

Letter Preparation:

A draft letter is prepared by the Information and Media Representative and reviewed by the IC. A review by the Superintendent and local Public Information Officer should occur under certain circumstances and always when local emergency responders are involved. A technical review by public health, School Nurse, School Counselor, or other sources is advised when technical information emanating from those sources is included. Every effort should be made to allow as much time as possible for the review process before KMS dismissal time. (See Annex F for sample letters.)

Severe Weather Reports

A Weather Alert Radio is located in the school office and will be used to receive alerts for a variety of hazardous conditions. Information from alerts will generate appropriate leadership announcements and actions. *Note: For more information about Weather Alert Radios see: http://www.nws.noaa.gov/nwr/*

External Communications

The School Emergency Team (SET) will oversee all external communications with the community and the media regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared with the community and the media and the timing and means of the communication.

General Media Policies and Guidelines

- All faculty, staff, students and visitors will direct news media calls and questions to the principal, Incident Commander, or the Information and Media Representative who will in turn address the media and remain available, as needed, for continued media updates.

- The Information and Media representative serves as a liaison to the media, if needed.

- The principal or Incident Commander will decide whether to allow the media on the school grounds.

The media is not allowed inside the school unless specifically authorized by the principal.

- Primary media assembly area: outside at the southwest corner of the school, in the vicinity of the volleyball court. Alternate site: outside at the northeast corner of the school, in the vicinity of the faculty parking lot. An indoor location will be determined, at the time of the emergency.

- In order to ensure goodwill and credibility, the school will make every effort to accommodate reasonable requests for information by the media and to provide for their comfort and effective functioning.

- The Information and Media Representative, in consultation with the Superintendent's media and legal counsel, will prepare necessary press releases, which will be consistent with information provided to faculty, staff, students, and parents.
- All requests for faculty, staff, or student interviews by the media must be submitted to the principal or Incident Commander for his/her approval in advance of the interview. No unauthorized information should be provided to the media. If cleared, faculty, staff or students will follow the guidelines below:

  - Be honest with media personnel. If the answer to a question is not known tell the reporter that you will get back to them as soon as possible.
  - Don't provide information "off the record", say "no comment", or use jargon.
  - Student confidentiality must be maintained at all times.

- Local media should get first priority for interviews as they are often part of the school community and will be covering the event long after the national media leave.

- All questions and inquiries from local officials/responders will be directed to the Incident Commander. Inquiries from State/Federal officials and school board members will be referred to the Superintendent's office.

- Requests for resources needed in response to the emergency are submitted through the Incident Commander to the local or county Emergency Management Agency.

- Key Media Contacts: See Emergency Phone numbers at the beginning of this plan.

Related Reading

Communicating in a Crisis: Risk Communication Guidelines for Public Officials, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, www.samhsa.gov.

Emergency Communications Guide and Toolkit, National Education Association Washington, DC

The Appropriate and Effective Use of Security Technologies in U.S. Schools. National Institute of Justice, 1999. www.ncjrs.org/school/178265.pdf

Media Press Conference
Kennebec Middle School

Complete Prior to School Emergency Press Conference.

1. **In one brief paragraph state the key point or objective of the press conference:**

2. **Identify who the main audience or population segments whom you would like this message to reach:**

   Primary Audience: _____

   Secondary Audience:_____

3. **List the three facts or statistics you would like the public to remember after hearing the story:**

   a)

   b)

   c)

4. **What is the one message the audience needs to take away from this report/ interview?**

5. **Who in your school district will serve as the sole point of contact for the media?**

   Name:_____Phone #_____

   Dates & Time Available: _____
   _____

(Media Communication Plan contributed by Robert Howard, Center for Disease Control)

Media Press Release
Kennebec Middle School

At _____ (time) on_____(date) the following accident (incident) occurred:

(If students have been relocated due to school facility emergency)

All students and staff have been evacuated from the school and relocated to the following sites:

Site _____Grade Level _____Phone_____

Site _____Grade Level _____Phone_____

Site _____Grade Level _____Phone_____

At this time we have:

(A) No confirmation of injuries or damage:

-or-

(B) Confirmed the following injuries or damage. (Do not identify student/staff by name; merely state the number of students involved and/or any property damage that has occurred).

The prognosis for those involved is (Good) (Fair) (Critical).

The school district is responding in the following manner:

At the current time the incident is being investigated by local authorities and is considered to be a criminal investigation. The school district does not wish to take any action that may interfere with a pending criminal investigation. Therefore information will not be released without the prior approval of local authorities.

We will keep you updated as we learn additional information.

We ask the general public to avoid traveling in this area unless it is absolutely necessary.

We ask that only parents of children in the school contact us with questions at:

Telephone _____

For ongoing information updates check the school Web page at: www._____

Thank you for your cooperation.

School Media Contact:_____
(Courtesy of the Oklahoma State School Boards Association)

BOMB THREAT	"Evacuate the Building" DATE / /
Receipt of an oral or written threat of a bomb, or discovery of a suspicious device or note.	

Hazard Specific Responses to Emergencies

Bomb Threat **52**

Death **59**

Facility (Building) Failure **61**

Fire/Explosion **63**

HAZMAT [Hazardous Material] **65**

Infectious Disease (and Bioterrorism) **67**

Intruder **69**

Medical Emergency **71**

Missing Student **73**

Natural Disaster **75**

Pandemic Influenza **76**

Severe Weather **77**

Suicide **79**

Vehicle Crash/Transportation Emergency **82**

Violence **86**

Weapons **90**

BOMB THREAT BY PHONE				
√	*TIME*	PHONE CALL RECEIVER	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Record exactly what the caller says using the police bomb threat call card		
		If bomb threat card is not available ask the caller: **Time bomb set to detonate? _____** **Where it's located? _____** **Is it visible or hidden? _____** **What it looks like? _____** **Type of bomb? _____** **Why placed in school on grounds or on bus? _____** **How it got in school? _____**		
		Note caller accent, age, sex, noise, mental state, etc.		
		Write down perpetrator's Caller ID number		
		Activate *67 Call Tracing (note time of call)		
		Notify the principal or Incident Commander as soon as possible		
WRITTEN BOMB THREAT				
√	*TIME*	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Don't get fingerprints on written note; place in a plastic bag		
		Preserve for police if written on door, wall, etc.		
		Notify the principal or Incident Commander as soon as possible		
ALL BOMB THREATS				
√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact law enforcement and fire department using regular phone numbers so as not to trigger scanners		
		Contact Superintendent (For bomb threats involving a bus, skip to the Information and Media Representative.)		
		Quickly convene the School Emergency Team. Use the information gathered to decide how the school should respond.		

		Decide whether or not to evacuate the building. If you evacuate, establish the relocation area for the students and staff members. Determine transportation needs. Follow procedures and communicate to staff and students.		
		In advance of relocation have pre-assigned staff check for suspicious devices at relocation site if time allows.		
		Make arrangement for providing food for students and staff if they remain at relocation site through lunch		
√	**TIME**	**PRINCIPAL OR INCIDENT COMMANDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Set up Command Post at pre-designated site where school leaders can stage with emergency providers		
***BOMB THREAT* (CONTINUED)**				
		Ensure accountability of all students and staff		
		Activate pre-trained bomb search team(s) to conduct the building sweep according to administrative procedures after consultation with police		
		If suspicious device is found, don't touch it. Notify the appropriate police agency		
		Keep an informal time and procedure log of emergency response		
		Work with School Counselor to initiate grief-counseling plan determined by need and severity of the situation		
		Debrief with School Emergency Team and public safety committee		
		Complete incident report and file in the principal's office		
√	**TIME**	**TEACHERS AND STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		While evacuating the building, scan work area for any suspicious items that could be an explosive device		
		Take attendance in evacuation area and immediately report missing students to the backup team leader		
		Report suspicious objects to principal once evacuation procedures are complete		
		Do not touch or attempt to move any suspicious device		
√	TIME	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**

		Plan to assist students who are affected by the incident and also deal with anxious parents or friends		
		Initiate grief-counseling plan as determined by need and severity of the situation		
√	TIME	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Evacuate students in nurse's office and give to a teacher		
		Grab first aid kit and report to Command Post		
		Be prepared to treat injuries that may arise		
√	TIME	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Turn off school utilities, weather permitting, and secure designated area for suspicious device		
		Wear identifying vests and work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles, and prevent unauthorized people from entering school grounds		
		Do not touch or attempt to move a suspicious device		
		Report findings to the principal or Incident Commander as soon as possible		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement and the superintendent		

PROCEDURES FOR BOMB THREATS

Anticipating a Bomb Threat

1. **Line of authority –** The principal of KMS is designated as the person in charge of administering this policy. If the principal so decides, he/she may designate an administrator to serve in his/her stead or absence. Wherever "principal" appears in this policy, it refers either to the principal or the designated administrator.

2. **Coordination of school and public safety agencies –** The principal shall establish and maintain ongoing communication and coordination among school staff and public safety authorities for purposes of planning for, training for, and responding to any bomb threat by establishing a School Public Safety Committee. See section III of the KMS Emergency Management Plan for the members of this Committee. This Committee will also serve as a bomb threat response team. The principal shall convene this group to:

   a. Review this policy and any associated protocols prior to the first student attendance day each school year;

   b. Coordinate and oversee response efforts whenever a bomb threat has been made;

   c. Review implementation of this policy after any bomb threat is resolved.

3. **Training**

   a. Telephone answerers: The principal shall ensure that all staff whose regular duties include answering incoming telephone calls are trained in the protocol to be used when confronted by a telephone bomb threat.

   b. All staff: The principal shall see that all staff are trained regarding their duties in the event of a bomb threat, including proper evacuation procedures, assuring the safety of students and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace, and attendant reporting responsibilities.

   c. Any staff participating in a search: The principal shall ensure that staff volunteering to participate in a search for explosive devices are first trained by appropriate public safety personnel regarding the voluntary nature of their participation, the potential danger, and the proper sequence and technique involved.

   d. Students: The principal shall ensure that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties, as well as

school discipline associated with making a bomb threat, and the disruption and costs to the educational process stemming from a bomb threat.

e. Transportation Personnel: Recognition; pre-trip & post-trip inspections; security when parking out or on trips.

4. **Drills –** The principal shall incorporate school bomb threat drills within the monthly emergency drill process conducted in accordance with state law and shall periodically review the effectiveness of procedure with the School Emergency Team following a bomb threat.

5. **Pre-arranged signal –** The principal shall establish a signal for announcing a bomb threat and inform staff what it is.

6. **Precautions**

   a. Telephone service options: The principal shall see that at least school office telephone service includes caller ID or other call-tracing capacity and that each phone station is supplied with a FBI bomb threat note card.

   b. Locked areas: School personnel with access to lockable work spaces shall lock them when not in use.

   c. Trash: The principal shall direct school personnel not to permit the accumulation of trash, boxes, and other articles inside or next to the school building.

   d. Parking: The principal shall, to the extent possible, ensure that parking spaces are not located close to the school building. There shall be stringent enforcement of parking restrictions relative to fire lanes, loading docks and handicapped parking spaces.

   e. Labeling building areas: The principal shall ensure that different areas of the building are assigned specific labels, to be posted in plain sight, both internally and externally, and to be communicated to school and public safety authorities.

   f. Evacuation gathering places: The principal shall designate safe locations where all students and staff shall go if an evacuation of the school is ordered.

   g. Relocation site(s): The principal shall designate specific relocation sites for students and staff to walk or be transported to when immediate return to the school is not possible following evacuation.

7. **Substitute Teachers –** The principal shall ensure that substitute personnel are aware of this policy and the obligations of staff during a bomb threat.

Reacting to a Bomb Threat

1. **Upon receiving threat – A**ll personnel who answer telephone calls from outside sources shall be provided with a FBI bomb threat note card, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat. Whoever receives the call shall attempt to transfer it to the principal, or failing that, ask the caller as many of the questions on the bomb threat note card as he/she can, carefully noting all wording and other information.

2. **Notification**

   a. To the principal: A person receiving a bomb threat by telephone or other means, or who finds a suspicious device on school property, shall inform the principal immediately.

   b. By the principal: Upon learning of the bomb threat, the principal shall alert local law enforcement and the Superintendent and report the threat to the Maine Department of Education (DOE) using the DOE bomb threat reporting protocols (Title 20-A, M.R.S.A., Section 263 and Section 1001-A, Subsection 17 and 18.

3. **Assessment –** Upon learning of the bomb threat, the principal, in consultation with local law enforcement personnel and the Superintendent, if time permits, shall:

   a. Evaluate the credibility of the threat;

   b. Decide whether to direct a search of the building; and

   c. If so, decide whether the search should be conducted while the building is occupied or after it has been evacuated.

   d. In so doing, the principal shall resolve all doubts in favor of finding the threat credible and a search necessary prior to or following a school evacuation.

4. **Activating the team –** After deciding which course of action to follow, the principal shall, after consultation with the Superintendent and the chair of the School Public Safety Committee, activate the SAU bomb threat search.

5. **Evacuation**

   a. To what extent: The principal, in consultation with the Superintendent and the chair of the School Public Safety Committee, shall decide on the extent to which the building will be evacuated. The decision shall be either:
      - To assemble all building occupants in one location, such as the gymnasium;
      - To evacuate just a portion of the building;

- To evacuate the entire building to a particular site or sites no less than 300' from the building; or
- To dismiss students and/or staff for the duration of the day.

b. Signaling: If the principal decides the building should be evacuated, he/she shall inform the staff immediately.

c. Adjusting evacuation route: The principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.

d. Staff obligations: In the event of an evacuation, staff shall:
   - Visually scan their workplace and any other common areas they have been assigned for any thing or person out of the ordinary. If there is such an object, staff should not touch it but should report its location to the principal.
   - Leave internal doors unlocked and open.
   - Make sure any students in their charge, including those with disabilities, are guided to safety, and remain with them until otherwise directed; and
   - Evacuate the school with their attendance book, taking attendance once the evacuation is accomplished and report the absence of any students normally in their charge to the Student Accounting Leader or the principal.

e. Student conduct: All students shall assist staff by obeying all directions and maintaining an orderly and quiet demeanor.

f. Utilities
   - Fuel & Electricity: The principal shall decide whether gas, other fuel lines, and electric power to the building should be turned off, and if so, direct appropriate personnel to get it done.
   - Telephones: *[Insert here standard response to leave service intact, to shut down service, or to decide response during the threat.*

g. Transportation and traffic: The principal shall make sure a safe and efficient traffic pattern is in place to enable students to depart without impeding access and parking for public safety vehicles. In the event the Emergency Bus Staging Area has changed locations or it is no longer safe for buses to arrive, the principal or Bus Staging Area Leader will notify the Transportation Coordinator and divert buses en-route.

6. **Search**

a. Extent: The principal, in consultation with the School Public Safety Committee, shall decide on the extent to which the building will be searched. The decision shall be to either:

- Not conduct a search;
- Search specific portions of the building; or
- Search the entire building and grounds.

b. Nature: The principal, in consultation with the School Public Safety Committee, shall decide whether a search will be conducted overtly, covertly, or by means of a special team.

c. Method: A search shall be conducted in accordance with techniques and training provided by public safety personnel. Toward that end, the principal shall arrange with public safety officials for the periodic training of search personnel.

d. Participants
   - Staff: Each staff member shall, upon request, conduct a visual scan of his/her workplace, noting any thing or person out of the ordinary, and shall report any findings to the principal.
   - Students: Under no circumstances will a student be permitted to participate in a search.
   - Volunteers: No school personnel may be required, beyond what is provided in this policy, to participate in a search for an explosive device. Any school personnel volunteering to participate in a search for an explosive device shall first be trained with respect to the dangers involved, precautions to observe, and the techniques to follow.

e. Object found: If any suspicious object is actually discovered, no school personnel shall touch it. Instead, the individual discovering the object shall report it immediately to the principal, who shall immediately report it to the public safety official in charge.

f. Explosion: If there is an explosion, the principal shall yield to the authority and protocols of public safety authorities.

After a Bomb Threat

1. **Investigation –** The principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat. School personnel shall not conduct any investigation independently but rather in conjunction with law enforcement.

2. **Discipline –** Any student involved in the making of a bomb threat, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school, up to and including expulsion subject to the school's student discipline policy.

3. **Civil liability –** SAU 99 reserves the right to bring suit against anyone responsible for a bomb threat and to seek restitution and other damages permitted by law.

4. **Lost time –** Any school time lost as a result of a bomb threat shall be made up on days and at times determined by the School Board.

5. **Counseling –** The principal, in consultation with appropriate guidance and other personnel, shall assess the effect of the bomb threat on students as a whole and on any individual students who come to his/her attention, to determine if and what type of counseling would be appropriate.

6. **Evaluation –** Within one week following the conclusion of the school's response to a bomb threat, the principal shall convene the School Public Safety Committee to evaluate how well the school responded, how consistent its response was with policy, how consistent its response was with its implementation procedures, and whether any changes to the provisions of this policy or administration procedures are recommended as a result.
7. **About the policy –** All school handbooks, those for faculty, staff, parents and students, shall contain the following provisions:

    a. SAU 99 has adopted a comprehensive policy on what to do in the event of a bomb threat. You may obtain a copy of the complete policy by requesting one from the principal's office (or download from the school web site: www.kms.xxx.
    b. While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities, within constitutional boundaries, to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, school administrators may have to search such items in order to assure the safety and protection of people and property.

    c. Inform all members of the school community that any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day or following what would otherwise be the end of the school year.

    d. In addition, under state law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense. The making of such a threat may also lead to civil liability.

Communicating with the Public (about a bomb threat)

1. **Parents –** In the event of a bomb threat, the principal shall ensure that notice is provided all parents of students within one working day. If school is dismissed as a result of a bomb threat, the principal shall implement general school procedures for notification of parents.

2. **Media –** Any school personnel approached about a bomb threat by a representative of the media shall refer that representative to the principal. The principal may provide the media representative with a formal statement regarding the status of the threat. If approached during the threat, the principal shall ask the representative to

wait for a time when circumstances legitimately permit the official to take a few moments to speak with him. Any statement given shall be calm and informative without divulging personally identifiable information about students and shall emphasize the efforts made or under way to protect the safety of students and staff.

DEATH			"Clear the Halls" DATE / /	
The death of a student or staff member on school grounds or while traveling to or from the school.				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Avoid disturbing the scene		
		Contact 911		
		Notify the principal/designee		
		Notify school nurse and school counselor(s)		
√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Contact Superintendent		
		Convene School Emergency Team		
		Ensure family of deceased is notified through pre-established method (visit by principal and/or police depending on circumstances of death); alert counselors and nurse at schools where any siblings are enrolled		
		Hold a faculty meeting as soon as possible to communicate next steps to staff		
		Permit students to leave school only with parental permission. Carefully track attendance. Consult with police officials involved with the death investigation in case they need to identify witnesses		
		Assess instructional and support needs. Call in substitute teachers as needed		
		Keep time and procedures log of emergency response activities		
		Make home visits to affected families with counselors or emergency team members		
		Hold community support meeting(s) if appropriate		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Debrief with School Emergency Team and staff		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.

		Meet and arrange for notification of teachers and staff as soon as possible if school is in session		
		Use telephone chain if school is not in session		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Provide ongoing support for students, faculty, and staff		
		Discuss how teachers can deal with emergency in the classroom		
		Hold ongoing "working team" meetings		
		Assign school counselors and other team members to visit the classes of those involved in incident		
		Provide a formal debriefing opportunity for the School Emergency Team members		

DEATH (CONTINUED)				
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Gather records of students involved in the incident and prevent unauthorized access		
		Determine extent and nature of counseling services needed and coordinate support systems		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Request teachers refer names of at-risk students to you		
		Establish format to monitor at-risk students and include parent/guardian referrals		
		Establish long-range plans for at-risk students		
		Inform student records staff to update deceased student file		
		Plan long-term response and follow-up counseling		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Continue informal support for affected students and staff		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Assist police department with investigation		
		Work closely with school counselor to ID at-risk students		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site staff		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Be prepared to appropriately clean the affected area, if needed, after cleared to do so by investigators		
√	TIME	EMERGENCY BUS STAGING AREA Leader	NAME OF CONTACT	CONTACT NO.
		Assemble all students at a predetermined site		
		Determine order of students to load into buses and/or direct students and staff who are traveling via other means		

DEATH (CONTINUED)				
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Gather records of students involved in the incident and prevent unauthorized access		
		Determine extent and nature of counseling services needed and coordinate support systems		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Request teachers refer names of at-risk students to you		
		Establish format to monitor at-risk students and include parent/guardian referrals		
		Establish long-range plans for at-risk students		
		Inform student records staff to update deceased student file		
		Plan long-term response and follow-up counseling		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Continue informal support for affected students and staff		
√	TIME	CALL TEAM	NAME OF CONTACT	CONTACT NO.
		Establish operations in the principal's conference room.		
		Receive written statement for parents from the Information & Media Representative		
		Provide information to parents when parents call phones that have been forwarded to the call team.		
		Post the school website with incident information provided by the Information & Media Representative.		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		When communicating with the media, always coordinate with local emergency services or police (depending on circumstances of death) before disseminating a consistent and predetermined statement		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		

FACILITY FAILURE

"Evacuate the Building"

DATE / /

Whoever observes a major facility failure should immediately notify the custodial staff school office. Failures include but are not limited to: power outage; interior flooding; an activated sprinkler system with no apparent cause; electrical sparks or fire; burst pipes; collapsed structure (ceiling, wall or floor); security equipment malfunction; unusual mechanical sounds; and unsafe areas or passage ways.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Contact custodial staff immediately at xxx-xxxx		
		Call 911 if smoke, fire, or electrical sparks are involved.		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call 911 if smoke, fire, or electrical sparks are involved.		
		Contact custodial staff, if not previously notified.		
		Receive assessment of problem from custodian.		
		Evacuate the area/building		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from witnesses regarding location of the facility failure.		
		Delegate roles for transport of students to relocation site		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of facility failure		
		Notify Superintendent		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation in role as designated.		

√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Set up debriefs as needed.		

√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher		
		Get a First Aid Kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Triage injured for additional medical attention		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Help with evacuation and securing of affected area		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site personnel		

FACILITY FAILURE (CONTINUED)				
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		IF SAFE, go to alarm panel to determine the location of the fire or explosion		
		Communicate location of fire to principal		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		
√	TIME	OFF-SITE EVACUATION COORDINATOR	NAME OF CONTACT	CONTACT NO.
		Assemble students at the Emergency Assembly Area		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with fire personnel and/or qualified technicians before disseminating a consistent and predetermined statement		

FIRE / EXPLOSION			"Evacuate the Building" DATE / /	
Whoever observes open flames, smells or sees smoke, or experiences excessive heat radiating from an adjourning wall, ceiling, or floor should immediately notify the office and activate the nearby fire alarm.				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call school office.		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Pull the fire alarm and call 911		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm, if not already – call 911		
		Evacuate the building		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from witnesses regarding location of fire or explosion.		
		Delegate roles for transport of students to relocation site		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of fire		
		Notify Superintendent		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation in role as designated.		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Set up debriefs as needed.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher		
		Get a first aid kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		

		Triage injured for additional medical attention		
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
		Help with evacuation and securing of affected area		
√	**TIME**	**COMMUNICATION AND RECORDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	**TIME**	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		IF SAFE, go to alarm panel to determine the location of the fire or explosion		
		Communicate location of fire to principal		

FIRE / EXPLOSION (CONTINUED)				
√	TIME	OFF-SITE EVACUATION COORDINATOR	NAME OF CONTACT	CONTACT NO.
		Assemble students at the Emergency Assembly Area		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with the fire department before disseminating a consistent and predetermined statement		

HAZMAT (Hazardous Material)			"Clear the Halls" "Lockdown the School" "Evacuate the Building" DATE / /	
Whoever observes an uncontrolled or unexpected release of, or suspects the release of, liquid or vapor that could cause harm or death to humans or damage to the environment should immediately notify the school office.				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify school office.		
		Avoid being contaminated, if possible, and warn others of the same concern		
		Evacuate effected area and also isolate, if possible, those who have been contaminated		
		Notify the principal/designee		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Evacuate effected area and also isolate, if possible, those who have been contaminated		
		Pull fire alarm. Call 911 if appropriate		
		Gather information from staff regarding location of spill, extent and the name of the chemical		
		Meet Fire Department at Command Post and pass on staff and student information regarding the nature and location of the spill		
		Set up Command Post as pre-designated site		
		Ensure accountability of all students & staff		
		Delegate roles for transport of students to relocation site		
		Notify Superintendent		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal with evacuation in role as designated		
		Set up debriefs as needed		

√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher		
		Grab first aid kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Set up a decontamination site with Fire and HAZMAT Officials as needed		
		Triage injuries for medical attention		

HAZMAT **(CONTINUED)**				
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander as needed and help secure the affected area		
√	**TIME**	**COMMUNICATION AND RECORDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site.		
√	**TIME**	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Determine location and extent of spill if possible		
		Communicate location of spill to principal		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		
√	**TIME**	**OFF-SITE EVACUATION COORDINATOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Assemble all students at a predetermined site at least 300 feet from the school		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with the fire department, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with the fire department before disseminating a consistent and predetermined statement		

INFECTIOUS DISEASE			"Direction from Principal" DATE / /	
Maine law requires that health care providers report diseases of public health importance, which includes an unexpected pattern of cases, suspected cases, deaths or increased incidence of any illness of major public health concern. School officials should report any suspected disease outbreaks among students or staff even if a specific cause has not been identified. Sudden increased absences can be a surveillance indicator, and should be reported to Maine Center for Disease Control.				
√	*TIME*	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify the school nurse		
		Notify the principal		
		Obtain as much information as possible, including the student's name, date of birth, parent contact information, home telephone number, and the child's health care provider		
√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Upon receiving notification from a parent/guardian, or other source, that a student has been diagnosed with or is suspected to have an infectious disease: notify the school nurse (and school physician)		
		In collaboration with the school nurse and public health officials, provide information to parents/guardians and staff as appropriate		
		Maintain exclusion guidelines as appropriate		
		Work with the Maine Center for Disease Control as needed to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease (e.g. meningococcal disease, pertussis)		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander		
√	TIME	SCHOOL COUNSELOR	*NAME OF CONTACT*	CONTACT NO.
		Be prepared to assist students and staff that might be directly or indirectly affected by the incident		

√	TIME	SCHOOL NURSE	*NAME OF CONTACT*	CONTACT NO.
		Contact the Maine Center for Disease Control as soon as possible at 1-800-821-5821, 24/7.		
		Work with staff to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease spread (e.g., meningococcal disease, pertussis, Staph Infection [MRSA]).		
		Determine immunization status of students and staff (e.g. chicken pox, measles, etc.).		
		Increase surveillance at the school for other ill students/staff, refer them for medical evaluation and notify Maine Center for Disease Control		

INFECTIOUS DISEASE (CONTINUED)				
		Provide guidance to students and staff on general disease prevention (e.g. hand hygiene, cough etiquette, social distancing, etc.)		
		Advise staff on decontamination of equipment such as athletic equipment or weight machines.		
		Continue to monitor absences for illness spread and report findings as appropriate to the Maine Center for Disease Control		
		Provide information to parents/guardians and staff as appropriate. The Maine Center for Disease Control will usually provide this information and will work with the school to distribute it in a timely manner		
√	**TIME**	**CUSTODIAL STAFF**	***NAME OF CONTACT***	**CONTACT NO.**
		Be prepared to appropriately clean areas affected after direction from the Maine CDC		
√	**TIME**	**OFF-SITE EVACUATION COORDINATOR**	***NAME OF CONTACT***	**CONTACT NO.**
		Be prepared to evacuate if needed		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	***NAME OF CONTACT***	**CONTACT NO.**
		After consultation with Maine CDC or the investigating epidemiologist, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with Maine CDC before disseminating a consistent and predetermined statement		

INTRUDER			"Clear the Halls, Lockdown the school" DATE / /	
Unauthorized person in school building or on school property				
√	*TIME*	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Ask unauthorized visitor to identify himself/herself and report to office		
		Contact the principal or Incident Commander if visitor is uncooperative		
		Do not intervene if person is acting hostile or threatening		
		Notify principal or Incident Commander who will call 911		
		Inform Police and Fire Liaison		
		Inform law enforcement of your observation		
		Remain calm and do not panic		
		If safe to do so, write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information. Report to principal or Incident Commander if intruder leaves before law enforcement arrives		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
		Contact law enforcement if intruder remains uncooperative		
		Contact Police and Fire Liaison		
		Announce to staff to "Lockdown the school" if intruder is outside the school		
		Direct staff to "Clear the halls" or "Evacuate the school" depending on circumstances, if intruder is inside the school		

		Activate School Emergency Team and decide plan of action		
		Contact Superintendent		
		Work with the School Counselor to initiate counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
		Coordinate law enforcement measures with responding police officers		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Convene the School Emergency Team and decide what additional resources and support will be needed		

INTRUDER (CONTINUED)				
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander to support students and/or staff, if needed		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Be prepared to treat injuries		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		
√	TIME	TEACHERS AND STAFF	NAME OF CONTACT	CONTACT NO.
		Direct students who are in bathrooms or halls to join closest class and have them stay away from doors and windows if the command from the principal or Incident Commander is given to "Clear the halls", or "Evacuate the school."		
		Do not lock or barricade doors that would prevent rapid evacuation		
		Inform the school office about students' locations when the command to "Clear the halls" or "Lockdown the school" has been given		
		Ask students and visitors to remain quiet in designated secured area, away from windows and doors, and with all lights turned off		
		Remain in "Clear the Halls" or "Lockdown" mode until the principal, Incident Commander or law enforcement commander or designee gives the "all clear" command		
		Take attendance in evacuation area and immediately report missing students to the backup team leader		

MEDICAL EMERGENCY	"Clear the Halls" DATE / /

ALLERGIC REACTION

Many students and staff are allergic to certain foods or food additives or may develop a dangerous reaction to prescription medicine or other chemicals/substances. Consistent with school board policy and the Family Educational Rights to Privacy Act (FERPA), school administration, in conjunction with the school nurse, should provide every staff person who routinely interacts with students or staff known to have food or other allergic reactions, with an Emergency Care Plan that includes student/staff names, parent/guardian/relative names, phone numbers and allergic symptoms as well as appropriate first aid measures.

√	*TIME*	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for a medical alert tag		
		Contact the school nurse immediately		

√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Contact parents(s)/guardian(s)/designated family member		
		Contact Superintendent		

√	*TIME*	SCHOOL NURSE	*NAME OF CONTACT*	CONTACT NO.
		Check for Medical Alert Tag/Emergency Care Plan information for individual		
		Direct someone else to call 911 if needed, and inform the principal		
		Monitor and maintain ABC's (airway—breathing—circulation) as needed		
		Administer epinephrine (dosage as prescribed by physician) as appropriate		
		Administer oral diphenhydramine (dosage as prescribed by physician) as appropriate		
		Administer oral steroid (dosage as prescribed by physician) as appropriate		
		Continue to observe student or staff member		
		Transport to emergency room with EMS for further treatment, if necessary		

		Notify physician at first sign of any delayed allergic reaction		
		Tell parents to carefully watch child for next 24 hours and contact physician		
		Complete an incident report and file in principal's office		

GENERAL MEDICAL EMERGENCY				
√	*TIME*	WITNESS/REPORTED BY	**NAME OF CONTACT**	**CONTACT NO.**
		Notify principal or Incident Commander who will call 911		
		Send someone to contact the nurse		
√	**TIME**	**PRIORITY PROCEDURES**	**NAME OF CONTACT**	**CONTACT NO.**
		Maintain open airway and administer CPR, if necessary		
		Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates		
***MEDICAL EMERGENCY* (CONTINUED)**				
		Control bleeding by applying direct pressure and elevation		
		Treat for shock		
		Check for medical alert tags		
√	*TIME*	**PRINCIPAL OR INCIDENT COMMANDER**	*NAME OF CONTACT*	**CONTACT NO.**
		Contact parents(s)/guardian(s)/designated family member		
		Contact Superintendent		
		Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation		
		File incident report		
		Debrief School Emergency Team and staff		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander as needed		
√	**TIME**	**SCHOOL COUNSELOR**	*NAME OF CONTACT*	**CONTACT NO.**
		Coordinate grief-counseling if needed		
√	**TIME**	**SCHOOL NURSE**	*NAME OF CONTACT*	**CONTACT NO.**
		Collect first aid kit and proceed immediately to victim(s)		
		Coordinate or administer first aid until EMS or School Physician arrives		

√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	*NAME OF CONTACT*	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		

MISSING STUDENT	See emergency commands for each subsection. DATE / /

KIDNAPPING	"Clear the Halls" "Lockdown the School"

Kidnapping means the unauthorized removal of a student from school property without consent either from school officials and /or parent(s)/ guardian(s). In many instances this violation of school rules and state law is perpetrated by a parent or relative involved in a domestic dispute.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Verify child is missing and then contact principal or Incident Commander		
		Gather facts about abduction, description of abductor and any vehicle involved		
		Inform police of your observation and be prepared to write a notarized statement		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; Provide photo of student to Police. Police may interview student's friends. -School staff provides support for interviewed students. -Follow school policy and procedure on confidentiality		
		Contact parents(s)/guardians(s) and check student file for any restraining orders or other background information		
		Convene School Emergency Team & plan the response		
		Contact Superintendent		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team and decide what additional resources and support will be needed		

		Provide victim assistance services		
√	**TIME**	**SCHOOL COUNSELOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander with notifying parents of victims		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement if student was abducted or circumstances are suspicious.		
MISSING STUDENT			**"Clear the Halls"**	
Student(s) unaccounted for at school, on school property, or while traveling to and from school.				
	TIME	WITNESS/REPORTED BY	**NAME OF CONTACT**	**CONTACT NO.**
√	**TIME**	**PRIORITY PROCEDURES**	**NAME OF CONTACT**	**CONTACT NO.**
		Notify the principal		
		Principal announces "Missing Student" **on the intercom and calls 911, if necessary**		
√	***TIME***	**PRINCIPAL OR INCIDENT COMMANDER**	***NAME OF CONTACT***	**CONTACT NO.**
		Contact parents/guardian to report student absence/status		
		Inform staff once missing person is located		
		Complete Serious Incident Report for filing in office		
√	**TIME**	**STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Notify principal of any suspicious student absence or unknown person in the building		

		Be on the lookout for missing student and immediately report new information to the principal		
		Refer all requests for release of individual students to the office prior to their departure from school		
		Require a written student release note from parent/guardian		
		Report observations of unknown or unauthorized persons to principal. Make note of appearance, vehicle type and color, registration plate number, etc.		
		Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person to office for approval		
√	**TIME**	**POLICE AND FIRE LIAISON**	***NAME OF CONTACT***	**CONTACT NO.**
		Assist principal or Incident Commander in search for missing student		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	***NAME OF CONTACT***	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

NATURAL DISASTER			"Clear the Halls" "Lockdown the School" "Evacuate the Building" DATE / /	
A flood, hurricane, tornado, or earthquake will often strike without warning; appropriate emergency procedures must be initiated immediately. KMS will use tone-alert radio to receive advance notice of any natural disasters.				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service; notify administration		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter		
		Keep Emergency Alert System (EAS) radio on for updates		
√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Turn on EAS radio		
		Decide to evacuate, initiate early release, or shelter-in-place.		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		Delegate roles for transport of students to relocation site; if needed call upon School Public Safety Committee		
		Meet at Command Post; receive information regarding staff & students, location of disaster, building damage, flooding, etc.		
		Notify Superintendent		
		Make contact with emergency responders via 911 for instructions		
		Set up debriefs as needed after the event		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Prepare to handle a large volume of telephone calls from parents or guardians		
		Monitor local radio stations for updates–EAS stations		

		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses		
√	**TIME**	**SCHOOL COUNSELOR**	***NAME OF CONTACT***	**CONTACT NO.**
		Assist principal or Incident Commander during evacuation		
√	**TIME**	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Remove students in nurse's office and hand off to a teacher		
		Collect First Aid Kit and report to Command Post		
		Be prepared to treat injuries that may have occurred		
		Set up casualty collection site, if necessary		
		Document status of patients and maintain log		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to public safety officials		

PANDEMIC INFLUENZA

"Direction from Principal"

DATE / /

Maine law requires that health care providers report diseases of public health importance, which includes an unexpected pattern of cases, suspected cases, deaths or increased incidence of any illness of major public health concern. School officials should report any suspected disease outbreaks among students or staff even if a specific cause has not been identified. Sudden increased absences can be a surveillance indicator, and should be reported to the Maine Center for Disease Control, 24/7 at 1-800-821-5821.

Pandemic Influenza preparedness and response requires far more planning than most hazards, therefore a separate, detailed "Pan Flu" plan can be found at Annex A of this plan.

SEVERE WEATHER	"Clear the Halls" "Shelter-in-Place" "Early dismissal" DATE / /

Winter storms such as "Nor'easters", ice storms and heavy snow storms, along with severe thunderstorms, continuous rain storms, and microbursts are the most common forms of severe weather in Maine. Major hurricanes, although less frequent, can be far more destructive. With the threat of severe weather, appropriate emergency procedures must be initiated immediately. KMS will announce severe weather over the intercom so students and staff can prepare accordingly.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service; notify administration		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter		
		Keep Emergency Alert System (EAS) radio on for updates		

√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Turn on EAS radio		
		Decide whether to dismiss students or shelter in place		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		Delegate roles for early dismissal; if needed call upon school Public Safety Committee		
		Meet at Command Post and receive information regarding staff and students, location of the disaster, building damage, flooding, etc.		
		Notify Superintendent		
		Make contact with emergency responders via 911 for instructions		
		Set up debriefs as needed after the event		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Prepare to handle a large volume of telephone calls from parents or guardians		

SUICIDE	"Clear the Halls" DATE / /

		Monitor local radio stations for updates–EAS stations		
		Prepare the normal bus staging area for early release		
		Prepare the student release/parent reunion site for student pick up by parents/legal guardians.		
√	TIME	SCHOOL COUNSELOR	*NAME OF CONTACT*	CONTACT NO.
		Assist principal or Incident Commander during early dismissal.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Remove students in nurse's office and hand off to a teacher		
		Collect First Aid Kit and report to Command Post		
		Be prepared to treat injuries that may have occurred		
		Set up casualty collection site, if necessary		
		Document status of patients and maintain log		
***SEVERE WEATHER* (CONTINUED)**				
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with the local Emergency Manager, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to local or county emergency management.		

SUICIDE ATTEMPT				
When a student or staff member attempts to take his/her life, either at school or in the community.				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty, and staff		
		Contact the principal who will call 911		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Take the threat seriously		
		Secure the scene for police investigation		
		Communicate incident to the principal and/or designee		
		Don't leave student/faculty/staff member alone,if safe to do so		
		Call 911		
√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Convene School Emergency Team		
		Inform Superintendent		
		Notify parent or guardian and offer assistance for appropriate medical and psychological care, referrals and emergency services		
		On a 'need to know' basis, inform faculty/staff/students, including homeroom teacher, coaches, and others who have regular contact with the individual, while maintaining confidentiality		
		Prepare and send letter home to parents as appropriate, while maintaining confidentiality		
		Debrief School Emergency Team and faculty/staff		
		In the event of suspected abuse of the individual, notify Child Protective Services and/or police, in accordance with state law and school policy		
		Complete incident report		
		Prepare or update prevention protocols in case others attempt or complete suicide		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Hold an immediate team meeting and institute immediate referral for assessment and treatment		
√	TIME	SCHOOL COUNSELOR	*NAME OF CONTACT*	CONTACT NO.
		If others are aware of the threat or attempt, reassure them that action is being taken		

		Notify parents of any students of concern		
		Complete an assessment to determine risk level, using an approved screening tool		
		Meet with referring staff/faculty and/or student		
		Contact the local mental health emergency service screeners and request screening		
√	**TIME**	**SCHOOL NURSE**	***NAME OF CONTACT***	**CONTACT NO.**
		Make an immediate assessment and take any immediate action necessary to provide medical care		

SUICIDE (CONTINUED)				
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Initiate incident report, following school policy		
		Gather student/staff contact information		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		
SUICIDE COMMITTED				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, family, faculty, staff or other		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Confirm the death, verify details, notify principal immediately.		
		Offer emotional support to school community to facilitate recovery		
		Prevent further suicides		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Confirm the death and notify police		
		Verify details with the family and offer assistance, appropriate support, and referrals. Honor the family's wishes if possible		
		Inform Superintendent		
		Convene School Emergency Team		
		Inform faculty/staff of the death. If school is not in session, contact faculty/staff via phone tree		
		Open the school to provide school/community support		

SUICIDE (CONTINUED)				
		Complete incident report		
		Prepare and send letter home to parents/guardians		
		Allow faculty/staff/students to attend the funeral		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support		
		Plan schedules and activities for the school day and week		
		Identify those particularly affected, such as relatives, friends, classmates, teammates, those with a history of suicide ideation, depression and/or substance abuse		
		Help create a Support Center in the building		
		Provide safety measures and special services for students, faculty, and staff		
		Ensure faculty and staff attend the funeral to offer support to students		
		Meet with parents, guardians, and families of those at increased risk		
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery		
		Prepare or update prevention strategies and protocol in case others attempt or complete suicide		
√	**TIME**	**SCHOOL COUNSELOR**	***NAME OF CONTACT***	**CONTACT NO.**
		Make home visits to affected families to offer support and referrals		
		Provide outside psychological support—contact local mental health agency or providers		
√	**TIME**	**SCHOOL NURSE**	***NAME OF CONTACT***	**CONTACT NO.**
		Make an immediate assessment and take any immediate action necessary to provide life support measures, such as CPR, if appropriate		
		Coordinate home visits to affected families with school counselor		
		Follow up with continued counseling for those who need it		
√	**TIME**	**POLICE AND FIRE LIAISON**	***NAME OF CONTACT***	**CONTACT NO.**
		Secure area and prevent non-essential people from		

SUICIDE (CONTINUED)				
		accessing or witnessing the scene, if suicide occurs at school		
		Coordinate home visits to affected families with the nurse and school counselor		
√	TIME	COMMUNICATION AND RECORDER	*NAME OF CONTACT*	CONTACT NO.
		Keep an informal time and procedures log of emergency response activities		
		Permit students to leave school only with parental permission and carefully track attendance		
		Provide substitutes for faculty and staff if they need to go home		
√	TIME	CUSTODIAL STAFF	*NAME OF CONTACT*	CONTACT NO.
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school		
		Assist in setting up a Support Center		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	*NAME OF CONTACT*	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		
		Prepare faculty and staff by offering accurate and verified information regarding the death. Provide written statement for all to read to classes and make emergency hotline numbers available		

VEHICLE CRASH			"Clear the Halls" DATE / /	
Bus and/or automobile collision involving students and staff traveling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc.				
√	*TIME*	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for injuries and damage, call 911		
		Inform police about details		
√	TIME	PROCEDURES FOR BUS DRIVER or SCHOOL-SPONSORED DRIVER	NAME OF CONTACT	CONTACT NO.
		Secure vehicle		
		Ensure children remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from the scene of the collision		
		Call or direct someone to call 911		
		Administer first aid by utilizing trained staff from the immediate vicinity		
		Position flares at a safe distance from crash scene and display other appropriate warning devices		
		Direct responsible person to flag down oncoming motorists for additional assistance		
		Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander		
		Notify principal or Incident Commander		
		Make no statements to bystanders or media		
		Fill out three-part school bus seating chart form for EMS, police and administration if available		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to "Clear the halls" if motor vehicle crash takes place within sight of school, in order to minimize the trauma to students or move to side of building away from crash site.		
		Contact Superintendent		
		Report to scene of crash (if it is away from school grounds), unless it is not safe to do so		
		Verify crash report with law enforcement and attempt to determine who has been injured, extent of injuries and hospital where victims have been taken		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact parent(s), guardian(s), or other close relative(s) of crash victims		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		

		Complete/file Serious Incident Report (Annex E) and/or bus injury report.		
		Work with bus driver to complete bus seating & injury charts		

VEHICLE CRASH (CONTINUED)				
		Debrief with School Emergency Team and staff after consultation with police agency		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with incident		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team and decide what additional resources and support will be needed		
		Assist principal or Incident Commander at scene of crash, if needed		
		Coordinate assistance with members of School Emergency Team or Public Safety Committee		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
		Assist students and staff who are obviously affected by incident		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Check with principal or Incident Commander before reporting to scene of crash		
		Bring first aid kit to crash scene		
		Bring cell phone to maintain communications		
		Be prepared to treat injuries and help EMS as needed		
		Assess the degree of injuries and report back to principal or Incident Commander		
		Follow procedures set forth by school policy		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

VEHICLE CRASH - SCHOOL BUS REPORT FORM

BUS DRIVER _____ **(Co:** _____ **)BUS# (**_____**)**

(Tel.: _____**)** **ROUTE# (**_____**)**

(Fax: _____**)**

Entry/Exit Door→

1	**A**	**B**	**C**	**AISLE EXIT DOOR**	**D**	**E**	**F**	**1**
2	**A**	**B**	**C**		**D**	**E**	**F**	**2**
3	**A**	**B**	**C**		**D**	**E**	**F**	**3**
4	**A**	**B**	**C**		**D**	**E**	**F**	**4**
5	**A**	**B**	**C**		**D**	**E**	**F**	**5**
6	**A**	**B**	**C**		**D**	**E**	**F**	**6**
7	**A**	**B**	**C**		**D**	**E**	**F**	**7**
8	**A**	**B**	**C**		**D**	**E**	**F**	**8**
9	**A**	**B**	**C**		**D**	**E**	**F**	**9**
10	**A**	**B**	**C**		**D**	**E**	**F**	**10**
11	**A**	**B**	**C**		**D**	**E**	**F**	**11**
12	**A**	**B**	**C**		**D**	**E**	**F**	**12**
13	**A**	**B**	**C**		**D**	**E**	**F**	**13**

INJURY CODES:

1. Fatal
2. Incapacitating Injury
3. Non-incapacitating Injury
4. Potential Injury
5. No injury
6. Unknown

VEHICLE CRASH - BUS REPORT FORM (CONTINUED)					
No.	LAST NAME	FIRST NAME	DATE OF BIRTH	INJURY REPORTED	CODE
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INJURY CODES:

1. Fatal
2. Incapacitating Injury
3. Non-incapacitating Injury
4.Potential Injury
5. No injury
6.Unknown

Note: Also see Maine State Police report form.

VIOLENCE	See emergency commands for each subsection. DATE / /

STUDENT THREAT	"Clear the Halls" "Lockdown the School" "Evacuate the Building"

Oral, written, or physical threat against other students or staff.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Be prepared to write statement for administration and/or police		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Separate students in conflict or isolate threatening student(s) from others		
		Do not threaten student with police action or use humor to de-escalate situation		
		Call 911, if appropriate		
		If necessary, activate School Emergency Team		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to "Clear the Halls" or "Lockdown the School" if the emergency threatens the safety of students and staff,		
		Interview threatening student & victim to get background inform-ation to determine if threat is manageable with school resources.		
		Contact parents		
		If reasonable suspicion that a weapon exists, implement search and seizure procedures to confiscate		
		Determine if alcohol or other drugs are involved		
		Implement school discipline policy		
		Contact Superintendent		
		Notify law enforcement if dictated by school policy or appropriate for circumstances		
		Coordinate grief-counseling plan		
		Complete incident report and file		
		Debrief School Emergency Team and staff		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander as needed		
√	TIME	SCHOOL COUNSELOR	*NAME OF CONTACT*	CONTACT NO.
		Be prepared to counsel those effected by the incident		
√	TIME	SCHOOL NURSE	*NAME OF CONTACT*	CONTACT NO.
		Be prepared to render aid if necessary		
√	TIME	POLICE AND FIRE LIAISON	*NAME OF CONTACT*	CONTACT NO.
		Assist principal/Incident Commander with investigation of incident		
√	TIME	COMMUNICATION AND RECORDER	*NAME OF CONTACT*	CONTACT NO.
		Assist principal or Incident Commander in maintaining a log of pertinent information relating to the incident		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	*NAME OF CONTACT*	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement officials for criminal acts		

VIOLENCE (CONTINUED)

ASSAULT / FIGHTING			"Clear the Halls" "Lockdown the School"	
Violence or threat of physical harm to students, staff, administrators or other persons not involving a dangerous weapon or firearm				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Inform police of your observation and be prepared to make a written statement.		
		Check for injuries and if confirmed, call 911		
		Use appropriate de-escalation strategies: ✓ **remain emotionally neutral**; ✓ quickly analyze situation to decide response, especially if police need to be called; ✓ if warranted, and trained staff are available, restrain combatants; ✓ seek additional trained support staff for backup; ✓ remove other students and secure the scene.		

		Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal and Police and Fire Liaison		
√	*TIME*	PRINCIPAL OR INCIDENT COMMANDER	*NAME OF CONTACT*	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Separate combatants to a safe area, if possible		
		Verify extent of assault or fight and notify law enforcement		
		Attempt to determine who's been injured, and the extent of injuries. Notify School Nurse and request additional medical help as needed		
		Direct the clearing of the classroom or halls in the immediate vicinity or request all of the hallways be cleared		
		Direct preparation of a phone list identifying names of students and parents who need to be notified		
		Contact Superintendent		
		Work with the School Counselor to initiate plan as determined by need and severity of the situation		
		Work with Information and Media Representative if a press release is needed after consulting with police		
		Conduct investigation and follow school discipline policies and administrative procedures, which may include anger management or other appropriate counseling		
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, criminal charge, group conferences, restorative justice methods, and referral to community justice center		
		Debrief with School Emergency Team and staff		
		Complete an incident report and file		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Escort combatants to the office, keeping them isolated from other students		
		Convene School Emergency Team, depending on the situation and decide what additional resources and support will be needed		

VIOLENCE (CONTINUED)

ASSAULT / FIGHTING (CONTINUED)

√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Assess extent of injuries, administer first aid and seek further medical support as needed		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		Superintendent or designee handles press		
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed		
		Contact media with predetermined message that has been approved by principal or Incident Commander after communication with the police. A joint news release with police may be indicated depending on extent of injuries.		

HOSTAGE	"Clear the Halls" "Lockdown the School" "Evacuate the Building"

Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. This may include situations where a person barricades him or herself in a building or vehicle and threatens suicide. Law enforcement officials should always handle a hostage situation.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Do not intervene in the hostage/barricade situation		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
		Inform police of your observation		
		IF TAKEN HOSTAGE, follow instructions of hostage taker		
		Remain calm and do not panic		
		Reassure students if they are present that everything will be okay		

		Treat the hostage taker with respect and act as normal as possible		
		Ask permission to speak and do not argue or make suggestions		
		Don't intervene; allow law enforcement to negotiate		
		Obtain good description of hostage(s) takers		
√	*TIME*	**PRINCIPAL OR INCIDENT COMMANDER**	*NAME OF CONTACT*	**CONTACT NO.**
		Yield team leader authority to law enforcement commander who directs procedure for securing the building or evacuation. Provide student photo if hostage taker is known to be a student.		
		Activate School Emergency Team and decide plan of action		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact Superintendent		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file		
		Debrief School Emergency Team and staff		
		***HOSTAGE* (CONTINUED)**		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Convene School Emergency Team at the school or relocation site, and decide what additional resources and support will be needed		
√	**TIME**	**SCHOOL COUNSELOR**	*NAME OF CONTACT*	**CONTACT NO.**
		Assist principal or Incident Commander with notifying parents of victims		
		Be prepared to deal with friends or relatives of the person(s) taken hostage		
√	**TIME**	**SCHOOL NURSE**	*NAME OF CONTACT*	**CONTACT NO.**
		Be prepared to treat injuries and help EMS as needed		
√	**TIME**	**POLICE AND FIRE LIAISON**	*NAME OF CONTACT*	**CONTACT NO.**
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	*NAME OF CONTACT*	**CONTACT**

VIOLENCE (CONTINUED)				
				NO.
		Superintendent or designee handles press in press area, off-site.		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		
√	TIME	STAFF	*NAME OF CONTACT*	CONTACT NO.
		Direct students in bathrooms or halls to join closest class and then report to assigned teacher as soon as it is safe		
		Inform the school office, as soon as appropriate, about unassigned students under their supervision		
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		If the fire alarm is activated, staff should direct students to use alternate evacuation routes away from the hostage incident		
		Staff, students and visitors remain quiet in designated secured area, on the floor, away from windows and doors, and with all lights turned off		
		Remain in "Clear the Halls" or "Lockdown the School" mode until the principal and/or Law Enforcement Commander gives the "all clear" command		
		If evacuation occurs, teachers take attendance in evacuation area and immediately report missing students to the backup team leader		

WEAPONS	"Clear the Halls" "Lockdown the School" "Evacuate the Building" DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Take safety measures to protect yourself and others		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Stay calm and avoid confrontation if possible		
		Obtain good description of individual and the type of weapon he/she has		
		Notify the principal or Incident Commander as soon as possible		
		Take safety measures to protect yourself and others		
		Inform police of your observation and be prepared to write a statement		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; provide photo to police if students involved		
		Direct students and staff to "Clear the Halls," "Lockdown the School," or "Evacuate the School"		
		In the event that the incident requires that you "Lockdown the School," direct staff to lock all hallway and exterior doors		
		Meet with law enforcement upon arrival		
		Attend to the safety of students and staff at all times		
		Assess situation in regard to location of person with weapon and potential for injuries		
		Direct wrecker(s) to remove vehicles blocking emergency routes		
		Convene School Emergency Team and decide how the school will respond		

		Contact parent(s), guardian(s), or other close relative(s) of victims		
		Contact Superintendent		
		Issue a press release or assign this task to the Information and Media Representative as deemed appropriate		
		Complete an incident report and file		
		Debrief with School Emergency Team and staff		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Convene School Emergency Team at the school and decide what additional resources and support will be needed		
		Provide victim assistance services		

WEAPONS (CONTINUED)				
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Be prepared to treat injuries and assist EMS as needed		
		Assess the degree of injuries and report back to principal or Incident Commander		
		Establish triage area in safe location		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with law enforcement, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts		
		Refer all media questions to law enforcement officials		
√	TIME	TEACHER/STAFF	NAME OF CONTACT	CONTACT NO.
		Direct students who are in bathrooms or halls to join closest class and to inform the office about their location		
		Direct students to use alternate evacuation routes away from the incident if the fire alarm is activated, During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly"		
		Lock all hallway and exterior doors; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		Ask teachers, staff, visitors and students to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off		
		Remain in "Lockdown the School" mode until the principal or law enforcement commander gives the "all clear" command		

V. Recovery

A. Goal & Action Steps
B. Emotional management of faculty & staff
C. Emotional management of students
D. Managing memorials and funeral services
E. Incident After Action Review (AAR)

Goal & Action Steps

Goal – The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. KMS will focus on students and the physical plant, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment.

Action Steps

- Identify recovery roles & responsibilities and training requirements (located in the Preparedness section of this plan).
- Assemble the School Emergency Team and plan post-incident recovery (lead – principal or Incident Commander).
- Return to the "business of learning" as quickly as possible (lead – School Counselor coordinates emotional recovery effort)
- Keep students, families, and the media informed (lead – Information and Media Representative)
- Focus on the building, as well as the people, during recovery (lead – Custodial staff)
- Provide an assessment of the emotional needs of staff, students, families, and responders and determine who needs intervention and what interventions will be employed (lead – School Counselor)
- Provide stress management during class time for students and staff (coordinated by – School Counselor)
    - School/classroom-based stress management will be conducted for all students. Those with more severe reactions will be referred for evaluation and possibly counseling.
    - The School Counselor will offer preliminary counseling services to students and staff.
    - Pre-screened and credentialed community service providers that will be consulted for interventions include:

- Peace of Mind, Crisis Interventions and Counseling Services. xxx-xxxx.
- Kastuck & Daigle Associates, Crisis Intervention Specialists, xxx-xxxx.
- Help Is On the Way, Counseling Services, xxx-xxxx.
- Edgar S. Antz, PhD and Associates, Emotional Intervention Specialists, xxx-xxxx.

- KMS will employ the following types of interventions in the aftermath of a traumatic event:

  - **Group crisis intervention or GCI,** a school-based intervention also referred to as "psychological first aid." This intervention is offered to homogeneous groups of students (class members) and involves guided group discussions in a supportive environment.

  - **Acute traumatic stress management (ATSM)** for educators, takes a practical approach to dealing with the psychological consequences of a traumatic event. The goal is to stimulate adaptive coping mechanisms and to stabilize more severe reactions among students. ATSM involves a 10 stage process. See the School Counselor for more information on ATSM.

  - **Individual counseling** will be employed for students who experience severe symptoms after a crisis. It is important for these individuals to be referred for further evaluation by a mental health professional. The age of the student and the presenting symptoms will determine the form of individual counseling. An interview guide developed by Dr. Robert Pynoos, Director of Trauma Psychiatry, UCLA, will be used for working with students who have been traumatized. See the School Counselor for more information on the guide.

- Conduct daily debriefings for staff, responders, and others assisting in recovery.

- Take as much time as needed for recovery (recovery is not linear and individuals recover at different rates).

- Remember anniversaries of emergencies.

- Evaluate recovery efforts. Methods include brief interviews and focus groups. See a recovery evaluation questionnaire at Annex G.

Emotional Management of Faculty & Staff

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. In schools, we rush to bring in psychologists and social workers to counsel children. We are sometimes too quick to dismiss the idea that we adults may need help too—and that's where we make a mistake.

In crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. We also experience emotional reactions like shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame, and guilt.

Although we may feel some of these emotions immediately, we may not experience some emotions for days or weeks. These too are normal responses, but sometimes they take us by surprise. If we do not acknowledge their power, they can cause us damage.

According to research, some traumatic events are more apt to cause serious reactions than others are. High on the stress list are:

- Human-caused events.
- Events that are life-threatening.
- Events that violate our sense of how the world is or should be.
- Events that attract high media coverage.
- Events that we can identify with.

["Impact on Law Enforcement and EMS Personnel," Lois Chapman Dick, MSW, from Grief After Sudden Loss, ed., Kenneth J. Doka, Ph.D.]

Crises that involve children in schools often fit all these categories, and adults who must support students and their families through a crisis are vulnerable to stress (critical incidence stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more.

The symptoms vary and are sometimes deceptive. A formerly secure, functional adult may suddenly be unable to concentrate, may get angry or feel violent at the smallest provocation, may feel constantly tired or bored, may be obsessed with guilt, may no longer feel pleasure, or may experience feelings of paranoia or vulnerability.

The good news is that there are simple intervention techniques that – especially if they are used soon after the event – can help the caretaker adults understand their reactions and begin to heal. SAU 99 school student services teams

The school counselor will arrange for the SAU 99 school student services team – made up of psychologists, social workers, and counselors – to provide immediate help to faculty and staff in a location to be determined at the time that the team is requested. The team will continue support to KMS faculty and staff until which time acute cases of psychological trauma have been appropriately treated.

The student services team will make referrals and facilitate appointments for those needing longer term help for more chronic conditions. Unlike team activities, longer term visits will be conducted in professional offices off-site. All visits and schedules are confidential.

Emotional Management of Students

General

The three step process teachers can use when dealing with or explaining a crisis situation to children:

- First – Clear the air
- Second – Process emotions

- Third – Evaluation and resources

Details of this process are explained in: *After a Crisis: Suggestions for Teachers, which can be found at* http://fcpsnet.fcps.edu/ocr/emergency/students.htm

For more information on emotional management of students, staff and parents, see the "Recovery" portion of "Additional Resources" found under School Preparedness on the MEMA website.

What to Expect After Trauma

Possible Reactions in Middle School Students

1. Feelings of anxiety, worries, and fears about safety of self and others
2. Worries about re-occurrence or consequences such as war, as well as worries about school violence
3. Changes in behavior:
   a) Decreased attention and/or concentration
   b) Increase in hyperactivity
   c) Changes in academic performance
   d) Irritability with friends, teachers, events
   e) Anger outbursts and/or aggression
   f) Withdrawal
   g) Absenteeism
4. Increased somatic complaints (e.g., headaches, stomachaches, chest pains)
5. Discomfort with feelings, particularly those associated with revenge
6. Increased likelihood to discuss the gruesome details
7. Repeated discussions of event
8. Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
9. Negative impact on issues of trust and perceptions of others, particularly of those that are "different"
10. Repetitive thoughts and comments about death and dying

In addition, at home parents may see:

1. Changes in sleep or appetite
2. Withdrawal
3. Lack of interest in usual activities (e.g., after-school activities, time with friends)
4. Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
5. Hate or anger statements
6. Denial of impact

Reactions in Teachers

1. Increased irritability and impatience with students and staff (decreased tolerance of minor student infractions- remember, they are trying to cope, too)
2. Difficulty planning classroom activities and lessons
3. Decreased concentration
4. Worries and fears that answers or responses to students could make things worse for them
5. Worries about re-occurrence and repercussions
6. Increased concern about school violence (e.g., hypersensitivity)
7. Feelings of discomfort with intense emotions, such as anger and fear
8. Denial that the traumatic event may impact the students

What Can I Do To Help?

Guidelines for Teachers of Middle School Students.

Reinforce ideas of safety and security. This may be needed multiple times, particularly in response to changes/loud sounds/or other events that may remind the students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection. Listen to and tolerate your students retelling of events, as well as playing out the events. Maintain a predictable class schedule and rules to provide support and consistency for the students. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy. This may need to be done in multiple classes and on the bus; however, set limits on scary or hurtful talk (e.g., specific threats of retribution).

Encourage the students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding the students that these are normal reactions (any of these feelings are okay) following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, the President of the USA and other "helping people" (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). Review of school safety rules may also be helpful.

Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help the students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates or other people they might know (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.

Students will often process the information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults, including questions that have gruesome details or focus on death. Try to respond in a calm manner, answering the questions in simple and direct terms and helping the students transition back to their activity.

Use simple direct terms to describe what happened, rather than terms designed to "soften" the information, which inadvertently further confuses the students. For example, use the term "died", rather than "went to sleep".

Students will often misunderstand information about the event as they are trying to make sense of what happened. For example, they may blame themselves; may believe things happened that did not happen, may believe that terrorists are in the school. Gently help students develop a realistic understanding of the event.

Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for the teacher. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears. Expect some angry outbursts from students. Try to catch students before they "act out", by taking them aside, and helping them calm down and regain control of their behavior. In addition redirect students who are being irritable with each other which could escalate to direct conflict.

Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.

Encourage some distraction times, which would include doing school work that that does not require high levels of new learning as well as enjoyable activities. Help students do activities that allow them to

experience mastery and build self-esteem.

Expect some brief (temporary) declines in the students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the school and community heals until the school routine is stabilized.

Provide reassurance to the students that feelings will get smaller and easier to handle over time.
Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of the students.

Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with the students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.

Remain aware of your own reactions to student's "trauma". It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

Guidelines for Parents of Middle School Students

In addition to the guidelines for teachers of middle school students above, the following are ways parents can complement what is being provided in the schools.

Avoid exposing your child to reminders of the trauma. This includes limiting your child's exposure to the news and other television programs about the tragedy. If you do choose to have your child see this information on the television, keep it brief, watch it with your child, and talk to your child after to clarify miscommunication. Protecting the children from re-exposure includes limiting exposure to adult conversations about the events - even when you think they are not listening, they often are.
Maintain the family routines, particularly around sleeping and eating and extracurricular activities (e.g., sports, church, dance). Make sure your child is receiving a balanced diet and enough rest. Extra time with friends who are supportive and meaningful to him/her may be needed.
Avoid unnecessary separations from important caregivers.
Provide soothing activities, such as reading books, listening to music, taking a walk, riding bikes, etc. Some middle school students benefit from writing their thoughts and feelings in a journal.
Address acting-out behavior involving aggression or self-destructive activities quickly and firmly with limit setting. If this behavior is severe or persists, seek professional help.
Increase patience with your child and with yourself. Give your family time to cope. Find ways to emphasize to the children that you love them.

Managing Memorials & Funeral Services

General

School memorials or memory activities serve an important function in the grief process for students and staff. A memorial promotes the healing process by providing an opportunity for students to join together and participate in a ritual. The memorial may take many forms, from a simple tree planting to a more traditional "service." In addition, a school memorial brings closure to a period of grieving and serves as a clear statement that it is time to move on with regular school activities. Memorials should be planned carefully considering the following guidelines:

Keep the memorial short. Fifteen to twenty minutes for elementary students; thirty to forty minutes for

secondary.
Involve students in the planning of the memorial, particularly those who were close to the deceased.
Maintain responsibility and control for developing the service. Don't cede to outside interests, particularly political positions or elected leaders who are not familiar with the families and the school community. It is appropriate and valuable to have elected leaders participate in services, but their offices should not dictate speakers and/or program details.
Include music, particularly student performances. Also, play soothing music as people enter to set the mood and maintain calm.
Preview the service with students before hand. This is not a normal assembly, so prepare students as to what will happen and how they should behave. Remove anyone from the service who is acting inappropriately.
Have several brief speakers. If students have written poems or other tributes, students themselves or staff can read samples. Readings should be practiced several times.
Invite family members. However, recognize that they may choose not to attend.
Involve all students as much as possible. To the extent that is appropriate for their age, have each class make a poster or banner that they will bring to the memorial and hang on the wall.
Use symbols of life and hope. Balloons or candles can be used effectively to promote positive, uplifting messages that acknowledge the sadness yet are hopeful for the future. (Check fire codes before using candles indoors).
Give students guidance on words and/or actions that provide comfort and how to approach a grieving friend or parent.
Provide quiet activity for students who do not attend or dismiss them.
Have students return to their classrooms for a short time after the service.
This allows them the opportunity to talk with one another and/or talk with a counselor. "Safe rooms" work well for students who are experiencing more significant signs of grief.
Plan the memorial to occur within a week of the death if possible.

Media Coverage of Memorial Services and Special Events

In order to allow students, staff and parents privacy in their grief and the opportunity to focus on the service without fear of media intrusion, parameters for coverage should be set. Strategies that should be considered are as follows:
Arrange pool coverage - This allows select media outlets (usually one from each medium - TV, radio, and print) to cover the service from a designated location. Such locations are selected to provide maximum privacy and typically are at the back of the room and away from entrances and exits.
Identify members of the media at events - Communications staff should pre-approve and credential all media staff allowed to enter the service. The credential should include a press ribbon or colored badge. Once positioned in the cordoned area, media may not leave the location until approved by the communications staff.
Set guidelines for coverage - Set clear guidelines on the taking of photographs, if allowed at all. In addition, media should not be allowed to approach any attendee for an interview.

Incident After Action Review (AAR)

Assessment after an emergency is a critical evaluation and learning step in emergency management. Procedures for an after action review include the following:

- Account for all personnel and resources following the emergency
- Hold a non-critical de-briefing meeting of all school-based personnel involved in resolving the emergency
- Ensure there is proper follow up on all necessary areas of concern
- Identify and request any additional resources needed to have school return to normal
- Document findings and implement changes in the emergency management plan to facilitate

improvements

VIII. Annexes

A. Pandemic Influenza plan
B. Telephone & pager listings
C. School & vicinity (maps, photos, diagrams & sketches)
D. Inventories
E. Forms & templates
F. Sample letters
G. Checklists & questionnaires
H. Job aids

Annex A. Pandemic Influenza Plan

Filed under separate cover. Furnish copy to local police and fire.

Annex B. Telephone & Pager Listings

- Emergency phone numbers (see first page of this plan)
- Phone tree for the School Emergency Team
- Phone tree for "Parent Connections"
- Phone tree for faculty notification during off-hours
- Phone numbers for SAU notifications
- Personnel with cell phones and pagers (see staff roster, Annex D)
- MAPT – Maine Association for Pupil Transportation (mutual aid transportation contact list)

Emergency phone numbers

(see first page of this plan)

Furnish copy to School Emergency Team (SET)

Insert

Phone tree for the School Emergency Team

Furnish copy to local police and fire and School Emergency Team.

Insert

Phone tree for "Parent Connections"

Furnish copy to School Emergency Team (SET)

Insert

Phone tree for faculty notification during off-hours

Furnish copy to School Emergency Team (SET)

Insert

Phone numbers for SAU notifications

Furnish copy to School Emergency Team (SET)

Names, cell phone and pager numbers of school personnel who have cell phones and pagers

(see staff roster at Annex D)

Furnish copy to School Emergency Team (SET)

Insert

Phone numbers for:

MAPT –Maine Association for Pupil Transportation
(Mutual aid transportation contact list)

Furnish copy to School Emergency Team (SET)

Annex C. School & Vicinity (maps, photos, diagrams & sketches)

- School neighborhood
- School campus
- School floor plans
- School campus during an emergency
- School utility systems
- Evacuation routes to relocation sites
- Relocation sites (indoor & outdoor)

Insert

Aerial Photo (Diagram or Sketch) of School Neighborhood

Show locations of:

- ***School grounds***
- ***Adjacent streets and businesses***
- ***Natural features (rivers, woods, gullies, etc.)***
- ***Other potential neighborhood hazards***

Try the following Web sites for aerial views of your school neighborhood:

http://megisims.state.me.us/website/orthomap/viewer.htm

http://apollo.ogis.state.me.us/maps/

Furnish copy to local police and fire.

Insert

Aerial Photo (Diagram or Sketch) of School Campus

Include locations of:

- ***Fire hydrants***
- ***Out buildings***
- ***Athletic fields***
- ***Woods***
- ***Fences***
- ***Driveways***

And potential hazards such as:

- ***Propane tanks***
- ***Brooks***
- ***Haz Mat storage***
- ***etc.***

Furnish copy to local police and fire.

Insert

School Floor Plans

Include locations of:

- ***Exits***
- ***Evacuation routes***
- ***Fire alarms***
- ***Fire extinguishers***
- ***First aid kits***
- ***Emergency telephone jacks***

Furnish copy to local police and fire.

NOTE: KMS is undergoing a mapping project which uses a specialized digital camera to create a virtual tour of school classrooms and hallways. The spherical photos are transformed into CD or Memory Stick software for use by law enforcement and fire officials to more safely respond to school crises. Included on the CD will be valuable information such utility shut off valves, breakers, and switches, locations of keys, custodian contact information, etc.

Insert

Photo, diagram or sketch of school campus as it might appear during a serious incident or emergency

Include primary and alternate locations of:

- ***Incident Command Post***
- ***Emergency Assembly Area (EAA)***
- ***Emergency bus staging area***
- ***Emergency services staging area***
- ***Parent reunion area***
- ***Media staging area***

Furnish copy to local police and fire.

Insert

Diagram of Utility Systems

Include locations of:

- ***Gas line and utility lines***
- ***Utility shutoff-off valves for gas, electric, water, etc.***
- ***Fire alarm turn-off***
- ***Sprinkler system turn-off***
- ***Cable television satellite feed shut-off***

Furnish copy to local police and fire.

Insert

Map of Evacuation Routes from School to Relocation Sites

Include primary and alternate routes.

Furnish copy to local police and fire.

Insert

Diagram of Re-location Sites

Include Outdoor locations of:

- ***Incident Command Post (CP)***
- ***Bus staging area***
- ***Parent reunion area (if outdoors)***
- ***Media staging area***

Include Indoor locations of:

- ***Student assembly area***
- ***Restrooms***
- ***Water fountains***
- ***Food service area***
- ***Parent reunion area (if indoors)***

Furnish copy to local police and fire.

Annex D. Rosters & Inventories

- Faculty & staff assignment roster w/ special skills & devices
- Students & staff with special needs
- First aid kit
- Fire extinguishers
- Fire alarms
- Communications equipment

Faculty & Staff Assignment Roster w/ Special Skills and Devices

Name (Add * if member of SET)	Rm #	Work # Cell # Pager#	Medical Skills				Language	SAR	Fire/Safety/ HAZMAT	Other skills
			1st Aid	CPR	EMT	Other				
* John English, PhD	101	xxx-xxxx xxx-xxxx	-	-	-	-	French	-	-	
*			01/06	01/06						

STUDENTS & STAFF WITH SPECIAL NEEDS

IN TIMES OF AN EMERGENCY

STUDENTS			
Name	Homeroom # Bus #	Description of Assistance Needed	Person(s) Assigned to Assist

STAFF MEMBERS			
Name	Room #	Description of Assistance Needed	Person(s) Assigned to Assist

Related Reading: Assisting People With Disabilities In A Disaster, Federal Emergency Services Administration. Access at www.fema.gov

First Aid Kits, by location (or in maps section)

Insert
School floor plans with locations of first aid kits, fire extinguishers, and/or fire alarms

---

Fire Extinguishers, by location (or in maps section)

Insert
School floor plans with locations of first aid kits, fire extinguishers, and/or fire alarms

---

Fire Alarms, by location (or in maps section)

Insert
School floor plans with locations of first aid kits, fire extinguishers, and/or fire alarms

---

Communications Equipment

Staff with Two-Way Radios

- School Emergency Team
- Wing Leaders
- Senior member of faculty support sections (Athletic Director, School counselor , Librarian)
- Senior member of support staff sections (Food Svc, Facilities Maintenance)

Annex E. Forms and Templates

- Survey of staff emergency skills, devices, & special needs
- Partnership agreement
- Exercise logs
- Serious Incident Report & response checklist
- Student release request form

SURVEY OF STAFF EMERGENCY SKILLS, DEVICES & SPECIAL NEEDS

Name:_____ Room #:_____ Date:_____

During an emergency or disaster it is important to be able to draw from all available resources, to include those of the staff. Please check any of the following skills, training, capabilities or devices that you have that you would be willing to use during a school emergency or disaster. Also, please indicate if you would require special assistance during an evacuation, lockdown or shelter-in-place situation so others can assist you, in times of need. When finished, please return this survey to the office administrator.

	Cell phone (number)		Bi/multi-lingual (specify)
	Pager (number)		Sign language
	First aid (current card? yes/no)		Ham radio operator
	CPR (current card? yes/no)		CB radio
	EMT (current card? yes/no)		Bus/truck driver
	Triage		Mechanical ability
	Fire safety/firefighting/HAZMAT		Construction (electrical, plumbing, carpentry, etc)
	Search & Rescue		Structural engineering license yes/no
	Critical incident stress debriefing		Survival training & techniques
	Law enforcement (specify below)		Food preparation
	Emergency planning/management		Special assistance needed (inform school nurse)
	Shelter management		Other (specify below)

Specify below:

_____

_____

_____

_____

_____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?_____

Signed: _____

Partnership Agreement
Between Kennebec Middle School and *the Relocation Site*

Name and location of host school: _____
_____

Principal of host school: _____
Work Phone: _____
Cell Phone: _____
Fax: _____
Email: _____

Assistant principal of host school: _____
_____
Work Phone: _____
Cell Phone: _____
Fax: _____
Email: _____

Location within the school where students will be sheltered: _____
_____

Location of Administrator's Tool Box if stored at host school: _____
_____

School Emergency Team Member responsibilities for coordinating evacuation to host school.

Other agreements: Key points of consideration when drafting agreements with relocation sites/schools.

The Evacuating School (KMS) will:
- Notify the host site of an impending evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the call center and student/parent reunification points. Request assistance from host site if needed.

The Host Site (___) will:
- Accept an evacuation request from any of those in the chain of command identified in the evacuating school's Emergency Management Plan.
- Notify all staff members of the situation.
- Designate space for evacuees. Access to bathroom facilities and to water are immediate considerations.
- Assign personnel to greet arriving buses and direct them to pre-identified space.
- If site is a school: notify the school nurse and anticipate any medical emergencies. Having an emergency medical team / rescue squad on stand-by might be considered.

- Activate emergency response team to anticipate and attend to any emotional trauma.

Collaborative Actions:

- Notify parents/guardians by phone if possible. Host site will provide communications resources and assist evacuating school staff in required notifications of parent, day care facilities that pick up at the schools, and other necessary notifications.
- Designate the location and procedure for release of students to parents who may come to the school.
- Anticipate any need to feed evacuees and make contact with food service.
- Take action to control media access and work with the SAU Media Liaison.
- Agree in advance on two evacuation drill dates and times throughout the school year, one of which must be held during winter months.

A copy of the Partnership Agreements will be furnished to emergency teams of both schools/facilities. The KMS principal will answer questions about the agreement. Both teams should fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

EXERCISE LOGS

Orientation Seminar Log

Date	Facilitator	Attendees

TableTop Exercise Log

Date	Facilitator	Scenario	Attendees	Changes to Plan (Y/N)

Functional Exercise Log

Date	Facilitator	Scenario	Attendees	Changes to Plan (Y/N)

Full-Scale Exercise Log

Date	Facilitator	Scenario	Attendees	Changes to Plan (Y/N)

Serious Incident Report (SIR)

Faculty and staff witnessing or responding to an incident involving students and staff during school related activities, on or off the school campus, are expected to fill out this SIR and return it to the principal as soon as possible after an incident. This report will serve as a record of the events and will be used for follow-up actions, if needed.

School: Kennebec Middle School

Date/Time & Location of Incident:_____

Witnesses to the Incident: _____

_____

Date/Time of Response: _____

Responders to the Incident: _____

_____

Description of the Incident (Provide a chronological and objective summary of the facts. List students/ staff involved, injuries, property damage, etc.):_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Print or type name here:_____

Signature:_____Date: _____

KMS Student Release Request Form

Name of Student_____ Home room #_____
(Print)

Name of Parent/Person making request_____
(Print)

Date_____Time_____

Authorization verified : Yes / No (If no, why?)_____

_____

_____

_____

Verified by: _____

Released by: _____

_____
Signature of person to whom student is released

Address and phone number of person student is released to if different than the student's residence:

_____
Address City/Town Zip

_____
Phone Number

Annex F. Sample Letters

- Initial announcement of an emergency event
- Announcement of a student suicide
- Student death
- Bus accident
- School evacuation

INITIAL ANNOUNCEMENT OF AN EMERGENCY EVENT (Sample)

Source: Association of California School Administrators, 1995
NOTE: After victim's family is notified. . .

TO:
FROM:

"We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.
"As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

ANNOUNCEMENT OF A STUDENT SUICIDE (Sample)

To be read to the students by the classroom teacher.
NOTE: After victim's family is notified. . .

TO: School Faculty
FROM: Principal
SUBJECT: (Emergency) DATE:

John Doe committed suicide early Saturday morning. As a faculty we extend our sympathy to John's family and friends.
We encourage all students to consider the tragic nature of this death and to realize that death is final. John's death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.
Funeral services for John will be held in _____ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address).

Unexpected Student Death – elementary (sample)

(adapted from letter developed by Chesapeake City Public Schools, Virginia)

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital having surgery. Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have surgery every day and have no problems with it. Our School Counselor and our School Psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his/her young age and its unexpectedness. We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our School Counselor or our School Psychologist, please call us at the school and share your concerns.
The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. he/she was our friend and we loved him.

Sincerely, School Principal

BUS CRASH OR INCIDENT (Sample)

(adapted from letters developed by Chesapeake City and Hanover County Public Schools, Virginia)

Dear Parents,

This morning, prior to school, there was an accident involving a school bus and an automobile. There were known injuries to the passengers of the car. The children on Bus # _____ witnessed the aftermath of the accident, but were not involved in it.

The children from the bus involved in the accident were taken to the library by the School Counselors and administration. The children were asked if they were injured in any way and their parents were then contacted. Your child, because of being on Bus # _____ may show delayed reaction to the accident.

Please be alert over the next several days to symptoms of delayed reaction, including:

- a desire to be alone, unusually quiet
- loss of appetite
- problems with sleeping, nightmares
- difficulty with concentration
- crying
- angry outburst, short temper
- headaches, upset stomach

Your child may also exhibit some physical complaints. Please contact (principal's name) to fill out an accident report. The school will be offered support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please don't hesitate to call if you have any questions or concerns. (Give school phone number.)

Sincerely, School Principal

REGARDING SCHOOL EVACUATION-
Notice to Parents (Sample)

Date Released:
Time Released:
Released by:

Because of an incident here at *(School Name Here),* the students, faculty and staff have been evacuated to a relocation site as a precautionary measure. *(School Name Here)* has been relocated to *(New Location Name Here). (Repeat this information for as many schools as may be involved.)*

Parents are instructed to pick up their children at the relocation site. Do not attempt to pick up children at their regular school. Please meet your child at the relocation site. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.
(Repeat this message once, then follow with any other official message.)

School Principal

Annex G. Checklists & Questionnaires

- Pop Quiz for school preparedness
- Hazard analysis checklist
- Guidelines for preparing a teacher partner list
- Communications tips for school administrators
- Recovery evaluation questionnaire

Pop Quiz for School Preparedness
http://www.maine.gov/tools/whatsnew/attach.php?id=23684&an=1 or
http://www.maine.gov/tools/whatsnew/attach.php?id=23684&an=3

Hazard Analysis Checklist
http://www.maine.gov/tools/whatsnew/attach.php?id=23685&an=1 or
http://www.maine.gov/tools/whatsnew/attach.php?id=23685&an=3

Guidelines for Preparing a Teacher Partner List
NOTE: These guidelines can be adapted for use by bus drivers on adjacent routes or as mutual aid to another SAU.

Additional items maybe added, if needed.

Check	Consideration

	Assign teachers in adjacent or nearby rooms as partners.
☐	Review evacuation routes and procedures with entire staff.
☐	▪ During an emergency, teachers should conduct a classroom status check and teacher partners should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone. **Remember:** The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
☐	▪ If necessary, one teacher partner should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both teacher partners are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
☐	Ensure that each classroom contains a "Go-Bag" that contains the teacher's class roster and the teacher partner's class roster.
	Immediately following student accounting, one member of each teacher partner team must check in at the Command Post.
☐	In emergency situations that do not involve evacuation, it may be necessary to move all students from one partner's classroom into the other. One teacher is then available for assignments.
	Ensure that substitute teachers are familiar with emergency procedures and who their partners are.

Communications Tips for School Administrators

Challenge	***Suggested Response***
Day One	
Rumor Control A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.	Clear and frequent communication. Emergency communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.

Phone Line Jams Natural disasters and major news making events can create massive phone traffic, jamming cellular connections.	Use combination two-way radio/cell phones and if possible keep one line open to the superintendent's office. If a connection is made, don't hang up, just put the phone down for use later.
Media Intrusion School crises can create a crush of media, often making it hard to distinguish parents and students from journalists. Helicopters and cameras stationed outside the school provide live coverage that can put many lives at risk.	Determine and maintain a perimeter around the school that media may not cross. Ask for law enforcement help in policing violators. Violators may later be denied access to official school or law enforcement briefings.
Scattering of Schools and School Staff Acting on instinct, staff and students facing danger flee the building, often not knowing where they are running. This makes it difficult to ensure that students are moving toward safety, not danger, and makes it difficult to account for students and staff. Parents who come to school often cannot find their children are understandably upset. Natural disasters can disperse children, families, and entire communities. Recent disasters have spawned effective people and even pet locator systems that often involve internet communication.	Establish pre-identified locations (reunion areas) that students and staff should retreat to in the event of an emergency. Ensure that a procedure has been established for releasing students to parent or guardian care; the procedure should be able to account for when and into whose custody the child was released. Provide information about dispersed colleagues and students.
Media Mistakes Fact verification. In the absence of information and the pressure of live coverage, verification of facts is often sacrificed for good pictures and sound.	Establish trust before the emergency strikes. Provide as much information as you can as quickly as you can without speculating or releasing unverified information. Even if all you can say are a few sketchy sentences, you can communicate your concern and compassion and the action being taken to investigate. Advise media of the potential destructiveness of being wrong.
Challenge	***Suggested Response***
Day Two	
Potential for Eroded Credibility When bad things happen, past behavior is used to predict future actions. When past behaviors are considered good and helpful, the current and future behaviors don't match those expectations, there is a loss of credibility.	Implement trust-building, fear-reducing, credibility-fixing behaviors. Suggestions: -Provide advance information. -Ask for input from all, even perceived opponents. -Listen carefully. -Demonstrate you've heard, adjust action. -Stay in touch.
	Speak in plain language. Bring victims/involuntary participants into the decision-making process.
Constant Need for Information The need for a constant streaming of information to the community is enormous. Questions and anxieties can escalate.	Organize separate all-school staff and all-community meetings to provide information and opportunity to express concerns. Immediately implement information channels that are accessible to all members of the community and media -- an interactive web site for questions and answers, an emergency response hotline, and a regularly updated fact sheet.
Panic and Alienation Normal routines and support systems are suspended and survivors can feel very alone and panicked.	Drop-in centers should be made available in several locations throughout the community for parents, students, teachers and others to receive information, counseling, and contact with other grieving members of the school and community.

Media Feeding Frenzies Reporters are scrambling for pictures of students, interviews with school staff and students, and sometimes implement specious means of gaining access to schools and hospitals.	Implement a system for coordinating and responding to media and set parameters for coverage.
Challenge	***Suggested Response***
Day Three and Beyond	
Community Feelings - Bitterness and Blame Victims and victims' families and the school community may feel bitter and may take action that causes divisiveness. There may also be a tendency to place blame or emphasize simplistic solutions to violence or community emergencies.	Care must be taken to sustain open, responsive communication lines with all facets of the school community, particularly the victims and their families. Liaisons to victims should make frequent contact with the families and be responsive to their concerns and needs. In addition, affirming community-wide activities should be scheduled to allow citizens to contribute to memorials and expressions of compassion.
Victims' Feelings - Anxiety, Frustration, Anger Victims (of varying degrees) declare their needs are not being met or considered and resist solutions.	Promote the understanding that victims have a special mentality and their perception and behavior is altered in ways that are fundamentally predictable. Victims designate themselves and determine when they are no longer victims.
Anxiety and Media Interest in Return to School Anxieties escalate around returning to school. There is a heightened media interest in covering the first day back.	Establish drop-in support groups within school during lunch hour and before and after school. Carefully plan re-entry and make adequate counseling support available. Communicate well first day plans and set limits with the media.

Adapted from National Education Association Emergency Communications Guide and Toolkit. Access at www.nea.org/Emergency

Recovery Evaluation Questionnaire

Which classroom-based interventions proved most successful and why? _____

_____

_____

_____

Which assessment and referral strategies were the most successful and why? _____

_____

_____

_____

What were the most positive aspects of staff debriefings and why?

_____

_____

_____

Which recovery strategies would you change and why?_____

_____

_____

_____

Do other professionals need to be tapped to help with future crises?

_____

_____

_____

What additional training is necessary to enable the school community and the community at large to prepare for future crises?

_____

_____

_____

What additional equipment is needed to support recovery efforts?

_____

_____

_____

What other planning actions will facilitate future recovery efforts? _____

_____

_____

_____

Annex H. Job Aids

- Teachers flipchart
- Bus driver card (evacuation routes)
- Emergency phone numbers – wallet size

Teachers Flipchart – To be developed. Will include:

- Emergency phone numbers.
- Evacuation routes.
- Assembly areas.
- Substitute teacher instructions.
- Hazard specific responses for teachers
- Selected universal procedures.

Insert

Bus Driver's Card
with the following information:

A. Maps of Bus Staging Areas:

@ KMS
@ Relocation Points

B. Evacuation Routes & Relocation Points:

Route Red to Relocation Point – Kennebec High School
Route White to Relocation Point – Pine-Tree Church Hall
Route Blue to Relocation Point – Harvey-Gene Elementary School

C. Bus Driver Emergency Action Steps

Furnish copy to local police and fire.

Insert

Emergency Phone Numbers
Wallet size

Furnish copy to all KMS faculty, staff & Bus Drivers

Tab 16: Anti-bullying Policy

This policy is designed to provide guidance to students, parents, faculty, and administration on prevention of and intervention for bullying behavior in schools.

Montessori schools hold at the center of their mission that each child develops to his/her full potential in a safe and nurturing environment. At Many Hands Montessori School, we promote and uphold this through the principle of respect for self, others, and the environment. One of our vehicles for doing this is the Grace and Courtesy curriculum, which guides children from a very young age and encourages each person to grow into independent, thoughtful and caring members of the community. In addition to Grace and Courtesy, our youngest students begin Peace education with a foundation in inner peace.

As students enter the Elementary program, they begin their exploration of the Montessori values of Freedom and Responsibility, which tie personal freedom to the willingness to take responsibility for one's words and actions. They also begin the Cosmic Education curriculum, which introduces the child to the world beyond their own neighborhood and their own ideas. They continue their work in Peace Education, learning and honing conflict resolution skills.

This carefully planned progression allows children to grow into ethical, independent thinkers who are willing to stand for what is right and to take action when necessary. It is our mission to utilize the Montessori curriculum to create a learning environment where students are prepared to speak articulately, to accept difference, and to step in to defend others.

Definition
Bullying is repeated, targeted aggression conducted by an individual (aggressor) or a group (aggressors) against other(s) (targets). It is unwarranted and purposeful written, verbal, nonverbal, electronic or physical behavior (act or gesture) that has the potential to create an intimidating, hostile or offensive educational environment.

Cyber bullying is willful and repeated harassment and intimidation of a person through the use of digital electronics. It includes, but is not limited to, email, instant messages, text messages and internet postings. Unwarranted contact may take place in, or occur on, social networks, chat rooms, blogs or cell phone text.

Scope
This policy is intended to address bullying behavior, including cyber bullying, on the part of students enrolled in the school at the time of the incident. The scope of this policy covers any activity (whether initiated within the classroom, on the school grounds or within the home) that has a demonstrated, adverse educational impact on a targeted child. It will apply to the use of electronic devices as well as the use of school or home computers, programs or networks.

Reporting
Many Hands Montessori School is committed to creating a school culture that encourages students, teachers and parents to disclose and discuss incidents of bullying behavior, both experienced and witnessed. We are a community committed to addressing these incidents, and empowering students to be part of the solution.

The school has an open reporting system where any concerned person may report an incident of bullying or cyber bullying. A teacher or administrator will respond to the reporting party within 24 hours. Insofar as is legally allowed by state law, confidentiality will be maintained with respect to the parties involved in the report, however the party reporting the incident will be notified that it has been investigated and results will be shared as appropriate.

Reporters and targets will not be subject to any retaliatory action for initiating a complaint.

Protocol
The following process will surround reported incidents of bullying behavior:

1. The student(s) involved will be addressed by the school personnel to whom the incident was reported if they are a teacher, or administrator. If not, the school personnel will report the incident to one of the above.

2. The teacher or administrator will speak privately with the student to determine the severity and intent of the situation. Factors used to determine this will include: age, maturity level, special needs, degree of harm, surrounding circumstances, nature or behavior(s), past incidences, pattern of behavior, relationship between the parties and the context in which the alleged incident occurred.

- If the findings reveal lack of intent to bully, the student will be directed to complete a peer mediation session with the other student(s) involved. This will be facilitated by the teacher or administrator until it is sufficiently resolved. The parents/guardians of all parties will be contacted prior to dismissal on that same day.

- If the findings reveal intent, the process will continue. At this time, the Head of School will be notified.

3. The student(s) will be taken directly to the Head of School where the school personnel will review the situation. The Head of School will begin an investigation. This may include further information gathering involving appropriate resources as needed (i.e. student file, past incident reports, etc.) as well as speaking with other students or teachers. All investigative meetings and/or conversations will be held outside of the classroom in a private location.

4. The students' parents/guardians will be called and a meeting will be arranged to discuss the situation and the consequences.

- The student(s) will not reintegrate into the school population until such time as this meeting occurs.

5. At the time of the parent/guardian meeting, the following steps will be taken:

- The student will explain what has happened and any background leading to the incident.

- The teacher or administrator will acknowledge the integrity with which the student approached the situation and his/her willingness to take responsibilities for their actions.

- The parents/guardians will be given time to respond.

- The Head of School will state the consequence to be agreed upon by all parties. If, at the discretion of the Head of School, the consequences include suspension or expulsion, such consequences need not be agreed upon by all parties.

- The meeting will be recorded and signed by all present, reflecting agreement to the terms set within the meeting.

6. Prior to returning to the classroom, a Peer Mediation session facilitated by the Head of School, teacher, or administrator will occur. Amends will be made for the incident. The safety of the targeted student will be openly discussed at this meeting as well as a vehicle for on-going communication. This will be documented and signed by all present reflecting agreement to the terms set within the mediation.

7. Follow up will include, but not be limited to the following:

- All student(s) involved will have regular check-in sessions with the Head of School, teacher, or administrator.

- There will be a follow-up session with the whole class (or classes) to discuss and reinforce the community values.

- The Head of School will meet with the involved personnel to debrief the incident, identify additional resources for the student(s), the teacher(s) or the school, and further refine the system if necessary.

8. Copies of the Incident Report, all meeting reports, and the student mediation agreement will be filed.

Prevention

Our school relies on the following to support student growth and prevent incidents of bullying:

Safe Learning Environment: Students are in an academic environment that supports inquiry, and both independent and collaborative exploration. The materials and instruction are differentiated to provide students at all levels with satisfying work that doesn't expose struggling students. Through a combination of self-directed and teacher-directed learning, students are engaged in high level, non-competitive tasks that absorb their attention and build their confidence. As a result of these aspects of the Montessori Method, students are less likely to engage in negative behaviors.

Teacher Observation: Observation is a foundational tool of all Montessori-trained educators and is used in a variety of ways in both the academic and social arenas to evaluate student progress and inform teacher-directed lessons. These observations will allow teachers to monitor the social, emotional and behavioral development of each student and foster effective learning, identifying when additional supports may be needed.

Emphasis on Community: Montessori schools both allow for independence and foster collaboration. Daily, students sit together as a whole class to reflect on what they're learning, both academically and socially. Class agreements are made that are often reviewed or referred to during this time. This supports students in making decisions that have a positive effect on their peers.

School Culture: Teachers are not an authority over children, but instead co-creators of the school environment. As a result of the multi-age grouping, students have the same teacher for multiple years and are able to develop a rapport and trust. These supportive connections can serve as the basis for strong behavioral health and provide students with the comfort to confide in adults.

Parents as Partners: Parents in the school are partners in supporting their children's growth and development. Regular communication is fostered in order to address any emerging difficulties in a timely manner. In this way, issues do not accumulate and escalated incidents are prevented.

Tab 17: Anti-Harassment Policy

Philosophy
Many Hands Montessori School affirms the dignity and safety of every man, woman and child, and is committed to an environment in which all individuals are treated with respect and dignity. Each individual has the right to work or learn in an atmosphere that is free from discriminatory practices.

Harassment Policy
Many Hands Montessori School strongly opposes and prohibits all forms of harassment (e.g. harassment based on an individual's race, color, age, religion, sex, marital or veteran status, sexual orientation, national origin, ancestry, and disability), w*hether verbal, physical, or environmental.* Any person who violates this policy will be subject to disciplinary action, up to and including termination for employees and/or required withdrawal for students.

1. It is the policy of the educational programs of the school to maintain a learning and working environment that is free from any type of harassment. No employee, volunteer or student associated with these programs shall be subjected to any type of harassment.

2. It shall be a violation of this policy for any employee, staff member, volunteer, parent, or student to harass another employee, staff member, volunteer, parent, or student through conduct or communications as defined in Section II below.

3. Each administrator shall be responsible for promoting understanding and acceptance of and assuring compliance with local, state, and federal laws and school policy and procedures governing harassment within his or her educational program or office.

4. Violations of this policy or procedures will be cause for disciplinary action.

Definition of Harassment

1. Harassment on the basis of race, color, age, religion, sex, marital or veteran status, sexual orientation, national origin, ancestry, and disability constitutes discrimination and, as such, violates civil law and the policies of Many Hands Montessori School.

2. Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, age, religion, sex, marital or veteran status, sexual orientation, national origin, ancestry, or disability, or that of his/her relatives, friends, or associates, and that:

- has the purpose or effect of creating an intimidating, hostile, or offensive environment
- has the purpose or effect of unreasonably interfering with an individual's

performance; or
- otherwise adversely affects an individual's opportunities.

3. Harassing conduct includes, but is not limited to, the following:

- epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that relate to race, color, age, religion, gender, marital or veteran status, sexual orientation, national origin, ancestry
- written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender national origin, age, or disability and that is circulated within or placed on walls, bulletin boards, or elsewhere on premises where the educational program operates.

4. The standard for determining whether verbal or physical conduct relating to race, color, religion, sex, marital or veteran status, sexual orientation, national origin, ancestry, or disability is sufficiently severe or pervasive to create a hostile or abusive environment is whether a reasonable student or person in the same or similar circumstances would find the conduct intimidating, hostile, or abusive. The "reasonable person" standard includes consideration of the perspective of persons of the alleged victim's race, color, religion, gender, national origin, age, or disability. It is not necessary to make a showing that the victim was psychologically harmed.

5. Prevention is the best tool for the elimination of harassment. Many Hands Montessori School recommends an educational program so that the school maintains an environment free of harassment on any of these bases.

Procedures

1. Any person who alleges harassment by an employee, volunteer, or student files a complaint in writing directly to his or her teacher, immediate supervisor, or Head of School. The complaint shall describe the perceived violation, name the perpetrator, and identify any potential witnesses to the incident.

2. The filing of a complaint or otherwise reporting of sexual harassment will not reflect upon the filing individual's status, nor will it affect future employment or work assignments. Retaliation against a complainant is strictly prohibited.

3. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. If the allegation is one of sexual misconduct, the school policy on sexual misconduct will be followed.

Sexual Harassment By or Toward School Employees

For employees, sexual harassment is defined as illegal sex discrimination and includes unwelcome advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature which meets any one of the following criteria:
1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment status or promotion

2. Submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions affecting the harassed employee

3. The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

Harassment By or Toward Students

Sexual harassment toward students is defined as including, but not limited to, unwelcome sexual advances, requests for sexual conduct or physical conduct of a sexual nature directed toward a student under any of the following conditions:

1. Submission to or toleration of sexual conduct is an explicit or implicit term or condition of any services, benefits, or programs sponsored by the school

2. Submission to or rejection of such conduct is used as a basis for an academic evaluation affecting a student

3. The conduct has the purpose or effect of unreasonably interfering with a student's academic performance, or of creating an intimidating, hostile or offensive environment.

Examples of Sexual Harassment

Sexual harassment includes, but is not limited to the following forms:

- Verbal: Sexually demeaning comments, sexual statements, questions, slurs, jokes, anecdotes, or epithets
- Written: Suggestive or obscene letters, notes, e-mails, or invitations
- Physical: Sexual assault, touching, impeding or blocking movement
- Visual: Leering gestures, display of sexually suggestive objects or pictures, cartoons, or posters

Sanctions

1. A substantiated charge against an employee or volunteer shall subject such employee or volunteer to disciplinary action, up to and including discharge.

2. A substantiated charge against a student of the school shall subject that student to disciplinary action that may include suspension or expulsion, consistent with the student discipline code.

Notifications

Notice of this policy and procedures will be circulated thought the school and incorporated in employee and community guides.

B. Organizational and Operational Plan

B.1 School Calendar and Daily Schedule

For the academic year of 2014-2015, Many Hands Montessori School will adhere to the academic calendar of Windham's local public school district, RSU14 (based upon the 2013-2014 RSU14 schedule). The academic calendars for subsequent years will be determined by the Board of Directors of Many Hands Montessori School. Not including our summer programming, there will be 175 pupil attendance days, and 182 teacher days. The academic calendar allows for five storm days. If fewer than those five storm days are used in the academic year, then the last day of school will be moved back, accordingly. Conversely, if more than those five storm days are used in the academic year, then the last day of school will be moved ahead, accordingly.

There are seven teacher workshop/professional development days scheduled. The first three are classroom set-up and orientation before the first day of school. The fourth professional day will be in mid-October (each year a different Friday date) to correspond to the New Hampshire Montessori Association workshop; the fifth date will be late March in conjunction with the American Montessori Association National Conference (usually held the third week in March); the remaining two days are to be used and filled by the individual teachers to allow the attendance of age appropriate professional development.

Please reference Tab 18: Sample Daily Schedule for our proposed daily hours of operation, and allocation of time for core instruction, supplemental instruction, and extra-curricular and after school activities.

Many Hands Montessori School will align the storm day closings and delays with that of RSU14. At the start of the academic year, families will be made aware of how to access closing information for Many Hands Montessori School. School cancellations and delays will be announced on local television stations WCSH 6, WMTW 8, WGME 13, MPBN radio, and their corresponding websites. Many Hands Montessori School will also notify families of closures and delays through email, if parents choose to provide the school with that information. Postings on our website and public Facebook page will also keep families informed.

Tab 18: Sample Daily Schedule for One Grade in Each Proposed Division

Proposed Daily Schedule

Grades Kindergarten, Lower Elementary (grades 1-3),
and Upper Elementary (grades 4-6)
Schedule will be extended to include upper grades as school expands

7:15am - 8:00am	Before school care
8:00am - 8:20am	Arrival/Outside Transition time
8:20am - 8:30am	Enter school and classroom
8:30am - 11:30am	Work period: Dr. Montessori suggested a 3-hour work period to allow for extended times of concentration, a time of rest or less concentrated ("false fatigue"), a second work period. This work period encompasses teacher instruction and students' work in Language (reading, writing), Math, Geography, Science, Art, and History. "Morning Meeting" is conducted at a given time each morning, set by individual classrooms.
11:30am - 12:00pm	Lunch
12:00pm - 12:30pm	Outdoor Time/Play Time/Activity Time
12:30pm - 1:45pm	Work Period and Special Instruction (Music, Foreign Language/ESL, Movement (dance, yoga, etc.), Art, Nature Walks, Read Aloud), and clean up.
1:45pm - 2:00pm	Dismissal/Pick Up
2:00pm - 5:30pm	After school care and extracurricular activities (TBD)

Tab 19: Annual Calendar for First Year of Operation

2014-2015

August 2014

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

September

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

October

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

November

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

December

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

January2015

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

February

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

March

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

April

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

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

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

Red: No School
Blue: Parent/Family Participation

August 26 -27
Teacher Workshop and Class Set-up

August 27
Parent Night/Orientation
5:30pm - 6:30pm

August 28
Classroom Open House/Orientation
Children meet their Teacher and visit Classroom
2:00pm - 4:00pm

September 1
Labor Day

September 2
First Day of School

September 5
Welcome Picnic
5:30pm - 6:30pm

October 13
Columbus Day

October 14 -16
Telephone check-in/Conferences Schedule TBA

October 17
Professional Development

October 31
Halloween
Pumpkin carving
3:00pm - 4:00pm

November 11
Veterans Day

November 21
Harvest Lunch

November 26 - 28
Thanksgiving Break

December 15 - 19
Family Holiday Celebrations (individual classrooms)

December 15 -19
Children's Arts Exhibit

December 16
Hanukkah begins

December 21
Winter Solstice

December 22
Winter Solstice Celebration
Sledding/snowman building/hot cocoa
3:00pm - 5:00pm

December 24 - 31 plus January 1 - 2
Winter Break

January 5
Return to School

January 19
Martin Luther King Jr. Day

February 13
Valentine's Day/Acts of Kindness Celebration

February 16 - 20
February Break

February 27
Registration for school year 2015-2016 due

March 4
Dr. Seuss' Birthday

March 17
St Patrick's Day

March 20
First Day of Spring Cookies and Tea Celebration
3:00pm - 5:00pm

March 16 - 20
Spring Arts Exhibit

March 27
Professional Development

April 1
April Fool's Day

April 5
Easter

April 6 - 9
Parent/Teacher Conferences

April 20-24
Spring Break

May 8
Mother's Day Breakfast Party
8:00am - 9:00am

May 10
Mother's Day

May 25
Memorial Day

June 12
Celebrate the Flag

June 14
Flag Day

June 18
Father's Day Breakfast Party
8:00am - 9:00am

June 19
Last Day of School

June 20
End of year Picnic/Summer Solstice Party (Location TBD)

June 21
Father's Day/First Day of Summer

B.2 Student Recruitment and Enrollment

Many Hands Montessori School will comply with all Maine State requirements for student enrollment as stated by the Department of Education 05-071, Chapter 140. Many Hands Montessori School will accept applications for enrollment beginning the January prior to the start of the next academic year. Applications for enrollment must be received by March 1 prior to the start of the next academic year in order to be eligible for admission. Many Hands Montessori School will *not* discriminate against student enrollments on the basis of race, gender, ethnicity, ability, or socio-economic status. If we receive more applications than there are slots available in our classrooms, then a lottery will be conducted prior to April first of the academic year.

Lottery Guidelines:

- **Siblings and children of staff and founders:** All siblings of currently enrolled students will be placed prior to conducting the lottery. Many Hands Montessori School shall also give enrollment preferences to the children of the school's founders and full-time employees, as long as they constitute no more than 10% of the total student population of the school.
- **Applicants:** All names of remaining students who have submitted letters of intent to enroll at Many Hands Montessori School will be assigned a number. All numbers will be placed into a vessel and eligible for random selection.
- **Selection:** Beginning with Kindergarten, the children will be admitted until there are no more available spaces within the classroom. Children drawn after classroom enrollment is complete will be placed on a wait list in the order in which they were selected.
- **Siblings of admitted students:** When a student is admitted, the names of their sibling(s) are automatically drawn. If there is space available in the appropriate classroom, the sibling(s) are also admitted. If there is no space available in the appropriate classroom, the sibling(s) will be placed on the waitlist.
- **Admitted students:** Parents/guardians of accepted students will meet with the Head of School for orientation and receive enrollment paperwork. Parents or legal guardians will be required to sign a form committing to enroll their child/guardian at Many Hands Montessori School for the upcoming academic school year. Admittance at Many Hands Montessori School remains in effect until the student graduates or transfers.
- **Waitlisted students:** If there is no longer space available in the appropriate classroom, the student will be placed on a waitlist in the order that his or her name was drawn. If an opening occurs in a given classroom, students on the wait list will be contacted according to their order on the waitlist.
- **Students who submit letters of intent to enroll at Many Hands Montessori School after the lottery date:** These students will be conditionally admitted only if space is available. If space is not available, they will be placed on the waitlist in the order that their completed application is received.

If the number of students selected for enrollment from any School Administrative Unit exceeds the applicable 10% limit set forth in Title 20-A, section 2404, subsection 2,

paragraph E, the excess names will be moved from the enrollment list to the top of the waiting list, in the order selected. If an opening occurs after the initial selection process, a student placed on a waiting list under this subparagraph may be selected for enrollment from the waiting list only if the student's enrollment is within the 10% limit; otherwise, the student's name remains on the waiting list.

Many Hands Montessori School will make every effort to publicize our program in order for families in our catchment area to be informed of an alternative public education option. We will have a clear, understandable, and easily navigable website. We will also maintain a public Facebook page. We will develop a print brochure that will clearly explain our mission and vision for public Montessori education that will be available throughout public venues in our catchment area. Many Hands Montessori School will outreach to higher risk families through open houses, and widely publicize them through public community noticeboards, local preschools, postings in our local and free newspapers, and provide the information to community service organizations in our communities to distribute to clients.

Many Hands Montessori School is confident that there is sufficient demand and community interest for a distinct, quality alternative public education option in our catchment area to comfortably reach our enrollment projections (please reference Tab 20: Projected Enrollment Table). Struggling test scores, overcrowded buildings, and critical thought about the methodologies of traditional public school classrooms have all contributed to increased incentive for parents to seek alternate public education choices for their children.

According to the most recent census information dated 2010, the town of Windham enrolled 213 children in Kindergarten, and 1,739 children in grades 1-8. The town of Raymond enrolled 84 children in Kindergarten, and 359 children in grades 1-8. The town of Westbrook enrolled 253 children in Kindergarten, and 1,654 children in grades 1-8 *(Source: US Department of Commerce, US Census Bureau, 2010 Census)*. The populations of our local schools are robust (and in the case of the Windham public schools, exceeding capacity limitations). Student enrollment numbers from June 2012 for the Windham public schools are as follows: Windham Primary: 811, Manchester Elementary: 375, Windham Middle School: 645 *(Source: Windham Raymond School District Annual Achievement Report 2012)*. Student enrollment numbers from June 2012 for the Raymond public schools are as follows: Raymond Elementary School: 223, Jordan Small Middle School: 205 *(Source: Windham Raymond School District Annual Achievement Report 2012)*.

As evidenced in section A.1 of this application, the communities of Windham, Raymond, and Westbrook that encompass our catchment area have a robust homeschool community that may have incentive to enroll their child(ren) in a quality Montessori public education option. We also expect to draw upon families who have demonstrated an interest in preschool Montessori education for their children, as illuminated in section A.1 of this application. To further illustrate our confidence in reaching our enrollment

projections, attached are seventeen letters of intent to enroll from families eager to participate in our public Montessori elementary program.

SAINT JOSEPH'S COLLEGE of Maine

Office of Student Life
278 Whites Bridge Road
Standish, Maine 04084-5236

207-893-6603
Fax 207-893-6605

September 27, 2013

To whom it may concern,

It is with pleasure that I write and voice my support for a public Montessori elementary/middle school in our community as proposed in the Many Hands Montessori School plan. The prospect of a Montessori education for our daughters continuing past pre-school age is exciting and our family would be very interested.

The Montessori education has been a big part of my two youngest daughters' lives. We enrolled my three year old as soon as she was old enough and shortly after we bought a home in the area. We instantly were able to observe a love for learning and exploration, as well as increased kindness towards others that has not been matched with any other experience we have had. In fact, there was a short period of time where our family finances took an unexpected turn for the worse, and we decided to explore cheaper childcare alternatives. This experiment lasted about a month before we very clearly realized that our experience with Montessori was not just good childcare, but an investment in our child's future. We reenrolled our three year old in our local Montessori school at that time and now have two daughters attending – and we couldn't be happier! We are also expecting another little one in December and intend to enroll her as soon as she is old enough.

I am certain all of our children would benefit greatly if able to attend the proposed Many Hands Montessori School.

Thank you for your consideration.

Most Sincerely,

Jon A. Blanchard
Associate Dean of Campus Life
Saint Joseph's College of Maine

Founded 1912 by the Sisters of Mercy

September 29, 2013

Dear Maine Charter School Commission,

This letter represents our strong interest in enrolling our two children in Many Hands Montessori School during the Fall of 2014. We are residence of Windham and are long standing supporters of the Montessori philosophy in the education of our two children who have been attending this type of schooling for the past two years.

A Montessori charter school option is important to us because the focus is upon the whole child in an individual way, with regard to the sensitive periods of each child's development. In its prepared environment, the child is educated in practical life, refinement of the senses, language, math, science, geography, art, and peace. This school will yield citizens who are independent, respectful of others and our world, responsible, and messengers of peace. We feel this type of education will be of great benefit to our children, as well as our state of Maine.

Thank you for your consideration in this important matter.

Sincerely,

Melissa and Nathan Maurais
27 Vanessa Dr.
Windham, ME 04062

September 30, 2013

Letter of Intent
Re: Many Hands Montessori School

To Whom it May Concern,

My husband Ben and I are residents of Windham and would be interested in sending both our daughters age 4 and 5 to Many Hands Montessori. Both our children attended a Montessori Preschool and we were thrilled with the education they received. I was struck by the fact that efforts were made to introduce Spanish, science and geography concepts as well as the standard focus on reading and math. All subjects were introduced in an age appropriate way, so that my children came home singing Spanish songs and talking about the continents and vertebrate vs invertebrate animals. As a parent living in such a large town, I think it would be great for families to have educational options for their children.

Sincerely,

Kathleen Delewski

September 29, 2013

Dear Many Hands Montessori School,

My name is Elisha Boatman and I am writing to inform you officially of my intent to enroll my youngest daughter Violet Boatman in kindergarten at Many Hands Montessori School for the academic year beginning 2014. As a strong supporter of Montessori education I am very excited to have a public Montessori school here in Windham. I have lived here for seven years, and have two daughters, ages 6 and 4. My husband and I do not have a disposable income to afford private education for our children, as do most who live here in Windham. I feel that Many Hands Montessori School would open up an innumerable amount of rich and fulfilling educational experiences for Violet as well as for others in our community.

Best Regards,

Elisha Boatman

Elisha Boatman

September 29, 2013

Dear Many Hands Montessori School,

My name is Elisha Boatman and I am writing to inform you officially of my intent to enroll my eldest daughter Najala Boatman in second grade at Many Hands Montessori School for the academic year beginning 2014. As a strong supporter of Montessori education I am very excited to have a public Montessori school here in Windham. I have lived here for seven years, and have two daughters, ages 6 and 4. My husband and I do not have a disposable income to afford private education for our children, as do most who live here in Windham. I feel that Many Hands Montessori School would open up an innumerable amount of rich and fulfilling educational experiences for Najala as well as for others in our community.

Best Regards,

Elisha Boatman

Elisha Boatman

Many Hands Montessori School
Intent to Enroll
Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

This Intent to Enroll form is used to demonstrate interest in having your child attend Many Hands Montessori School, a proposed K-3 public charter school located in Windham (with plans to expand to the eighth grade) for the 2014-2015 school year. This letter does not guarantee your child's enrollment in our school, nor does it legally bind you to enroll your child; a formal application for admission would need to be filed with Many Hands Montessori School should we be fortunate to be approved by the Maine Charter School Commission.

Full Name of Child: Arianna E. Gorgone

Grade Level – Fall 2014: _____

Town of Residence: Gray

Name of Parent/Guardian: Jennifer Gorgone

Address: 358 West Gray Road Gray, ME 04039

Phone: 207-332-3186

Email Address: jgorgone@maine.rr.com

Parent/Guardian Signature _____ Date 10/14/13

_____ _____

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

Thank you for your interest in and support for Many Hands Montessori School. Please fill out this form completely. Please complete separate forms for each of your children, if applicable. If you have any questions regarding this form or about Many Hands Montessori School, please feel free to contact us.

Many Hands Montessori School
Intent to Enroll
Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

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Full Name of Child: Amelia Poulin

Grade Level – Fall 2014: 5th Grade

Town of Residence: Auburn, Me

Name of Parent/Guardian: Matt Poulin

Address: 31 Royal Oaks Dr, Auburn, Me, 04210

Phone: (207) 415-3677

Email Address: Mattysox@hotmail.com

Parent/Guardian Signature _____ Date 10/11/13

_____ _____

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

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Full Name of Child: Kara Thill

Grade Level – Fall 2014: Pre-K

Town of Residence: Windham

Name of Parent/Guardian: Rebecca Frase-Thill

Address: 40 Collinwood Circle, Windham

Phone: 207-894-5403

Email Address: rfrasert@maine.rr.com

Parent/Guardian Signature: Rebecca E Thill

Date: 10/7/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

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Full Name of Child: Evelyn Page Demar

Grade Level – Fall 2014: K

Town of Residence: Windham

Name of Parent/Guardian: Lisa Demar

Address: 4 Swallow Dr 04062

Phone: 2074150688

Email Address: purtulip@roadrunner.com

Parent/Guardian Signature: L Demar

Date: 10/27/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

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Full Name of Child: Annabelle Grace Demar

Grade Level – Fall 2014: 2

Town of Residence: Windham

Name of Parent/Guardian: Lisa Demar

Address: 4 Swallow Dr 04062

Phone: 207 415 0688

Email Address: purtulip@roadrunner.com

Parent/Guardian Signature: Lisa Demar

Date: 10/27/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

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Full Name of Child: Julia Rose Demar

Grade Level – Fall 2014: 2

Town of Residence: Windham

Name of Parent/Guardian: Lisa Demar

Address: 4 Swallow Dr 04062

Phone: 2074150688

Email Address: purtulip@roadrunner.com

Parent/Guardian Signature: Lisa Demar

Date: 10/27/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

Thank you for your interest in and support for Many Hands Montessori School. Please fill out this form completely. Please complete separate forms for each of your children, if applicable. If you have any questions regarding this form or about Many Hands Montessori School, please feel free to contact us.

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Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

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Full Name of Child: Natalie C. Nguyen

Grade Level – Fall 2014: K

Town of Residence: Casco

Name of Parent/Guardian: Rae-Anne Nguyen

Address: 269 Meadow Rd Casco, ME 04015

Phone: 207-712-5946

Email Address: rnguyen@maine.rr.com

Parent/Guardian Signature

Date

10/24/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

Thank you for your interest in and support for Many Hands Montessori School. Please fill out this form completely. Please complete separate forms for each of your children, if applicable. If you have any questions regarding this form or about Many Hands Montessori School, please feel free to contact us.

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Intent to Enroll
Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

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Full Name of Child: Tyler H. Nguyen

Grade Level – Fall 2014: 2

Town of Residence: Casco

Name of Parent/Guardian: Rae-Anne Nguyen

Address: 269 Meadow Rd Casco, ME 04015

Phone: 207-712-5946

Email Address: rnguyen@maine.rr.com

Parent/Guardian Signature

Date

10/24/13

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Full Name of Child: Mason Butterfield

Grade Level – Fall 2014: K or 1st grade

Town of Residence: Windham

Name of Parent/Guardian: Cory & Mike Butterfield

Address: 32 Varney Mill Rd Windham, ME 04062

Phone: 232-4987

Email Address: cbutterfield0ce931@roadrunner.com

Parent/Guardian Signature | Date

Cory Butterfield | 10/23/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

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Intent to Enroll
Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

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Full Name of Child: Clementine Benham

Grade Level – Fall 2014: K

Town of Residence: Windham

Name of Parent/Guardian: Malcolm and Jennifer Benham

Address: 143 Nash Road, Windham 04062

Phone: 221-5181

Email Address: jenniferbenham@gmail.com

Parent/Guardian Signature — Date

11/05/13

jennifer benham — 11/05/13

Please mail or email this form no later than November 15:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

Thank you for your interest in and support for Many Hands Montessori School. Please fill out this form completely. Please complete separate forms for each of your children, if applicable. If you have any questions regarding this form or about Many Hands Montessori School, please feel free to contact us.

Many Hands Montessori School
Intent to Enroll
Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

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Full Name of Child: Jacob David Anderson

Grade Level – Fall 2014: 2

Town of Residence: Windham

Name of Parent/Guardian: Mark & Mandy Anderson

Address: 153 Nash Rd Windham

Phone: 207-221-5656

Email Address: Mandymay84@yahoo.com

Parent/Guardian Signature: Mandy Anderson

Date: 11/4/2013

Please mail or email this form no later than November 15:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

Thank you for your interest in and support for Many Hands Montessori School. Please fill out this form completely. Please complete separate forms for each of your children, if applicable. If you have any questions regarding this form or about Many Hands Montessori School, please feel free to contact us.

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Academic Year 2014-2015
manyhandsmontessorischool@gmail.com

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Full Name of Child: Anna Lane

Grade Level – Fall 2014: 1st grade

Town of Residence: Windham

Name of Parent/Guardian: Karen and Bill Lane

Address: 24 Brand Rd, Windham, ME 04062

Phone: 892-5325

Email Address: kblane@me.com

Parent/Guardian Signature	Date
KLane	10/5/13

Please mail or email this form no later than November 1:
Many Hands Montessori School c/o Jennifer Benham
143 Nash Road, Windham, Maine 04062
manyhandsmontessorischool@gmail.com

Thank you for your interest in and support for Many Hands Montessori School. Please fill out this form completely. If you have any questions regarding this form or about Many Hands Montessori School, please feel free to contact us.

Tab 20: Projected Enrollment Table

Grade	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	5-6	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
1	6-7	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
2	7-8	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
3	8-9	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
4	9-10	0	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
5	10-11	0	0	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
6	11-12	0	0	0	8 minimum 10 planned 15 maximum	8 minimum 10 planned 15 maximum
7	12-13	0	0	0	0	8 minimum 15 planned 17 maximum
8	13-14	0	0	0	0	0

B.3 Staffing and Human Resources

Professional development is beneficial in all career fields. It is especially critical in the field of education, as research and data are ever changing. The Head of School will seek professional development opportunities quarterly for staff. The Head of School will regularly schedule staff meetings where teachers will be allowed to share insight and experiences with one another.

The core components of professional development will include, but are not limited to: child development, Montessori education, special education supports, classroom environments, and classroom management. These components will provide the Head of School, school administrator, classroom lead teachers and assistant teachers as well as support staff with the tools needed to operate an effective classroom and learning environment.

The Head of School may invite guest speakers to come to Many Hands Montessori School to facilitate professional development based on the collective needs of the staff. The staff of Many Hand Montessori School may travel to listen to speakers, or attend conferences based on the individual needs of the staff.

Teachers will have seven workshop/professional development days scheduled in the school calendar. The first three are classroom set-up and orientation before the first day of school. The fourth professional day is in mid-October (each year a different Friday date) to correspond with the New Hampshire Montessori Association workshop; the fifth date will be in late March in conjunction with the American Montessori Society National Conference (usually held the third week in March); the remaining two days are to be used and filled by the individual teachers to allow the attendance of age appropriate professional development.

These seven workshop/professional development days will be 7-8 hours in length including a lunch break. These will be published annually in the school calendar and the school will be closed on these days. Teachers will have time to plan and collaborate daily before and after school hours. There may be additional time within the school day for the teachers to do so (this may be while children are attending co-curricular activities).

A variety of strategies will be taken to recruit new teachers. Many Hands Montessori School will work with Saint Joseph's College, University of Southern Maine, Maine Montessori Institute, and Northeast Montessori Institute, and recruit student teachers who may be contracted after completing their coursework and practicum. Many Hands Montessori School will also recruit new teachers by advertising open positions on professional websites such as the American Montessori Society (www.amshq.org). Many Hands Montessori School will work to retain effective teachers by negotiating salary, advanced training opportunities, and responsibilities. Many Hands Montessori School views effective teachers as those with a degree in the field of education, trained,

and experienced in the Montessori philosophy. Their effectiveness is measured in the outcomes of students' learning as well as parent and child satisfaction.

Non-certified personnel may be hired as assistant teachers or support staff. The Head of School and Board of Directors will measure appropriate experience based on the degree the individual possesses and amount of time in the teaching field, specifically teaching Montessori education. In addition to these, the Head of School and Board of Directors will determine whether the individual meets the specific criteria expected of the job as needed.

One of the responsibilities the Head of School has is to evaluate staff practices and performance annually. This is done informally through regular observation and conversation with the staff, and formally through observation and documentation. It is also important for each teacher to have the opportunity to reflect upon and evaluate him/herself and review this with the Head of School. In addition to these evaluations, the parents and children will have the opportunity to evaluate their teacher. These evaluations will be submitted to the Head of School who will collect the data provided to make proper employment decisions. Please reference the staff evaluation form and the teacher self evaluation form below:

Staff Evaluation Form

Employee_____
Evaluation Period_____
Key How often observed: F-Frequently O-Occasionally N-Never

General Work Habits	F	O	N
Arrives on time			
Reliable in attendance			
Responsible in job duties			
Alert in health and safety matters			
Follows MHMS philosophies			
Open to new ideas			
Flexible with assignments and schedule			
Comes to work with a positive attitude			
Looks for ways to improve the program			
Gives ample notice for absences			
Remains calm in tense situation			

Examples of behaviors observed:

Attitude and skills with children	F	O	N
Friendly, warm and affectionate			
Bends low for child level interaction			
Uses a modulated, appropriate voice			
Knows and shows respect for individuals			
Is aware of developmental levels/changes			

Encourages independence/self help			
Promotes self esteem in communications			
Limits interventions in problem solving			
Avoids stereotyping and labeling			
Reinforces positive behavior			
Minimal use of time out			
Regularly records observations of children			

Examples of behaviors observed:

Attitude and skills with parents	F	O	N
Available and approachable with parents			
Listens and responds well to parents			
Is tactful with negative information			
Maintains confidentiality			
Seeks a partnership with parents			
Regularly informs parents about their child's day			
Holds parent conferences on schedule			

Examples of behaviors observed:

Attitude and skills with class	F	O	N
Creates an inviting learning environment			
Provides developmentally appropriate activities			
Develops plans with goals from observations			
Provides materials for all key experiences			
Provides and appropriate role model			
Anticipates problems and redirects			
Is flexible, responsive to child interests			
Is prepared for day's activities			
Handles transitions well			

Examples of behaviors observed:

Attitude and skils with co-workers	F	O	N
Is friendly and respectful with others			
Strives to assume a fair share of work			
Offers, shares ideas and materials			
Communicates directly, avoids gossip			
Approaches criticism with learning attitude			
Looks for ways to be helpful			

Examples of behavior observed:

Attitude and effort toward professional development	F	O	N
Takes job seriously, seeks skill improvement			
Participates in workshops, classes, groups			
Reads, discusses handouts distributed			
Sets goals for self in development			

Examples of behaviors observed:

Summary of discussion from evaluation conference:

Identified strengths and leadership for Many Hands Montessori School:

Goal or improvement sought for next period:

Agreed upon action plan to meet goal:
1.

2.

3.

_____

_____
Employee Date

_____

_____
Head of School Date

Teacher Self Evaluation Form

Please assess your role and performance and return to Head of School for a discussion of your performance.
Please write what your strengths are and what you would like to improve in the following areas:

A. Understanding Children:

B. Understanding Ground Rules:

C. Learning about Oneself as a Teacher:

D. Becoming a Self Confident Teacher:

E. Learning to Communicate Effectively:

F. Formulating a Personal Philosophy of Learning:

G. Learning About and From Others as a Professional:

Please reference Tab 33: Three Year Budget to view our staffing-related budget assumptions. Also reference Tab 21: First-year Staffing Chart, and Tab 22: Employee Handbook for further details.

Tab 21: First Year Staffing Chart

Position	Number of Staff and Hours Required
Head of School	1 full time
Kindergarten Lead Teacher	1 full time
Lower Elementary Lead Teacher	1 full time
Lower Elementary Assistant Teacher	1 full time
Special Education Services	1 part time, to be determined
Administrative Assistant/Receptionist	1 full time
Food Service Coordinator	1 part time
Registered Nurse	1 part time
School Vehicle Driver	Hourly, to be determined
Substitute Teacher	Hourly, to be determined

Tab 22: Staff Handbook or Employee Manual

The following is a sample school employee handbook as recommended by the American Montessori Society. Prior to staff hiring, Many Hands Montessori School will revise and adapt this document to reflect the specifics of our school.

Many Hands Montessori Sample School Employee Handbook

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Introduction

Purpose of This Handbook

To provide service of professional quality to the community, < > School must have sound personnel practices through which these services are most effectively offered.

To prompt sound working conditions within the School, staff members must work under conditions of employment that are conducive to the maintenance of high-quality work. The conditions established through this policy statement should be mutually understood and accepted by the staff and administration, and should be periodically revised.

This handbook, however, is subordinate to the collective bargaining agreement provisions existent between < > School and < *union name, if applicable* >.

Mission Statement

< Insert your school's mission statement. >

History of < > School

< Insert a brief history of your school, including founding date, founders, grade levels, location changes and expansion details if applicable, and any other details that you would like to share. >

Philosophy of < > School

< Insert your school's philosophy. >

Key Philosophical Messages That Make Montessori Unique

• Deep respect for children as individuals

• Multiage classes allow teachers to develop close and long-term relationships with their students, allow them to know each other's learning style well, and encourage older students to become role models, mentors, and leaders to younger students.

• Integrated curriculum is carefully structured and connects subjects within programs (e.g., history and cultural arts to maximize the opportunity for learning and builds from program to program to progress from concrete to abstract learning).

• Independence is nurtured and leads to children becoming purposeful, motivated, and confident in their own abilities.

• Peace and conflict resolution are taught daily and children learn to be a part of a warm, respectful, and supportive community.

• The child creates, in a very real sense, the adult that is to be, through his/her experiences, interactions, and environments. Character development is a central focus of the AMS Montessori curriculum.

• Hands-on learning is central to the curriculum in all programs and leads to children being engaged rather than passive with their work.

• The environments are responsibly and carefully prepared with multisensory, sequential, and self-correcting materials to support self-directed learning.

• Teachers and children and teachers and parents work together as a warm and supportive community.

• Self-expression is nurtured in all children. Children experience art, music, poetry, theater, writing, and other forms of creative arts with confidence and passion.

Montessori in the 21st Century. The American Montessori Society. 2003.

Desired Learner Outcomes Common to Montessori Education

Dr. Maria Montessori, an Italian physician and educator, developed a method of teaching based on her scientific observations of young children's behavior. Her first "Children's House" was established in Rome in 1907. She found children learned best in a homelike environment filled with developmentally appropriate materials that provide experiences, which contribute to the growth of self-motivated, independent learners.

Dr. Montessori carried her message across the globe, including the United States in 1912. Dr. Nancy Rambusch established the American Montessori Society in 1960. Montessori education in the United States appeals to those who embrace it because of its outcomes for students. The American parents who originally chose Montessori education matched their views of child rearing. They saw their children as moral beings, which over time would become the socially responsible people Montessori had envisioned. And they saw their children becoming confident, competent learners.

The outcomes we aspire to teach are lifelong developments. The original American Montessori agenda of learner outcomes are as follows.

Independence: Is the child able to choose his or her own work, apply energy to that work, complete it to a personal criterion of completion, take and return the work to the place it is customarily kept, in such a way that another child will be able to find the work ready to do? Is the child able to seek help? Is the child able to locate resources to continue the self-chosen task without necessarily involving the teacher?

Confidence and Competence: Are the child's self-perceived successes far more numerous than his or her self-perceived failures? Is the child capable of self-correcting work, upon observation, reflection, or discussion? Can the child manage the available array of "stuff" with a clear sense of purpose?

Autonomy: Can the child accept or reject inclusion in another child's work or work group with equanimity?

Intrinsic Motivation: Is the child drawn to continue working for the apparent pure pleasure of so doing? Does the child, once having achieved a particular competence, move on to revel in mastery by showing others?

Ability to Handle External Authority: Is the child able to accept the "ground rules" of the group as appropriate in his or her dealing with other children? Is the child, distant from the teacher, able to function as if the teacher were nearby?

Social Responsibility: Independent and autonomous persons are always a part of a group and must attain independence and autonomy through participation in group activity. The loss of these qualities by one of a group is a loss for all. Do students attain independence and autonomy and, at the same time, develop social responsibility?

Academic Preparation: In Montessori education, children learn to learn by learning. Academic preparation entails activation and cultivation of inherent powers and processes through which the learner becomes a supplier of meanings or of things-meaningfully-known. Academic skills are essential to learning and knowing, not the aim of learning and knowing. Do students acquire academic skills and apply them in learning to learn?

Spiritual Awareness: Montessori views the child as a spiritual embryo. Implications are conveyed by the metaphor. All humans are spiritual beings as well as physical beings. They have spiritual health as well as physical health. Montessori sees no need to establish whether or not the source of spirit is theological and does not offer theological explanation. The spiritual embryo simply thrives on spiritual investment. The investment can be theological, humane, or a combination of the two. What are the spiritual outcomes of school experience?

Citizens of the World: All children are part of both a world political system and a world ecological system. Both systems have their constitutions and all must learn to live by the letter and spirit of their laws. As a naturalist, Montessori knew about the laws of mind and of nature and understood the consequences of disobeying either of them. What are the citizenship outcomes of school experience? Are the children acquiring civic virtue? Are they acquiring dispositions to understand the natural world, to cherish it, and to live harmoniously within it?

SOME IMPORTANT ASPECTS OF THE MONTESSORI METHOD

1. It is based on years of patient observation and study of children by Dr. Maria Montessori, who was a scientist uniquely educated and qualified for this task. She was a medical doctor, a student of psychology, and a professor of anthropology, a science

that is concerned with man in a unique way. She worked out her methods and developed the materials by letting the children show her what worked and what did not work. It is not a "franchise" or "patented" operation. It is in the public domain. There are responsible organizations (such as the American Montessori Society) that operate on behalf of its proper development in this country.

2. It has proved itself of universal application. Within a single generation, it has been tried successfully with children of many nations. Climate, nationality, social rank, or type of civilization make no difference to its successful application. India, France, Holland, England, Burma, Mexico, Panama, Colombia, Canada, Italy, and the United States have many well-developed Montessori schools.

3. It has revealed the small child as a lover of order and of intellectual work, spontaneously chosen and carried out with profound joy, capable of concentration and eager to learn for the joy of learning.

4. It is based upon the child's imperious need to learn by doing activities, which develop his faculties at each stage in his mental growth. These stages are called "sensitive periods," and he more readily absorbs knowledge during those periods. While the method offers the child a maximum of spontaneity, it enables him to reach an even higher level of scholastic attainment than under other systems.

5. Though it does away with the necessity of coercion by means of rewards and punishments, it achieves a higher discipline. It is an active discipline, which originates within the child and is achieved through concentration on work, which he has chosen. Children with extremely active and curious minds are stimulated and utilize their intellectual energies constructively.

6. It is based on a profound respect for the child's personality and removes from him the preponderate influence of the adult, thus leaving him room to grow in biological independence. The child is allowed a large measure of liberty (not license) and he learns to handle it with responsibility.

7. It enables the teacher to deal with each child individually in each subject and thus guide him according to his individual requirements. Each child works at his own pace, hence the quick child is not held back by the slow, nor is the latter, in trying to keep up with the former, obliged to flounder along hopelessly out of his depth. Each stone in the mental edifice is "well and truly laid" before the next is added.

8. It does away with pressure and its trail of challenges. More than this, at every turn it presents endless opportunities among the children for mutual help, which is joyfully given and gratefully received. Since the child works from his own free choice, without pressure and coercion, he is freed from strain, feeling inferior, and other experiences, which are apt to be the unconscious cause of mental disturbances in later life.

9. The Montessori method develops the whole personality of the child, not merely his intellectual faculties but also his powers of deliberation, initiative, and independent choice, with their emotional complements. By living as a free member in a real social community, the child is trained in those fundamental social qualities, which form the basis of good citizenship.

10. Below is a partial list of Montessori publications available from Amazon.com or from a bookstore.

E. Mortimer Standing, The Montessori Method: A Revolution in Education

Rita Kramer, Maria Montessori: A Biography

Angeline Lillard, The Science Behind the Genius

Paula Polk and L. L. Jessen, Montessori from the Start

Nancy McCormick Rambusch, Learning How to Learn: An American Approach to

Montessori's Writings

Dr. Maria Montessori, The Montessori Method

Dr. Maria Montessori, Dr. Montessori's Own Handbook

Dr. Maria Montessori, The Advanced Montessori Method, I & II

Dr. Maria Montessori, The Absorbent Mind

Dr. Maria Montessori, To Educate the Human Potential

Dr. Maria Montessori, The Secret of Childhood

Ground Rules for Uninterrupted Work Periods

The following are guidelines established to enable the partnership of parents and teacher to help develop the students at < > School. The expectation is that teachers will abide by these guidelines in every way.

The Teacher

The teacher's prime responsibilities are:
To help each child help himself experience success.
To protect the child's right to engage in activities of his choice.

1. The teacher's first duty is to prepare the classroom environment.

By preparation of the environment we mean that the teacher programs into the environment materials and outcomes of activity designed to ensure success and satisfaction for the child, as well as providing a challenging and stimulating intellectual growth as well as the development of sensory-motor and communication skills.

There is a place for everything and everything has a place. Within the environment, the materials are displayed in easily accessible places and are ordered within areas defined for certain activities, e.g., art area, housekeeping area, book corner, math area, etc.

Within each activity area, materials are displayed in a pleasing and orderly manner. Everything that would be needed to carry a particular type of activity through to completion is displayed together in a convenient and self-evident arrangement. This helps the child complete his activity without the interruptions that inevitably result when all the materials for an activity are not together but must be hunted for mid-activity. This arrangement develops in the child the ability to plan in advance and to gather the necessary materials at the outset of any activity (e.g., clothes washing, table washing, etc.). Materials are displayed on a programmed sequence in order of their use during the activity so that the procedure will be as self-evident (and therefore self-correctable) as possible.

Preparation of the environment includes the general atmosphere created within the classroom as a result of visual displays, floor plan and arrangement of furniture, suitability of the furniture being used, the general use of space in the room, and traffic flow. Within this context, the condition of the equipment is of the utmost importance. Materials are maintained in good repair, clean, pleasingly arranged, and colorful. The materials are changed frequently to insure interest in the environment as well as progress in concepts as presented in the materials and activities. This standard must be maintained at all times.

2. The teacher is an observer, and her effectiveness in meeting the needs of the child is a direct result of her ability to observe.

In order to develop keen observation, the teacher keeps daily observation records in which she records the materials and activities that most interest the child. Special skills that he is developing, needs, problems, etc. are also noted. The teacher records progress in the curriculum materials, evaluation of concepts learned, and rubrics for evaluation of student achievement.

3. The teacher is a mediator and guide.

"Never allow a child to risk failure unless he has a reasonable chance of success." The teacher's goal as mediator is to maximize success for the child and to minimize error. In order to minimize error, she provides materials, which have built-in feedback systems so that the child can correct his own errors as they occur. He thus

becomes an independent learner who experiences success as he corrects his own errors.

The entire environment is prepared in such a way that error is self-evident and as the child internalizes the ground rules he no longer needs the gentle reminder of the teacher on these rules but has developed these as his own habit of working.

4. The teacher maintains ground rules and sets limits for appropriate behavior in the classroom.

The teacher communicates and maintains the ground rules through demonstration, example, and gentle reminders. She most often accompanies her words with gestures and movements, which mean more to the child than mere words or admonishments. The teacher shows the child what she means.

The teacher's main goal is to help each child internalize the ground rules according to his own stage of development. The teacher never makes unrealistic demands on the child. If a child is emotionally or physically unable to observe a ground rule (and it is through keen observation that she diagnoses this problem) she never forces him. Rather she treats him with patience and respect and gives him the added assistance and support that he needs in order to develop on his own terms the ability to freely observe the ground rules.

Ground rules are extremely important, for only after the child has internalized the ground rules of social behavior (i.e., made the ground rules his own) is he truly free to learn and to create on his own or with others.

The teacher establishes a peacekeeping curriculum to guide students in problem-solving behavior and language skills. Peacekeeping becomes a way of life in the classroom for adults and students. The teacher acknowledges and reinforces students' attempts at adhering to the peacekeeping curriculum in the classroom.

5. The teacher never arbitrarily interrupts the child from his work.

If she wants to invite the class to a group activity, the teacher does this at an appropriate time so as not to interfere with the absorption and concentration of the children in activities of their own choice. She is extremely careful of imposing her personal interests, wishes, or needs on the children without the sincere interest of the children involved, and she pays each child the courtesy of refusing her invitation to the group. Teachers work toward establishing a three-hour work cycle for the classroom, which enables students to concentrate on their work.

6. The teacher "corrects" a child who is breaking the ground rules in a one-to-one relationship.

The teacher's manner can be described as gentle but firm, her voice is quiet so as not to call attention of others. She never calls a correction to a child from across the room as this causes embarrassment for the child being corrected and creates a general disturbance. She goes up to the child and catches his attention either by stooping to his level and looking into his eyes or she may put her arm on his shoulder as a gesture of understanding.

7. When a teacher must "correct" a child or interrupt him in a harmful action, she does so in a positive manner.

She says, "Please do it this way," or "We do it this way," or "May I show you how to do this?" The teacher never derides, criticizes, or corrects in a negative way. If a child spills something or makes a mess of some kind and is aware of what he has done, it is unnecessary for the teacher to reinforce the error by saying, "Look what you've done. You've spilled the water," etc. If the child sees that he has spilled the water, she offers to help him clean it up if he needs help. She may show him where the materials for cleaning up are kept by way of encouragement. However, to call undue attention to the "mess" only reinforces the child's failure complex. Also, cleaning up is never referred to as an unpleasant chore. The child usually finds it very enjoyable if the teacher does not convey a distaste for clean-up. The teacher never says, "You spilled the water; aren't you ashamed." Clean-up is like any other activity to the young child and involves water play and other motor activities, which the child enjoys a great deal.

8. If a child is behaving in an uncontrollable manner in the classroom and is disrupting the activities of others, doing harm to himself or others or the environment, the teacher removes the child from the environment.

She does this in as calm and controlled a manner as possible with no implication of punishment. She removes the child as a measure of protection for himself and the rights of others.

The teacher attempts to help the child by diverting his attention toward a productive kind of activity and does not attempt to render the child immobile. She takes her cue from the nature of the child's outburst, the possible cause of the problem, and the individual needs of the child. Her attitude must be, "This child is trying to tell me something. He needs help. How can I help him?" There is no room for pride or anger in the teacher of young children. Above all, there must be respect and understanding.

Uninterrupted Work Period

As per our accrediting agency, the American Montessori Society, we are to uphold the standard of providing an uninterrupted work time. AMS Standard 3.9 states: *Schools are to allocate and protect large blocks of uninterrupted instructional time to support student learning. Optimal learning takes place during two- to three–hour blocks of time. Schools should make every effort to schedule enrichment programs and transition times to accommodate these blocks.*

The purpose of long, uninterrupted blocks of work time is to allow students to freely select work, eventually becoming absorbed in work that has a particular fascination for them at this point in their development. Interruptions disturb the development of the child's focus, concentration, and opportunity to deeply delve into work. During this uninterrupted work time, teachers also have the opportunity to present lessons to the children, ensuring that lessons are given and work is explored in all areas of the classroom.

< > School will observe the following guidelines for uninterrupted work cycles. *Please note that the work cycle begins when the majority of children have arrived.*

Infant/Toddler
< Insert your school's Infant/Toddler work cycle guidelines. >

Early Childhood
< Insert your school's Early Childhood work cycle guidelines. >

The Child

1. Children may work alone or in spontaneous groups. No one may touch another's work without being invited; therefore, there is no forced sharing.

2. Everyone walks around the work rugs.

3. Line rules for group stories or lessons include sitting quietly with arms and legs folded.

4. Each child hangs his own coat, buttons or zips it, and when leaving is responsible for dressing himself and gathering his belongings.

5. Athletic shoes with ties or classroom slippers help us walk quietly and make us sure-footed.

6. Children serve themselves refreshments and are in charge of cleaning the environment.

7. Children are directors of work and teachers are there to serve their needs. They push us; we don't push them.

8. Children talk quietly and ask for help on a one-to-one basis, not by yelling across the room. They do not interrupt a lesson but wait quietly in close proximity to the teacher until noticed before asking for help or direction.

Parents

1. Please leave toys at home and don't fight with children over leaving them in the car at the school door. Children are grumpy when this happens.

2. Please try to bring happy, relaxed children to school by allowing adequate time and a very slow pace in preparing for school.

3. Talk about ground rules with children in a "positive" manner, and practice talking quietly at home.

4. Encourage the ability to distinguish between appropriate indoor behavior and outdoor behavior. There is a difference.

5. Parent conferences are scheduled twice each year. A parent or teacher may schedule an optional third conference.

6. Please avoid tangible rewards for accomplishments children naturally receive pleasure from.

7. Order is very important to children to give them a sense of security and peace.

8. Return folders and teacher communications promptly.

9. Notify the lead teacher if you have a question or concern. A telephone message can be left with the office.

10. Parents are the child's primary teacher. The faculty and staff at < > School can love, support, and encourage parents best by setting excellent examples. We must address parents' needs as well as the needs of our children. We must also trust one another and share the goal of providing the best educational environment for children to develop.

Employment

Appointment of Staff

An interview will be conducted with each candidate considered for employment; an observation of teaching skills is required; three written professional references containing all pertinent data will be secured from each candidate. If you are hired, these references will become part of your permanent personnel file and, to the extent required by law, be made available to you. Teachers must also provide official transcripts and a copy of their state certification and Montessori certification.

All candidates will fill out and return a completed application form, and as regulations require, be fingerprinted by an approved governmental agency, submit the state central clearance form for investigation, and submit written record of an annual physical exam by a physician (including tuberculin PPD Mantoux test, or chest X-ray, as necessary).

A legally binding Memo of Understanding signed by both employee and administration will confirm appointment to a position.

Appointment of Substitute Staff

Substitutes are appointed following above established interview and reference procedures. Substitutes are employed per diem and not considered permanent employees. They receive per diem wages, with no benefits or leave compensation normally available to permanent employees, and no Memo of Understanding. < *Insert substitute teacher wages here.* >

Substitute Teacher Orientation

Substitute teachers will go though an initial orientation with the education director. Teachers should continue this orientation by facilitating the following:

1) Pointing out what makes < > School classroom environments unique and different from a traditional preschool/daycare environment, such as:

- Promoting independence is at the core of the Montessori philosophy. In keeping with this tenet, it is best to offer verbal help when dealing with a child who is working on a task, for example when a child is trying to put on his/her shoes. Maria Montessori said, "As soon as independence has been reached the adult who keeps on helping becomes an obstacle."
- During the work cycle, the children choose activities and have lessons presented by the teachers. When children are working on their own, please allow them to concentrate and do not interrupt their concentration.
- Respect is also at the core of the Montessori philosophy. Please do not carry the children who are capable of walking and please respect the child's space. Please speak to children softly, at eye-level, and never from across the room.

2) Reminding Substitutes to acknowledge and respectfully greet all parents, family members, and children. (However, the Lead Teacher is responsible for sharing details about the children's day or any concerns about the day.)

3) **Making Substitutes aware of special circumstance, such as allergies, a child who eats kosher foods, etc. and other < > School policies and procedures as needed.**

Please remember to always add each Substitute to your "Peek at the Week."

Probationary Period

All employees are hired on a ninety-day probationary period. If an employee is unsuited to the position, s/he may be released during the trial period. The executive director must approve all absences or use of personal days during this probationary period.

Promotions and Transfers

In keeping with the principle of promotion from within, employees will be given consideration for other positions as they occur and for which they have the appropriate credentials and experience.

Should it become necessary to cut back on the size of the staff, employees are retained in accordance with the needs of the School, as decided by the administration. Transfers to another class or school location may become a necessary option in order to retain employees.

< > School Organizational Chart

Owner

Executive Director

Education Director
Infant/Toddler Coordinator
Infant/Toddler Classes
Lead Teacher
Intern - Asst. Teacher

Early Childhood Classrooms
Lead Teachers
Intern - Asst. Teacher

Building Superintendent
Cleaning Service

Executive Director

Admissions Director

Education Director

Administrative Coordinator

Child Development Consultant

Executive Director

Parents' Voice

Faculty Development

Job Description: Lead Teacher/ Co-Teacher

Job Summary: The Lead Teacher, with the support and supervision of the Educational Director and the Administration, is expected to establish and maintain a quality educational program, which follows the Montessori philosophy and pedagogy and Early Childhood Education model by fulfilling the following responsibilities:

1) **Duties: Lead/Co-Lead Teacher's** duties include, but are not limited to, the obligations to:
   a) Teach and supervise all students in Lead Teacher's class in the Montessori method and curriculum in all academic and specialty areas of study. Prepare materials and maintain their cleanliness and good condition/repair.

b) Be responsible for the safety and physical well-being of all students in your charge at all times.
c) Demonstrate the ability to relate joyfully to children.
d) Exhibit emotional maturity and stability.
e) Assume leadership by demonstrating appropriate and professional behaviors at all times when in the school building, during classroom outdoor times, and whenever you are in the surrounding school neighborhood.
f) Be proactive at sharing your Montessori and child development knowledge with parents.
g) Address all school (parent, team, child) issues immediately.
h) Prepare and have available weekly lesson plans and record students' progress including those used by the School Psychologist.
i) Prepare a written "Child Communication Log" sheet for any child that you have a concern about. File this in the School Psychologist's communication logbook located in the main office. Review the form weekly for follow-up indicated by the psychologist and/or administration. Maintain confidentiality of the information in this book by never removing it from the office.
j) Prepare summaries of each week (Peek at the Week) and submit to the Education Director by Thursday noon of each week. School weeks consisting of 3 or fewer days do not require a summary.
k) Organize work so that daily time is available for recordkeeping, meetings with assistants and with School supervisors and parents as deemed reasonably necessary by School.
l) Maintain ongoing communication with team members. Share all information given at weekly staff meetings with the teachers on your team.
m) Plan and implement a classroom schedule identifying a fair and equitable distribution of job responsibilities for all adults to follow.
n) Supervise, guide, and teach all substitute and SEIT teachers in the Montessori method.
o) Be in attendance at all staff meetings and after-hour parent meetings, admissions events, or classroom socials.
p) Prepare and participate in parent conferences at least twice each School Year, including two evening conferences as determined by School, at its sole discretion, and as requested by parents. Call all parents in February to inquire if a 3rd conference is necessary.
q) Communication: Return parent telephone calls within the same day. Check all e-mail messages daily and reply within 24 hours. Check classroom telephone messages twice daily.
r) Maintain current ongoing records (communication logs, conference summary forms, observation notes) on all students in your charge and have same available for School's review upon request. Maintain the confidentiality of all such records.
s) Record observations on all children using the required recordkeeping system provided by the school.
t) Organize notes for and write all reports requested by outside agencies and ongoing schools, in addition to end-of-the-year reports for all eligible students, in a timely manner.
u) Maintain the blue binder ensuring that all information included is updated for the current school year.
v) Report any and all accidents or incidents immediately and prepare a written report stating the date, time, and nature of the accident and the action taken.
w) Child Abuse—any incident of unexplained bruises, cuts, burns, etc., or any suspected child abuse should be reported to the Director.
x) Follow all School policies and procedures as stated in the Employee Handbook and the School's Rules and Regulations, as presently existing or as may hereafter be amended.

y) Follow all standards in accordance with the American Montessori Society, the Middle States Commission on Elementary Education and the NY Department of Health.
z) Co-Lead teachers must work cooperatively to ensure that all the above is successfully achieved.
aa) Any additional duties as determined by the Director of the school.

Job Description: Assistant Teacher/Intern/Substitute Teacher

Job Summary: The Assistant Teacher or Substitute Teacher, under the supervision of the Lead Teacher, Educational Director, and Administration, is expected to establish and maintain a quality educational program by fulfilling the following responsibilities:

1. **Duties**: **Assistant Teacher's/Intern's/Substitute's** duties include, but are not limited to, the obligations to:
    a. Teach and supervise all students in Assistant Teacher's class in the Montessori method and curriculum in all academic and specialty areas of study. Prepare materials and maintain their cleanliness and good condition/repair.
    b. Assist in the maintenance and cleanliness of classroom and all shared spaces at school.
    c. Demonstrate the ability to relate joyfully to children.
    d. Exhibit emotional maturity and stability.
    e. Be responsible for the safety and physical well-being of all students in your charge at all times.
    f. Demonstrate appropriate and professional behaviors at all times when in the school building, during classroom outdoor times, and whenever you are in the surrounding school neighborhood. Be proactive when others are not demonstrating appropriate behaviors.
    g. Address all school (parent, child, team) issues immediately.
    h. Organize work so that daily time is available for recordkeeping, meetings with team members, and with School Directors and parents as deemed reasonably necessary by School.
    i. Be in attendance at all Assistant staff meetings and parent meetings as requested by Director or Lead Teacher.
    j. Maintain ongoing communication with team members. Share all information given at biweekly staff meetings.
    k. Inform the Lead teacher of any information given to you by a parent.
    l. Follow the classroom schedule created by the Lead teacher consisting of a fair and equitable distribution of job responsibilities for all adults to follow.
    m. Assist and guide all substitute teachers working in your classroom. Inform the Lead teacher and administration if the substitute teacher needs additional assistance.
    n. Review weekly lesson plans with the lead teacher and assist with the written summary of the week.
    o. Assist Lead teacher with the preparation of and participation in parent conferences at least twice each School Year, including two evening conferences as determined by School, at its sole discretion or as requested by parents.
    p. Assist the Lead teacher in checking classroom e-mails and telephone messages.

q. Assist the Lead teacher with the organization of notes for and writing of all ongoing school reports, end-of-the-year summaries, and reports required for evaluations by outside agencies for all eligible students in a timely manner.
r. Assist Lead teacher in the maintenance of current ongoing records (communication logs, conference summary forms, observation notes) on all students in your classroom and have same available for School's review upon request. Maintain the confidentiality of all such records.
s. Assist Lead teacher in the recording of observations on children in the classroom using the required recordkeeping system provided by the school.
t. Report any and all accidents immediately and prepare a written report stating the date, time, and nature of the accident and the action taken.
u. Child Abuse—any incident of unexplained bruises, cuts, burns, etc., or any suspected child abuse should be reported to the Director.
v. Follow all School policies and procedures as stated in the Employee Handbook and the School's Rules and Regulations, as presently existing or as may hereafter be amended.
w. Follow all standards in accordance with the American Montessori Society, the Middle States Commission on Elementary Education, and the NY Department of Health.
x. Any additional duties as determined by the Director of the school.

The Assistant Teacher's and/or Substitute Teacher's jobs include, but are not limited to these areas.

Training Programs

We seek to establish professional collaborations with Montessori teacher education programs. Opportunities for Introduction to Montessori training will be provided. Should the employee's teaching position require Montessori certification, the employee is individually responsible to obtain such certification and to be responsible for the full costs of such training; however, the school reserves the right to extend training costs for an employee and consider a promissory note reimbursement.

Administrative Job Descriptions

< > School's Executive Director

- Responsibilities

1. Maintain a safe, orderly environment for adults and children.

2. Authorize expenditures within budget approved by Owner.

3. Work with the Admissions Director to notify families of acceptance, or of placement on waiting list.

4. Attend and arrange for meetings with the Owner.

5. Maintain requirements of Codes for present facilities.

6. Represent and interpret school program to the community.

- Staff Responsibilities

In supervising and supporting the teaching staff, the Executive Director will:

1. Provide a sounding board for teaching staff.

2. Monitor and attend weekly teacher meetings.

3. Participate in parent conferences as needed.

4. Meet individually with faculty/staff as needed.

5. Help provide resources for the teaching staff.

6. Evaluate with the staff their in-service training needs and find, or help plan for, training experiences to meet these needs.

7. Help facilitate communication between staff members, and between staff and parents.

8. Provide list of substitute teachers so that teachers may contact, with approval of the Executive Director, their own substitutes.

9. Participate in the interviewing and hiring of faculty and staff as designated in < > School's Hiring Procedures.

Parent Responsibilities

1. Be available at scheduled times weekly for conferences, informal conversations, or phone calls with parents.

2. Be available at other times for unscheduled talks with parents when needed. In these contacts, serve as a listener, a consultant, a trouble-shooter, or a communicator of school procedure or policy, as appropriate to the situation.

3. Help set tone that allows and encourages parent involvement in the school.

4. Participate as the Lead Staff Member in Parents' Voice.

5. Attend parent meetings and help plan activities.

6. Help to develop a parent handbook to acquaint parents with school program, procedures, policies, services, events, calendar, tuition, staff, etc.

- Educational Community Responsibilities

1. Maintain relationship with the private schools in the city.

2. Research and stay informed about expectations of local public and private schools for children of various ages or grade levels.

3. Be a resource for staff, parents, and Owner about educational issues that are relevant to them.

4. Maintain correspondence and other requirements of relationships with American Montessori Society, Middle States Commission on Elementary Education, and other professional member organizations.

5. Meet EPA regulations.

- Public Relations and Community Responsibilities

1. Be available for interviews at public relations events for the school.

2. Seek out Montessori materials and files, or prepare new materials as possible and needed, to assist the Owner in public education efforts, recruitment, or parent education.

3. Design advertising, update website and brochures, and assess printing needs in conjunction with the Admissions/Development Director.

Director of Education

Duties:

• Research teaching methods and techniques and develop procedures to determine whether program goals are being met.

• Observe in each classroom weekly and meet twice monthly with teaching teams.

• Meet with teaching members to determine if the curriculum and instruction meets the needs of the students.

• Provide professional development for Assistant and Non-Montessori teachers; meet

weekly.

• Make recommendations about instruction and curriculum improvements to the Executive Director based on research and observations.

• Review all newsletters, all reports requested by outside agencies and ongoing school, in addition to end-of-year reports, for all eligible students prior to completion.

• Review and post all “Peek at the Week” newsletters for content and consistency.

• Review educational materials and make recommendations on purchases.

• Monitor materials ordered, the ways they are used and shared by classrooms.

• Maintain an inventory of the school’s educational materials and equipment in conjunction with teachers.

• Plan and provide on-site professional development education for teachers.

• Mentor new teachers and train experienced teachers on the use of materials and equipment or help them improve their skills.

• Advise teachers on the content of the AMS, DOH, Middle States standards and provide instruction on implementing the standards in the classroom.

• Assist teachers and staff with the planning and implementation of Parent Education.

• Plan and facilitate Coffee Chats with the Executive Director.

• Create, plan, and facilitate the 8-week summer camp program.

• Assist the Executive Director with the yearly faculty evaluations.

• Assist the Executive Director with the hiring of new faculty.

• Be responsible for the accident log book, the employee sign-in/sign-out sheets.

• Be responsible for teacher requests for days off; keep a log of teachers and subs.

• Act as Liaison for the Department of Health visitors.

• Perform other duties as assigned by the Executive Director.

Director of Admissions

Duties:

1. Priority will be to recruit new students by attending community events and educational fairs, hosting open houses, and increasing the name recognition of < > School in the community and among parents of infants and young children.
2. Answer all inquiries, set up appointments and tours with parents, and follow up every contact with a note, e-mail, or phone call.

3. Maintain inquiry, enrollment, and attrition database, including potential students, current students, and alumni.
4. Create new student records in FileMaker and update records for students who have reenrolled and exited.
5. Chart applications and enrollment by month to make predictions.
6. Maintain student profiles and progress data in conjunction with faculty.
7. Work with Director on placement both at < > School and to other area schools upon graduation (exmissions).
8. Network with admissions directors of targeted private schools of choice. Host information events at < > School for the purpose of marketing < > School's students to K-12 schools of choice.
9. Maintain relationship with current families of enrolled students by attending meetings and school events.
10. Maintain a relationship with alumni. Follow < > School's graduates to their next school. Have a Records Release form signed by parents to track alumni for marketing purposes.
11. Create and maintain enrollment reports, including student rosters (including summer), classroom openings and full-time equivalents, financial reports, attrition, and projections.
12. Communicate with teachers regarding Open Houses, Tours, Child Visits, Parent Visits, and the teacher's roles in assisting with these.
13. Attend faculty meetings as necessary.
14. Assist with telephone backup and relieve administrative team members for breaks and time away from the office.
15. Supply teachers with current rosters and parent contact information as needed.
16. Perform other duties as assigned by the Executive Director.

Administrative Coordinator

Duties:

• Maintain the office in an orderly and efficient manner in terms of documents, records, and positive customer service and to maintain confidentiality of all communications.

• Communicate and relay day-to-day information (phones, conversations, buzzers) to Director, faculty, and staff when working in the front office.

• Maintain current ongoing records and database on all students and staff in the school and have same available for the School's review upon request. Maintain the confidentiality of all such records.

• Act as payment liaison with the Business Office (ongoing recordkeeping of checks sent to the business office, direct debit payments, tuition payments) and distribute petty cash.

a) Communicate facility and school issues with the Business Office.

b) Prepare and maintain parent contracts.

c) Relay payroll, transit check, and medical benefit information to Business Office.

• Proofread/edit school accreditation and yearly reports, school-wide newsletters, conference and ISAAGNY reports.

• Order and coordinate the distribution of all supplies (paper, office, school). Itemize invoices for Business Office.

• Assist the teachers when needed.

• Child Abuse—Any incident of unexplained bruises, cuts, burns, etc., or any suspected child abuse should be reported to the Director.

• Maintain CPR, First Aid, and Medical Administration Training.

• Provide medicine forms to parents, and administer medications when necessary.

• Keep track of the medical log in the office.

• Plan, implement, and record monthly fire drills.

• Assist the Department of Health officers who visit the school.

• Follow all School policies and procedures as stated in the Employee Handbook and the School's Rules and Regulations, as presently existing or as may hereafter be amended.

• Follow all standards in accordance with the American Montessori Society, the Middle States Commission on Elementary Education, and the NY Department of Health.

• Any additional duties as determined by the Executive Director.

Child Development Consultant

Duties: Child Development Consultant's duties include, but are not limited to:

a) Create and coordinate a work schedule with the Executive Director.
b) Observe in all classrooms to form a relationship with teaching teams and children.
c) Observe children that teachers have identified who may need to be evaluated or receive services that may include speech, physical, and occupational therapy.
d) Work with the teachers to assist them in managing behavior and/or challenging issues in the classroom.
e) Work with staff and faculty members to problem solve or to mediate disputes among co-workers.
f) Work with the Executive Director in determining and implementing a plan to address a child who presents a special need, including meeting with the family and/or

providing the family with resources needed to address the need, which may include a change in schools.

g) Prepare paperwork necessary for referral for services.
h) Work with the Executive Director to determine any student(s) who should not be offered a place for the following school year.
i) Maintain communications with parents, teachers, and administration concerning any child that has been observed.
j) Record observations, suggestions for teachers, and follow-up in Center for Disease Control notebook.
k) Plan, facilitate, and present child development topics during the 5 Coffee Chats offered throughout the year in conjunction with the Executive Director and/or Education Directors.
l) Any additional duties the Executive Director deems important for the general community and health of the school.

Parents' Voice

What is the Parents' Voice?

Parents' Voice is the forum at < > School for communication between the school administration and parents of children who attend the school. A parent volunteer from each classroom serves as that classroom's Parents' Voice Representative. The Parents' Voice Representatives meet monthly with < > School's director to discuss classroom and school events and issues.

What is the purpose of the Parents' Voice?

The purpose of the Parents' Voice is to uphold the school's mission and to support and enhance the education of the children at < > School.

The primary goal of the Parents' Voice is to help initiate positive changes on behalf of the school's parents. Working together with the administration, the Parents' Voice group has the opportunity to make < > School even better and to make our children's school experience the best it can be.

What does a Parents' Voice Representative do?

The Parents' Voice Representative for each classroom is a key contact person for matters concerning each classroom as well as the entire school. The Parents' Voice group discusses issues or topics brought up at meetings in order to come up with possible solutions or answers. A Parents' Voice Representative must be accessible (by phone or e-mail, or in person) to other parents and willing to attend a monthly hour-long meeting at school. The monthly meetings are held October through June on a day that is agreed upon by the entire group.

Some topics that have been addressed by Parents' Voice groups in the past include: emergency planning, appropriate snacks, classroom field trips and events, school security, parent education topics, summer camp programming, ongoing schools

information, teacher appreciation, school-wide community building, parent-teacher communication, and administration-parent communication and concerns.

After each monthly meeting, it is the responsibility of the Parents' Voice Secretary to write up his or her meeting notes and circulate them among all Parents' Voice members for review and approval. Once they have been finalized, each Parents' Voice Representative distributes the notes by e-mail or by hand to each family in their respective classroom. Throughout the school year, the Parents' Voice Representatives will contact their classroom's parents for opinions, suggestions, and ideas. This may also include informal votes on issues, if necessary.

How are Parents' Voice Representatives selected?
The Parents' Voice Representative for each classroom is either self-nominated or identified and asked by classroom teachers and/or the administration. Each spring, the Parents' Voice determines a President, Vice President, and Secretary ("officers") for the coming fall. Parents' Voice Representatives' officers must have had a child enrolled at < > School for at least one full school year. In addition, the selected parents must have time available to fulfill the duties as outlined above.

Parent Volunteers

There are many opportunities for parents to volunteer for their child's classroom and for < > School. Parents can represent the class via Parents' Voice, as chaperones on field trips, by presenting a lesson at line time, by helping arrange classroom socials, and by reading in the classroom.

Field Trips

Students and parents are notified in advance regarding the specifics of field trips along with a permission slip, which must be signed and returned. Parents will act as chaperones on field trips. This is a service to < > School and a responsibility that should be considered carefully. Teachers try to give all parents an opportunity to chaperone on a field trip. Parents who chaperone must start and finish the trip at school. Child care must be arranged for siblings.

Parent Chaperone responsibilities:

• Parents must commit to escorting children from school to the field trip **and** from the field trip back to school. No side trips are permitted. Parent chaperones may not leave the group at the field trip site to return home.
• Parents must be in charge of and aware of the children they are responsible for at all times on the trip.
• Parents must follow the plan and guidelines established by the teachers prior to the trip.
• Parents are discouraged from bringing younger siblings on the field trip. They cannot give their attention fully to the students they are responsible for if they have another child in tow.

1. Purpose of Field Trip

(A) To introduce a unit, enhance a unit, or culminate a unit.

(B) To give pupils firsthand experiences, learning about their immediate environment and the world they live in.
(C) To provide group experiences and a fun activity, building good relationships with other children and adults.
(D) To clarify existing concepts.

2. Before the Trip

(A) Establish your purpose.
(B) Plan an interest level, consider ages and attention span.
(C) Plan with the person in charge of facility or place to be visited. Pre-visit the site.
(D) Plan the travel route and transportation.
(E) Publicize the trip to all parents with all details as to time, place, date, etc.
(F) Ask children to wear < > School T-shirts.
(G) Plan with the business office for payment of field trip, including deposits and balance checks on the day of the field trips.

3. Immediately Prior to Trip
(A) Prepare the children, using picture books, small group discussions, files, songs, etc. Give children an idea of what to expect.
(B) Allow children to choose a partner.
(C) Put nametags on children, which include < > School and school phone number.
(D) Inform your chaperones about transportation, directions, management of children, they must return to school and SAFETY!!!

4. Follow-Up Activities
(A) Drawing pictures, murals, discussion with pictures.
(B) Display pictures and objects gathered.
(C) Use play-dough to make items representing trip.
(D) Show pictures or slides of trip.
(E) Write story about trip for parents.
(F) Compose thank you notes to anyone who helped facilitate the trip.
(G) Use music, dramatics, and science experiences to reinforce learning.

Employment Policies

Employee Personnel Files

A personnel record will be kept for each staff member. This will be a carefully protected file, available only to administration and the particular staff member. The file will contain cumulative information, beginning with the employee's application and ending with termination of employment. The Educational Director is responsible for the confidentiality of all records. If you wish to see your file, please tell the Educational Director.

Staff will be requested to fill out an emergency contact card, listing pertinent data in case of serious accident/illness.

Compensation

Salary Considerations

Salaries are set according to an employee's educational preparation, professional credentials and licenses, teaching experience, with due consideration given to their current performance. Any discussion regarding salaries should be held solely with the Administration.

2010-2011 Salary Scale

Scale:		
Base	*20,000.00*	
Lead	*4,000.00*	
Co-Lead	*2,000.00*	
Montessori	*7,000.00 over 2 years*	
Bachelor's (inc.Assoc.) Related to Education	*6,000.00*	
Associate's degree Related to Education	*2,000.00*	
Master's Related to Education	*3,000.00*	
Doctorate Related to Education	*5,000.00*	
New York License	*3,000.00*	
CDA	*1,000.00*	
Experience:		
As Lead Montessori	*500/yr*	*(10 yr max)*
As Asst Montessori	*250/yr*	*(10 yr max)*
Other experience as determined by the Executive Director	*TBD*	

Per Diem substitute wages follow a set schedule of per hour compensation, no matter what credentials the individual offers.

Paydays

Direct deposit checks/stubs are distributed once per month, on the 15th. If the payday falls on a weekend or a holiday, payday will be on the preceding day. A voided check must be submitted before employment for the direct deposit payment method.

Withholding exemption certificates are required and will be prepared by the staff member before receiving the first paycheck. It is your responsibility to notify the office of any exemption changes, marital changes, or change of address.

Meal/Rest Periods

Employees who work an 8-hour day are entitled to a half-hour meal period. Supervision of the children is not to be compromised and teacher/child ratios must always be observed.

Employees who work a 6-hour day receive no meal period but only a discretionary 15-minute rest period. Employees who work a 4-hour day receive no rest period.

Employee Benefits

Benefits Eligibility

All permanent employees are eligible for standard benefits of paid leave and professional days. Following the 90-day trial period, all permanent employees who work 35 hours per week or more are eligible to elect to participate in the health insurance program. All benefit eligibility is pursuant to the union contract with Local 348-S.

Leave Benefits

Each permanent staff member is allowed one (1), accrued paid sick day per month as per their Memo of Understanding. The use of professional leave days must be pre-approved by the Administration. There are no additional paid days, vacation or otherwise, other than those listed as school closure days in the school calendar; for those days when school is closed, pay continues accordingly, only when such days fall within the duration of the employee's Memo of Understanding. **Paid sick days are accrued and are not carried over to the summer or the next contracted period.**

Missed hours during the regularly contracted workday cannot be made up by coming in early or working late unless pre-arranged and approved by the Executive Director.

Leave benefits for other reasons are provided as per regulations and law. They include:

- Death in the immediate family: up to three (3) **consecutive** days, or within a 10-day period. “Immediate family” members are defined as employee’s spouse, parents, step-parents, siblings, children, step-children, grandparent, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.
- Jury duty: the employee is required to present to the Director a Jury Summons before any jury duty leave can be granted. Please defer until the school’s vacation time, if possible. If the postponement fails, employees are paid, to a total of one half of a pay period, the difference between the total remuneration received for jury duty and their regular base salary; you are to turn over your jury fee to the school to receive full salary. (Not applicable-

employers with more than 10 employees must pay for a minimum of three days. The state does not pay until after the third day at $40/day and only if the employer does not reimburse the employee.)

Insurance Benefits

All compulsory Federal, State and Local required insurance benefits are provided; employees and employer contribute as required by law.

Employees may elect to participate in the health care program to which the school participates. The premium is a shared financial contribution, should the employee both be eligible and choose this benefit.

401K Benefits

For employees who have worked for one full school year, < > School will contribute 1% of the employee's salary to a 401K program. Employees can choose to make additional pre-tax contributions and can choose how both < > School and the employee contributions are invested. Invesco AIM provides the administrative and recordkeeping services.

Transit Checks

Employees may choose to participate in pre-taxed "Transitchek" purchases, which are made by payroll deduction. It is the employee's responsibility to make any changes in his/her plan by informing the Administrative Coordinator.

Staff Attendance and Absence

The office will maintain daily attendance records on all staff members, including record of lateness and type of absence. All staff must sign in when they arrive and sign out when they leave the building, for fire safety purposes, and to ensure they get paid accordingly.

If an employee knows of a planned absence or lateness, s/he must fill out an Attendance Form at least 3 days prior to the event. The employee must indicate the substitute by name that has been secured to cover the time.

The quality of our program is dependent upon consistent attendance. Excessive, habitual, and unauthorized absences/tardiness and personal days are disruptive to the care of the children and create an unsafe burden on other staff. Our policy on absenteeism, personal days, and lateness has been designed to maintain the high standards of our program and alleviate any stresses felt by the rest of the school community.

Excessive lateness and/or absence will be deducted from your pay and disciplinary action that may include dismissal will begin with verbal and written warnings.

Employees may not save accrued sick days to take a vacation when school is open. The school's employee-friendly calendar allows for adequate vacation time.

Attendance

At Set-up and Clean-up Days

Staff is required to commence work before and end work after the children's actual school year, as per your Memo of Understanding, so that the classrooms may be annually inventoried, prepared, and cleaned for upcoming use, or stored away for summer non-use.

At Daily Arrival

Abide by hours listed in your Memo of Understanding. Be present with sufficient time to prepare your class. Your breakfast should be eaten before your arrival time. School doors open at 7:45 a.m. daily for staff.

At Staff Meetings

All teachers and staff (as needed) will meet with the Executive Director or Education Director weekly. A convenient time will be scheduled at the beginning of the school year. Team meetings are held once a week at a set time convenient for that team. You are responsible to know that time and to come prepared with information (daily notes, etc.).

Evening meetings may be required of you during the course of the school year. These would include parent meetings, open house meetings, classroom community meetings, ice cream socials, and important meetings in the life of the School. You will be given ample notice of evening meetings and attendance at these meetings is required; compensation for attendance has already been considered in computing your total salary. Absence at a required meeting is noted in your attendance records as 0.5 of a personal day.

At Parent/Teacher Conferences

Lead teachers (assistants and interns included) are required to offer twice-annual parent conferences, and an optional third conference in February, at mutually convenient times for both parent(s) and staff member. Should a parent not be able to make a Parent Conference Day meeting, it is the teacher's responsibility to provide another meeting time option. Teachers must always meet with parents in teams of at least 2 members. It is not permissible to do parent conferences on weekends at the School. If you need to be in the school building for an early evening conference, advance notice must be given to the Administration**. No one is to be in the building alone at any evening time.**

Absence

If at all possible, please give advance notice to the Administration if you are to be out. Consecutive days for non-illness reasons, even if unpaid, are unacceptable unless used for an emergency such as family illness.

Personal days just before or after a closed school holiday are unfair to other staff members and the children and cannot be permitted unless the Executive Director gives prior approval. An employee calling in sick just before or after a closed school holiday or their personal day will be required to submit a physician's note in order both to return to work and to be paid for the day(s).

Absence for illness of more than three days' duration needs a physician's note in order to return to work.

Use of Substitutes Policies

Substitute names, addresses, and telephone numbers will be maintained on a sub list in the office. Teachers who will be absent for approved personal days are responsible to get the members of their own team to cover the majority of their hours or secure a substitute. **Teachers are responsible for scheduling substitutes ahead of time.** If that is not possible, teachers must keep a faculty/sub list at home. If a teacher is absolutely unable to find a substitute, the Administration will find coverage for those hours your team is unable to work to ensure that teacher/child ratios are in code. You must notify the Administration as soon as possible of who will be covering for you and for what hours, and inform your classroom co-workers.

Voluntary Separation

A staff person who resigns from his/her position must give written notice of thirty days (30), so as to protect the safety of the children and to ensure a smooth transition. It is proper protocol to inform the Director prior to 30 days if a move or alternative employment is anticipated.

Employee Grievances

The procedure for consideration and adjustment of grievances of any employee shall be as follows. The teacher must attempt to work out teaching team issues with the individuals involved. Failing to reach settlement in the situation, the teacher will bring the grievance to the Education Director or the Executive Director. If the employee has an issue that either Director cannot assist with and it is related to work issues, a letter must be written to the owner of the school.

Termination of Employment

Permanent employees will be given written notice should dismissal from their position become necessary. Prior to issuing such notice, the matter is discussed between the Director and the employee, and s/he is given opportunity to self-improve if performance is an issue, or definite reason for reducing staff. The School, at its sole discretion, shall have the right to terminate the employee's Memo of Understanding for cause on one day's written notice, or, under exigent circumstances, upon oral notification to the

teacher. In all circumstances other than for cause, either the school or the teacher shall have the right to terminate the Memo of Understanding upon thirty (30) day's notice to each other, sent by certified, first-class mail. The school reserves the right to relieve the staff member of his/her duties during the notification period.

An employee terminated automatically loses eligibility for employee benefits from < > School.

Possible Reasons for Termination of Employment

Malfeasance

Definition Malfeasance connotes a serious behavior problem. It has broad interpretations but would indicate a major problem, such as theft, acts in the community of a totally unprofessional nature, unprofessional unethical behavior, drunkenness, a criminal offense, assault on a child at the school or any member of the staff or any persons on the school premises, and so forth. Misappropriation of funds or willful damage to the school's property also warrants dismissal. Misconduct more minor in degree could warrant dismissal.

Conditions No dismissal notice shall be required and the employee shall forfeit all privileges.

Incompetence

Definition
Incompetence shall be measured in terms of but not limited to such factors as:

- Inadequacy of the employee's personality for sound relationships with the students, parents, staff, Director, administration, or volunteers to the school.
- Lack of growth and progress on the job.
- Little skill in the performance of duties.
- Negligence in terms of assignments given but not completed by employee, such as: writing newsletter articles, self-evaluations, student progress reports and evaluations.
- No understanding or acceptance of the philosophy and purpose of the school.
- Poor professional community relationships.
- Use of cell phone for personal reasons while responsible for children.
- Absenteeism and lack of punctuality.

- Disloyalty to Owner, Director, faculty and staff, parents, student, or school policy.

- These factors shall be weighed in relation to the extent that each applies to the job in question.

- **Conditions** When the work of a staff member appears to be unsatisfactory, the staff member shall receive an evaluation of his/her performance in conference or in written form, to be followed by a reasonable opportunity for improvement. The period for improvement shall be specified and shall not exceed one month for professional employees, and two weeks for office and hourly employees.

Reorganization and retrenchment

Definition: Reorganization shall be considered to include any change in the philosophy, purpose, organization, program, or technique of the school, or of one of its departments, which alters the job in question, changes job requirements, eliminates a position, or results in the creation of a newly defined position, and which provides no suitable place for the person concerned. Retrenchment shall cover the elimination or function in the working schedule of a position, arising from organizational or program changes in the agency necessitated by any reason including insufficiency of funds.

Conditions

It is assumed that the Owner will give as much notice as possible. In the event of dismissals for these causes, the agency shall give first consideration to the dismissed staff member in filling another position for which the worker is qualified when it becomes available and shall make every effort to assist her in securing another position.

Any plan for retrenchment and reorganization shall be discussed thoroughly by the Owner and the Director and decisions explained to the staff.

Employee Performance Appraisal

Faculty evaluations focus on professional and personal growth. They are intended to improve teaching methods and an educator's professionalism while enhancing faculty participation in the life of the School. The evaluation process begins with a self-evaluation document. The goal is to provide an opportunity for personal growth and recognition of growth and to create personal/professional goals and action plans. Teams will be asked to evaluate team members and administration. Teams will also be asked to evaluate their own team's performance in terms of meeting established goals.

Employee Performance

Professionalism in Your Responsibilities

Your first responsibility is to the children, to protect the health and safety of those in your charge and that of any other children from the School when they are near you. Always be alert to any safety hazard; avoid even the appearance of a safety hazard, of poor supervision of children, or of inattentiveness to their needs.

You have a responsibility toward parents, so conduct yourself and your class in such a way that they do not have to worry about their children's emotional or physical safety. In the difficult job of raising a child in today's world, and as they also cope with the problem of dual career demands and perhaps changing family structure, parents count on your support, encouragement, and help. You are expected to be non-judgmental toward parents, no matter their lifestyle, ethnic group, culture, or goals/expectations for their children that may be different than yours.

You have a responsibility toward the school, its reputation and its success educationally. You interpret, by your words and your performance, the school's mission and aims; know what we stand for and believe it. Dedicate yourself to providing the most effective education ever for the young children in your care.

You have a responsibility toward one another, to support and nurture one another in the work place. **Gossip and slander are hurtful and serve no purpose other than to be cruel.** Living by the Golden Rule, “Do unto others, as you would have them do unto you,” is the best way to be a part of an educational group. **Recognize that gossip can only hurt you or someone else—don't do it.**

You have a responsibility to society as a whole to support the development of caring, compassionate individuals. You are in a unique position to affect young people's lives, now and in the future. These children are the future!

You have a responsibility to yourself, so realize that teaching is strenuous work and can be draining physically and emotionally. Keep yourself healthy and well rested. "Renew the vision" by attending workshops and continuing education opportunities.

Dress Code

Comfortable clothing should be worn, but please remember that this is a professional environment. Jeans (dress jeans) may only be worn on Fridays. Clothing must be clean, fit well, be in good repair, and suitable for sitting comfortably on the floor. Mid-tops, tops with low cleavage, or shirts that expose the back when bending over are not acceptable. Low, quiet shoes are to be worn for safety. **Flip-flops are not allowed under any circumstances, either in or outside of the classroom.** Flip-flops and shoes without ankle support are a safety hazard. Teachers must be able to run in an emergency without endangering his/her feet or risking a fall. This is non-negotiable**.**

As a role model for children, professional attire is at all times important; certain types of clothing, such as halters, bandeaus, revealing shirts, transparent clothing, tight pants, short shorts and short skirts are examples of inappropriate clothing for a school

environment. These are not allowed. Tee shirts with illustrations and/or wording inappropriate for our aged children to view are also not permitted.

Infant teachers are supplied with smocks provided by the school when working with the children. These teachers are required to wear booties in the classrooms. All visitors to the young infant rooms also need to remove their outdoor shoes before entering, or put on the hospital booties provided by the school.

In her book, *The Absorbent Mind*, Maria Montessori wrote:

The teacher also must be attractive, pleasing to appearance, tidy and clean, calm and dignified. These are ideals that each can realize in his/her own way. The teacher's appearance is the first step to gaining the child's confidence and respect. The teacher should study his/her own movement to make them as gentle and graceful as possible.

PROFESSIONAL CONDUCT

Babysitting and Outside Care Conflict of Interest

It is inappropriate for parents to employ < > School faculty and staff for in-home child care. This policy is furnished in order to maintain the professional integrity of our school program.
Employees of < > School may not provide babysitting or child care for < > School students at any time.
Employees of < > School must refrain from discussing < > School's students or issues when they are in the company of < > School parents before or after school hours, e.g., birthday parties, sports events, public encounters. **Mini-conferences must not occur away from school.**
Teachers can say, "Please call me during school hours to set up an appointment."

Appropriate Behaviors in the Company of Children

There is to be no gum chewing or drinking of hot liquids during work hours, or on walks. Teachers may eat during children's lunch times, after children have been served, or at designated snack times for the children, and must always model proper eating habits. Food or drinks consumed in the presence of children must be appropriate choices—no canned soft drinks, candy, sweets, or foods we do not allow children to bring in lunches.

Voices are to be kept low and adult conversation needs to be at a minimum during classroom and gym time. Teachers are to speak respectfully to children, parents, and other staff. In the event that staff uses inappropriate/unprofessional language, or other Health codes are violated and staff ratios are not being observed, a verbal warning will be issued by the administration. If a second warning is needed, it will be in the form of a written warning, which the teacher must sign. This warning will be placed in the teacher's file.

Behavioral Guides for Teaching

Here are some techniques and principles, which can be depended on at first as guides to action in school. These can be applied in an increasingly individual way with added

experience. The success of some of these techniques depends in part on the relationship built up with the children. Time is required to build, as well as to understand relationships, but during the process, these "rules" will give clues to appropriate behavior. In time, with experience and increasing insight, each one of us will make our own generalizations and add new interpretations.

Guides in Speech

1. State suggestions or directions in a positive form.

A positive suggestion is one that tells a child what to do instead of pointing out what not to do. If a child has already done what s/he should not do or is about to demonstrate inappropriate behavior, s/he needs help in getting another idea of action. We give the child help when we direct his/her attention to what we want the child to do.

For example, "Keep your hands out at your sides" will help the child who is in danger of losing balance better than "Look out!" or "Stop jiggling!" Here we tell the child what to do, not point out what they are doing wrong.

A question is not a statement. We may say, "Don't you want to sit down?" when we mean that we want the child to sit with others, but we are uncertain of our words or not sure we will succeed. What we should say is, "Please sit with the others now. It's time for a story," confident that the child will want to be included.

A positive direction is less likely to rouse resistance than a negative one. It makes help seem constructive rather than limiting and interfering. If the child is doing the action to annoy us, we emphasize the positive and thereby reduce the attention and importance of the negative aspect of the child's behavior.

Sometimes misbehavior is only negative because it is inappropriate to the time and place. For example, running is not wrong, but outside is where running should happen, not inside. By simply phrasing the redirection positively, we withhold judgment of right and wrong when it is not necessary to draw attention to it.

Examples:

- "Ride your bike around the bench" instead of "Don't bump into the bench."
- "Throw your ball over here" instead of "Don't hit the window."
- "Carry the heavy blocks carefully to the floor" instead of "Don't drop them on Billy."
- "Take little bites to swallow them better" instead of, “Don't put so much in your mouth."
- "We sit on chairs to be comfortable" instead of "Get off the table."

2. Give the child a choice when you intend to leave the situation up to him/her.

Choices are legitimate. With increasing maturity one makes an increasing number of decisions. We accept that being able to make an appropriate choice develops maturity. There are decisions that a child is not ready to make because of his/her limited capacities and experience. We must be careful to avoid offering a choice when we are not really

ready ourselves to let the child decide the question. We offer choices when, no matter which choice the child chooses, we are content with that choice. When we do not really intend to let the child decide, do not put the request out in choice form. Questions are often hidden demands for compliance. Be careful that you offer legitimate choices.

A child is not free to decide to hurt someone or something. S/he can decide, however, what or where to play.

3. Use your voice as a teaching tool.

We have known individuals who think that the louder they speak, the greater their chances are of controlling behavior. It may be necessary to speak firmly or seriously, but it is never necessary to raise one's voice unless there is imminent danger. The most effective speech is simple, direct, and slow.

It is better to move nearer to the children and teachers to whom you are speaking. **It is never okay to shout across the room.**

Speech conveys emotion as well as ideas. Children are sensitive to tonal quality, the tightness in a voice, the facial appeal. They understand fear and anger, annoyance or friendliness more from how you say something than from what you actually say.

The teacher sets a pattern for others in his/her speech. If the teacher uses a harsh voice, children will later imitate the teacher's voice tones.

Think carefully and use words that will best achieve the desired response from the children. If you are angry, calm yourself first and then use clear, quiet words.

4. Avoid trying to change behavior by methods that may lead to loss of self-respect, such as shaming or labeling behavior with a judgment.

It takes time to learn constructive ways of guiding behavior. The first step is to eliminate the destructive patterns in use. We must discard gestures, expressions, tones of voice, as well as words that convey the impression that the child should feel ashamed of him/herself. It is hard to change one's behavior unless one feels respect for oneself. The young child is especially dependent on feeling that others respect him/her.

Behavior can be undesirable or unacceptable or inappropriate. Do not add to the child's burden by passing judgment. Labeling behavior with a judgmental term such as "naughty" or "bad" or "selfish" or "babyish" fails to take the situation and the reasons for such behavior into account, and also is irrelevant in helping to change the behavior into more positive action. Labels will only encourage continued and possibly worse behavior. They do not build self-respect.

A child will be helped if we accept him/her, as they are, that they are indeed doing the best of which they are capable. Try to make it possible for the child to find some success, rather than reproving him/her for not living up to our standards every moment.

Sometimes voicing the emotion a child appears to be experiencing is enough for the child to relax and try again with renewed effort: "I see that you are angry because the puzzle piece doesn't seem to fit. How about if you take a deep breath and try again slowly like this....” Now is not the time for a lecture about safety—now is the time to reduce frustration and acknowledge feelings.

5. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

Comparing one child to another is not the way to influence behavior. We may get results in changed behavior, but these changes may not all be improvements. Some of these results may even lead to the child's feeling of inadequacy.

Competitive schemes for getting children to dress more quickly or to eat more of something may have some effects that are not what we want. Children who are encouraged to be competitive are very likely to quarrel more with one another. In any competition someone always loses, and s/he's likely to feel hurt and resentful. Even the winner may be afraid of failing next time, or s/he may feel an unjustified superiority if the contest was an unusual one. Competition does not build positive social feelings.

Competition not only handicaps smooth social relationships but also creates problems within the child himself. We live in a highly competitive society, it is true, but the young child is not ready to enter into much competition until his concept of himself as an adequate person has developed enough so that he can stand the strains and the inevitable failures that are part of competition.

Children should not feel that their only chances for getting attention and approval depend on being "first" or "beating" someone or being the “best.” They should feel sure of acceptance whether they succeed or fail.

6. Redirection is most effective when consistent with the child's motives or interests.

If the child is throwing a ball dangerously near a window, for example, we can suggest a safer place to throw it. If s/he's throwing something dangerous because s/he's angry, we can suggest an acceptable way of draining off angry feelings—like throwing against a backstop or using a punching bag or pounding at the workbench. In the first case, his interest is in throwing and in the second case it is in expressing his anger. Our suggestions for acting differently will take into account the different meaning in his behavior. We will always try to suggest something that meets the needs he is expressing in his behavior.

Effective redirection faces the situation and does not avoid or divert. The aide who sees a child going outdoors on a cold day without his coat does not give him help when she stops him by saying, "Stay inside and listen to the story now." She is avoiding the question of the need for a coat. She helps him by saying, "You'll need a coat on before you go outside." On the other hand, in another situation, suggesting a substitute activity may help the child, as in the case of two children wanting the same piece of equipment. The teacher helps when she says, "It's Bill's turn now. You might take another work off the shelf while you're waiting for your turn." Redirection should help the child face his problem by showing him how it can be met, not by diverting him.

7. Effectiveness of a suggestion may depend largely on its timing.

The timing of a suggestion may be as important as the suggestion itself. Through experience and insight one can increase one's skill in giving a suggestion at the moment when it will do the most good. When a suggestion fails to bring the desired response, it may be due to the “timing.”

Advice given too soon deprives the child of a chance to try to work things out for himself. It deprives him of the satisfaction of solving his own problem. It may very well be resented. A suggestion made too late may have lost any chance of being successful. The child may be too discouraged or too irritated to be able to act on it.

Help at the right moment may mean a supporting hand before the child loses his balance. It may mean arbitration before two boys come to blows over a wagon, or the suggestion of a new activity before the group grows tired and disorganized. Effective guidance depends on knowing how to prevent trouble.

Guides in Action

1. Give the child the minimum of help in order that s/he may have the maximum chance to grow in independence.

There are all kinds of ways to help a child help himself if we take time to think about them, such as letting him help to turn the doorknob with us, so that he will get the feel of how to handle a doorknob and will be able to do it alone someday; or such as putting on his boots while he sits beside us, instead of picking him up and holding him on our laps, a position which will make it hard for him ever to do the job himself someday. Too many times, the child has to climb down from the adult's lap when he might have started in a more advantageous position in the first place on his trip to independence.

Giving the minimum of help may mean showing a child how to get a block or box to climb on when he wants to reach something rather than reaching it for him. It may mean giving him time enough to work out a problem rather than stepping in and solving it for him. Children like to solve problems, and it is hard to estimate how much their self-confidence is increased by independent solving of problems. To go out and gather a child into one's arms to bring him in for lunch may be an effective way of seeing that he gets there, but it deprives him of the chance to take any responsibility in getting himself

inside. It is important to give a child the minimum of help in order to allow him to grow by himself as much as possible.

In leaving the child free to satisfy his strong growth impulse to be independent, we support his feeling of confidence in himself. "I can do this all by myself," or, "Look what I can do," s/he says. Confidence in self is based on a foundation of trust in others and a feeling of being valued by others. When a child asks for help, we listen to his request and answer it in a way that will make him less afraid of being helpless and dependent on us. This in no way interferes with our efforts to avoid giving unwanted help, with our efforts to leave the child free to act independently, and with our efforts to help the child find ways to move away from his dependency on us. We will give only the help that the child feels s/he needs.

2. Make your suggestions effective by reinforcing them when necessary.

Sometimes it is necessary to add several techniques together in order to be effective. A verbal suggestion, even though given positively, may not be enough in itself. "It's time to come to the table for lunch," may need to be reinforced by another suggestion such as, "I'll help you put the blocks away," if the child is reluctant to leave his play, and then reinforced by actual help in cleaning up. A glance at the right moment, moving nearer a child, a verbal suggestion, actual physical help are all techniques, and one must judge when they are to be used. Give only the minimum help necessary, but give as much help as may be necessary.

One teacher says quietly, "It's time to go inside now" and moves toward the house. The child moves with her. Another teacher says, "It's time to go inside" and stands as though waiting to see what the child will do. She stays where she is, so the adult's behavior does not reinforce her words. Her behavior suggests something different.

When several children are playing together, some will accept suggestion more readily than others for different reasons. Success with one child will reinforce one's chances of success with others. It is wise to consider which child to approach first when one wishes to influence a group.

One of the most common faults of parents and teachers is that of using too many words, of giving two or three directions when one would have been sufficient. Anxiety and insecurity often take the form of a child's "deafness" to too many words. It is important to have confidence in the child's ability to hear and respond to one suggestion, given only once. It is better to add different techniques together until one is successful rather than to depend solely on words.

3. Forestalling is the most effective way of handling problems; learn to foresee and prevent.

Success in forestalling problems comes with experience. It takes time to learn what to expect in certain types of situations with particular children or combinations of children.

Learning to prevent problems is important because the child who approaches others by doing something annoying may actually not have the verbal skills yet to successfully join a group of children. A child has an opportunity to learn acceptable ways of approaching others if/when the teacher, observing a child having difficulty joining a group, says to the child, "If you'd like to play with these children, you might ask Michael if he needs another block," or some other suitable suggestion.

A teacher may also sometimes need to move into a situation to give more support or to interpret for the group what the children's intentions might be, or even to help the child accept her/his failure and find another place where he/she might have a better chance of success. If a teacher allows a child to consistently fail, the child will lose the opportunity to learn a way to interact constructively in social situations.

4. When limits are necessary, they should be clearly defined and consistent.

There are limits beyond which a child cannot be allowed to go. The important thing is to be sure that the limits set are necessary and that they are clearly defined. If a child is to understand what the limits are, these limits must be clearly and simp1y defined for her/him. When we, as educators, are sure that a limit is necessary and that the child understands it, we can maintain it with confidence.

The adult must be the one who is responsible for limiting children so that they do not come to harm, or destroy property. Children will feel more secure with adults who take on this responsibility.

5. Use the most strategic positions for supervising.

Sometimes one will observe an inexperienced teacher with her/his back to most of the children as she/he watches one child. On the other hand, the experienced teacher, even when working with one child, will be in a position to observe at a glance what the other children are doing.

In order for safety requirements to be met, teachers must be alert in order to insure that all areas are supervised and not just one area. In a school where there may be a number of adults on the floor to properly supervise, it is important that teachers avoid gathering in groups, such as near the entrance or around the sandbox. Grouping does not effectively zone or supervise an area where the children are under your supervision.

Where one stands or sits is important in forestalling or preventing difficulties. A teacher standing between two groups engaged in different activities can make sure that one group does not interfere with the other and can forestall trouble.

"Remote control" is ineffective control in a Montessori class. Stepping between two children who are growing irritated with each other may prevent an attack, but it cannot be done if one is on the other side of the room. A teacher's suggestion is more likely to

be acceptable if her/his presence reinforces it. Trouble is seldom avoided by a suggestion given from a distance.

Depending on the physical plan of the school, certain spots will be more strategic for supervision than others. If the teacher is standing near the entrance to the coatroom, it will be easy for her to see that a child hangs up his coat before he goes on to play. If s/he is standing on the far side of the room, s/he is not in a position to act effectively if the child chooses to disregard her/his reminder.

Choose the position for standing or sitting that will best serve your purposes, and check the spots that are strategically good for supervision. List places where close supervision is needed for safety, such as at the workbench.

6. The health and safety of the children is the primary concern.

The effective teacher must be constantly alert to the things that affect health, such as seeing that drinking cups are not used in common, that materials that have been in a child's mouth are washed, that the window is closed if there is a draft, that clothing is adjusted to changes in temperature or activity.

The valued educator must also be alert to things that concern the safety of children. Being alert to safety means observing and removing sources of danger, giving close supervision to children who are playing together on high places, or to children who are using such potentially dangerous things as hammers, saws, and shovels. The point is familiar but clear-cut and important. Never relax your watchfulness.

Phase In/Adjustment Periods:

Entering school is a change for both children and adults. We ask families to be flexible for the first few weeks. Often, the first few days are shorter and with the presence of a parent or caring adult to whom the child is attached. Children will be phased in to the class slowly and securely. Each child is different, so each phase-in time will be different. Thank you for your understanding and cooperation during this time.

< > School Guidelines for Phase-In

For Parents

In the beginning, your child will come to school **every day** unless you are told otherwise. Please make arrangements for you or someone who is close to your child (caregiver, relative) to be available for this process.

Please enter the classroom with your child and sit in an adult-specified chair. Allow your child to freely explore the environment, stay beside you, or return to you as frequently as needed. Please do not engage your child at this time. Instead, it is best to **remain passive** while your child develops trust with the teachers and adjusts to the new space. It is a good idea to **bring a book or newspaper**. Please try not to converse or speak.

Your voice may attract your child's attention. Write down any questions you have and your child's teachers will communicate with you after your visit. We also ask that you help your child with his/her toileting/diapering as we gain his/her trust.

The key to a successful phase-in process is that it's done **gradually**. On your first day, you and your child (or someone close to the child) will be in the classroom for an hour or two. You will then **both leave and come back the next day**. On the second day or third day, your child will stay longer and **you may be asked to leave the room and wait in the school office**. We request that you stay nearby school in case we need you. By the end of the week, your child may be staying for lunch, or even naptime. Every child's separation process is different; some children may phase in faster than others. This is not a reflection on you or your child. It may take a week, or two weeks, or even a month (all will be okay!) until your child feels comfortable saying good-bye to you. **We realize that this is a time-consuming process; it is solely for your child's benefit**.

The following tips will help with this process:

1. Talk about school. Explain to your child what to expect: how long you'll stay, who will be in the classroom, the teachers' names, etc.
2. **Be positive**; your child can sense your own separation anxieties; if you're enthusiastic, they will be too.
3. Read books about school when you're home.
4. When/if your child cries, remain calm. **Try not to say**, "Don't be afraid," or "There's nothing to be afraid of," or "There's no reason to cry." **It's best to address your child in a positive way**. "It's okay to be afraid. Your teachers will take care of you."
5. **Never sneak out, slink out, or "slip away."** Tell your child that you're leaving the classroom. Make sure you are consistent and give one quick good-bye, each time you leave.
6. When you leave, tell your child where you're going, when you'll be coming back, and what you'll be doing. Please follow the teacher's instructions on when to come back, when to leave, etc.
7. Don't ask your child for permission to leave the classroom. For example, "Is it okay if I go now?" This can be confusing to your child. Be matter of fact instead.
8. **Please trust that we will comfort your child when you leave and that your child is safe.**

When you've successfully completed phase-in, we ask that you have a **clear and consistent separation routine** with your child. Allow your child to WALK on his/her own into the classroom; do not carry them in. Also, allow your child to carry his/her lunch, backpack, or blanket into the classroom. Your child will feel independent and empowered by these tasks. At this point, you can briefly discuss your child's needs at this time with a teacher. **Sometimes your child may cry and resist entering the classroom. This reaction is not unique** and often your concern for your child can transfer to feelings of anxiety for him/her. Say good-bye kindly and firmly. We will comfort your child. **This is the first opportunity for your family and our teachers to work together to make your child's school experience a joyful one!**

For Teachers

Please read the < > School Guidelines for Phase-In above, which has been provided to the parents of your students. The phase-in process should be gradual and should be flexible to meet the needs of both your students and their parents. *Please be extra kind, gentle, patient, and understanding though this temporary period*. Over time we have learned that children between the ages of approximately 15 months and 2 years are particularly sensitive to new situations and new people. We take extra care and time especially with children of this age group.

Extra efforts and time spent early on with phase-in will go a long way to keep relationships with parents trusting and strong. A parent should never feel forced or rushed to leave the classroom. Consider offering an early drop-off period for parents who wish to come into the classroom in the morning to spend a few extra minutes with their child. Suggest an earlier drop-off for students who are slow to warm. The way that you communicate with parents during this time will be essential to the success of the phase-in process. The gym will be closed to students and used for phase-in parents for the first two weeks of school.

Home Visits for Infants and Toddlers

< > SCHOOL HOME VISIT FORM

Child's name:

_____

Parent's name(s):

_____

Home address:

_____

Telephone number: _____

Child's date of birth: _____ *Date of visit:* _____

Class: _____ Start date:

_____

Adults present for home visit: _____

Please describe your child's personality and interests.

Tell us about your pregnancy/birth or adoption.

Was/is your child breast or bottle-fed?

Is your child using a pacifier or attachment object like a blanket or stuffed toy?

Tell me about your child's eating habits and any use of a cup and utensils.

Any allergies? Foods to avoid?

Describe your child's developmental milestones, so far:
Sat:
Crawled:
Walked:
First words and/or sentences:

Any health concerns?
Describe your child's sleep habits—where, when, and how does your child sleep?

Bed Time ___pm
Wakes up at ___am
Wakes during night?
Naptime

Who has cared for your child other than you, the parents? Who are the important people in your child's life?

Does your child have any siblings? If so what are their age(s) and name(s)?

Is there anything significant about your home life that will help us understand your child?
-hospitalizations?
-death or serious illness in the family?
-divorce?
-new baby?
-recent move?

How does your child react to separation? Has there ever been an extended separation of family members?

How does your child react if:
Tired?
Hungry?
Angry?
Scared?
Sick?

How is your child best comforted in these instances?

How do you feel about your child attending school?

Does your child have a favorite book? If so, what is the title?

Do you have a pet? If so, what is the pet's name?

What are your hopes and expectations for your child in our program? Clarify and explain the goals of our Infant/Toddler program.

Anything else we should know? Any questions?

Talk about phase-in in depth and in detail.

Approach to Discipline

> **"Children have more need of models than of critics."**
>
> - Joseph Joubert

We believe that the people who work with young children on a regular basis must be sensitive, warm, caring, knowledgeable, and interested professionals. They must be able to identify individual qualities, to design and implement a program and an environment that will be conducive to positive growth in all areas of development. Teachers must offer authentic role models for interactions with others and display a sincere enthusiasm for active learning.

The educational philosophy of < > School is that real, effective discipline is one that comes from within a person. Developing this inner discipline is one of the objectives of < > School. It is our belief that inner discipline develops in a child through active involvement in self-chosen tasks and the development of self-control. The development of inner discipline in a child is always the goal of a Montessori school. The clear organization of the physical environment; the structure, consistency, and predictability of daily school life; the indirect manner of teaching interpersonal skills through the lessons of "grace and courtesy"; the reliance on peer modeling and coaching channel positive behavior and appreciation and empathy help to limit difficulties.

It is our belief that if the ground rules are consistently followed and positively reinforced, the necessity of external discipline will be diminished. However, when such external discipline is deemed necessary, the following will be observed without failure:

1. Suggest alternative activities.
2. Persistent misbehavior in a group setting may be dealt with by temporary removal from the group, but remain in the classroom. Behavioral expectations are made very clear and the child is asked if he/she is ready to return to the group.
3. Talk with the child who constantly seems to be in need of discipline; explore ways of making life more pleasant. **Problem-solving skills** are reinforced as well as suggestions for alternatives behavior choices.
4. Teach the child that emotions are real and valid, and how to deal with them in constructive ways with kind words rather than physical responses.

5. If the behavior persists, parents will be notified and joint action will be taken. The Director and Child Development Consultant will be notified of persistent, inappropriate behavior and will make recommendations to the parents in regards to outside referrals and additional behavior management programs.

6. The Director and Child Development Consultant will make suggestions regarding alternative schools that may better meets the needs of the child, as necessary.

Under no circumstances shall any child be subjected to corporal punishment in any manner upon the body or to verbal abuse.

Children are encouraged to express their feelings and opinions in a non-judgmental atmosphere, and adults use active listening and empathic understanding to help interpret a situation with those involved. The teacher sets the tone for bringing the child into harmony by avoiding harsh words, bribes, and generalizations. As children feel accepted for who they are and what they feel, they develop positive self-esteem. The happier children are with themselves, the more likely they are to reach out and interact cooperatively with others.

With Toddlers

Living peacefully with others is an overwhelming challenge for toddlers when their strongest and most impulsive language is through their bodies and not their words. Cognitively, motor messages override verbal messages at this developmental age. Even when words do come, sometimes sometimes they do not accurately or effectively express what the child is trying to say.

Toddlers expend enormous amounts of energy getting their bodies to do what they want them to do and to go where they want them to go. Frustration can precipitate tears or whining and even biting, pushing, or pinching. Though not acceptable behaviors, these responses are effective toddler ways of communicating frustration. Thankfully, most toddlers do usually develop acceptable ways of venting these feelings as they become more comfortable in the environment.

For minor, nonchalant misbehaviors, gentle redirection toward work, which will re-engage the interest of the student, is often all that is necessary.

For recurring, minor misbehaviors, a teacher may temporarily limit the child's choice of workspace and/or quietly state the impact of such behavior on class materials or on other children's feelings. We help the child use language to describe what s/he needs or wants.

When a toddler persists in aggressive behavior, the adult stays by the child’s side until the child has calmed and can refocus his/her attention positively. During periods of unacceptable behavior, teachers continue to interact with the child, using gentle, positive support and clear, simple language. 1. Teachers may meet with parents to share concerns and discuss ways to replace the aggression with positive coping mechanisms. 2. Teachers must also inform the Education Director and Child Development Consultant of concerns and decide together an appropriate course of action, if follow-up is needed.

With Preschool

For minor, nonchalant misbehaviors, gentle redirection toward work, which will re-engage the interest of the student, is still often all that is necessary.

For recurring, minor misbehaviors, a teacher may temporarily limit the child's choice of workspace and/or quietly discuss the impact of such behavior on class materials or on other children's feelings.

For more serious misbehaviors, staff members will immediately intervene to protect the child from the hurtful consequences of his/her own actions, to ensure the safety of others, and to prevent serious damage to the environment. The child may be temporarily removed from the group activity to reflect with a teacher on what happened and on what s/he can do to remedy the situation. A phone call or conference **must** be convened with the parents to inform and decide together an appropriate course of action, if follow-up is needed. Teachers must also inform the Education Director and Child Development Consultant of concerns and decide together an appropriate course of action, if follow-up is needed.

< > Schools Biting-Incident Policy

Biting incidents are taken very seriously in our school and though we understand biting by a toddler to mean something different from a bite by an older child, the response we use in both age groups is the same.

Infant Room Biting Policy

As we all know, infants are quite oral, mouthing and exploring everything. Sometimes this also includes mouthing other infant's bodies. Infants do not have the appropriate language or listening skills to adhere to or set boundaries for themselves, or others either. That is why Infant teachers must be very aware of the possibility for biting incidents within an infant Room.

Taking this into consideration, there are also infants whose sensorial systems are so sensitive that noise, light, touch, and movement inhibit their ability to calm their bodies down. These infants can begin to bite regularly for they are not able to self-regulate even after behavior modification techniques, such as a quiet time with a teacher, chewing toys, and appropriate language is given to them. In these instances our staff child psychologist will most certainly begin working with the family and usually suggests that the family seeks Early Intervention support for their child's sensory defensiveness.

Toddlers and Early Childhood Students

Biting often results from frustrated, inadequate communication and/or lack of impulse control—two developmental tasks that toddlers, and even some older children are intensely engaged in. Toddlers are in the process of mastering language and often lack the words to fully express their needs, feelings, and thoughts. In the absence of words, toddlers employ their bodies; they push, grab, scratch, and sometimes bite. A bite by an older child is more unusual, but usually still stems from the inability of a child to be

successful when using words to resolve a conflict.

Because impulse control is still being developed in young children, there can be a lag between what a young child wants immediately and learning to be calm and wait for something. Often giving words to children who have bitten once or teaching them to take turns will help with the behavior and typically there will not be another bite. It is not unusual however, for a toddler to bite once or twice.

When a child bites another child at < > School, our policy is that both sets of parents are called and informed of the incident without using the other child's name. The parents of the child who has bitten are given some advice by the classroom teaching team that speaks to the developmental tasks discussed above.

Right after the biting incident, the child who has bitten is told that biting hurts, and that biting is not allowed. The child is asked to use her/his words to resolve conflict and express feelings, not her/his teeth. The child is then encouraged to participate in repairing the bite. This means attending to the hurt child by giving the hurt child an ice pack after the wound is washed with soap and water.

The hurt child is usually calmed by one of the other teachers who administers first aid and attends to the child until s/he feels okay. The hurt child is also told that the teachers will be very careful so that the child will not get hurt again. The biting child is then "shadowed" in the classroom by a teacher, given a lot of guidance and language and is watched for other biting attempts or impulsive behavior. After both children are calm and feel more comfortable an incident report is written by the teachers and placed in both children's files.

If the biting behavior continues, **and this means after two bites**, a meeting is then set up between the school psychologist and the parents of the child who is biting. **Every subsequent bite after the second bite occurs, the parents are called by the administration to pick up their child. The school psychologist is also immediately informed of the biting incident and places a call to the parents. The school psychologist schedules another meeting with the parents and sometimes must suggest that the parents consider having their child evaluated for oral/motor sensory therapy and/or play therapy.**

If the above procedures are not successful, the child psychologists will discuss other alternatives with the parents, including the option of the child taking a break from school.

Child Care Procedures

Student Recordkeeping

Student records are not to leave the school office for any reason. In the case of a medical emergency, bring **copies** of both the child's medical authorization release and medical records form when accompanying a child to the hospital.

Sign-in/Sign-out sheets, noting child attendance, must be accurately kept on a daily basis. The closing teacher must leave the daily sign-in sheet on the desk in the office at the end of each day.

Lead and Co-teachers are responsible to keep daily and cumulative records, including end-of-the-year reports, as appropriate for the level. Some recordkeeping can be delegated. Recordkeeping includes weekly observations of small group, whole group, and individual children. Notes taken during observations and details of child's experience are needed to write the anecdotal portion of the progress reports. Recordkeeping progress and issues will be addressed monthly at faculty meetings.

Recordkeeping sheets for the children are not to be left in view of parents. Please protect their confidentiality.

In the infant and young toddler rooms, a daily report form is kept for each child and given to the parent each day. Here, details of feedings, nap duration, diapering, etc., are recorded. This report is an important method of communication with parents. However, parents may feel left out if, in their absence, their child developed a new skill (e.g., walking/standing without assistance today); it is best not to record such information, but instead let the parent joyously discover the skill at home.

Lesson Plans

Individualized monthly goals are to be kept for each child and also for the class as a whole, according to techniques of recording and observation compatible with the Montessori approach to early childhood education. These should be reviewed by the Educational Director each month.

Guides in Choosing Music and Curriculum

Be aware that as a Montessori school our environments, curriculum materials, and music must reflect the Montessori philosophy and pedagogy. During the morning hours, only classical or culturally diverse music played by a solo instrument, duos, trios, and quartets may be played in order to support the children during their Montessori work cycle. At music time and later in the afternoon, soft jazz and appropriate children's music, such as Raffi, Frank Leto, Hap Palmer, and other artists whose work is soothing and/or on sale in Montessori catalogs, may be added to the music repertoire. There is to be no playing of radios in the classrooms. ***The volume of all music must be low to allow for cognitive processing to occur.***

Birthdays at School

The school keeps a record of each child's birthday and celebrates each in a special manner called *Celebration of Life*. Pictures of students from birth to present are an

excellent lesson in history that is personal and fun. Your student will share these at line time. Please consult with the student's parents for planning and suggestions.

It is not appropriate to have a "birthday party" at school. Please do not allow parents to send foods high in sugar. No cupcakes, cookies, or soft drinks. Balloons, party favors, candy, etc. are not permitted.

Non-School Party Invitations

Parties outside of school are a great way for your students' families to meet and celebrate with classmates and other parents. Parents should be requested to mail party invitations rather than distribute them in school. Also, talk to your students about limiting their birthday conversations to home and not at school. Your cooperation with this rule will save other students from having their feelings hurt. Thank you.

Cultural Celebrations

< > School is a nonsectarian school. We are proud of the fact that people of different cultures and religions place their children within our school. This requires our sensitivity to deep religious feelings especially in late December and in the spring. Religious holidays can be presented as cultural celebrations that enrich all of our lives.
Keeping in mind these ideals, the guidelines for holiday celebrations should:
1. Present religious events and celebrations from a historical and cultural perspective.
2. If several celebrations occur near each other in time or season it is appropriate to deal with all. The themes should be cultural and historical and not religious.
3. Not include any type of prayer or any words that can be interpreted as a prayer.
4. The religious holidays in late December should be referred to as "Winter Holidays" or "Semester Break" and the spring as "Spring Break"
5. Do not refer to gifts as Christmas or Hanukkah gifts.
6. Keep in mind, Native Americans do not like to see children dress as "Indians." Headdresses, feathers, paper bag vests, etc. do not depict a message Native Americans prefer. Please refrain from doing these activities with your students.
7. Our professional library collection has many books relating to the presentation and study of Multicultural Activities. Use these references.
8. Present your Cultural Celebrations plans to the Education Director and faculty members in writing or verbally during monthly faculty meetings.

Library Birthday Book Program

We invite our families to participate in our **< > School Birthday Book Program**. The birthday child is given an opportunity to select a book and present it to the school; the book is placed in the library with a nameplate in the child's name. This is a fun way to honor children as well as provide books and resources for our library.

Observations in the Classroom

Parents who wish to observe a Montessori classroom at work may do so. Appointments can be arranged through the office. We ask that parents do not visit the classroom

before mid-October. This will give students and teachers an opportunity to acclimate before visitors are present.

Working with a SEIT in the Classroom

Working with a SEIT (Special Education Itinerant Teacher)

The role of a SEIT is to work alongside a child with special needs so that the child can engage in the classroom both academically and socially. There is great variability among SEITS as with all professionals. We have had memorable ones and others who are distant and unengaged. It is not your job to make the SEIT do their job. However, it is your job to make your classroom culture one that both welcomes and guides the SEIT so that the assigned child can flourish.

It is unlikely that you will encounter resistance or negativity from a SEIT. Most SEITs are great and dedicated and want to work in a peaceful environment.

The first thing you should do when you learn that a child in your class has been assigned a SEIT is to request permission from the parents to speak with the SEIT. Establish phone contact and ask to meet with him or her for a few minutes after their first day with their student. SEITs are only paid for the time they spend with their students, so be respectful of their time issues.

Prepare in your mind a list of the absolute “rules” that you must have respected in your classroom. Share this with them and then invite the SEIT to tell you what they like in a classroom and how best they work.

Issues about tone, space, materials, and classroom management are typically the most important ones raised in these meetings.

You should specifically ask how much they want you to engage with the student when they are there. Find out if they would like to sometimes pair a student with the one they are working with. This requires your permission and most SEITs will want your okay first.

If children ask you what the SEIT is doing, a simple and honest response like, “She helps Mary with things that I can’t help with,” will suffice.

Finally, if any issues or conflicts arise with the SEIT, the consulting psychologist can be called upon to intervene if needed.

Company Policies

Student Files

Student permanent files are highly confidential and are not to be removed from the office.

Use of School Office Equipment

Permission from the Administration is required before a teacher's use of any school office equipment; some equipment (i.e. administrative computers) is "off-limits," so please do not be offended if permission is denied.

Lessons on usage, safety, and care must be received before use of the laminator and the copy machine.

Use of the School Telephone

The office telephones are available for emergency calls and, with permission, for those calls that relate to school business or children. Incoming calls for staff members will not be put through to teachers; messages will be taken and put in the teacher mailboxes. Personal phone calls re: family emergencies will be put through. Explain to friends that no personal calls are to be received. All local, outgoing personal phone calls must be made during your break. **Also, refrain from using "information 411."** Petty Cash is charged for all of these calls.

Laminator Use

The laminator may only be used for school and student materials. Please do not attempt to operate the laminator until you have received training from an administrator on how to use it properly.

Cell Phone Policy

Indoors:
Except during breaks, phones must be turned off and put away during classroom hours. ***Using a cell phone for texting, placin,g or receiving a call during classroom hours and/or in the presence of children is grounds for dismissal.***

Outdoors:
Cell phone use while outdoors is restricted to school emergencies or for immediate contact with the school office. ***Personal use of a cell phone outdoors is grounds for dismissal.***

When outdoors, each team must choose one member to carry a phone. ***This phone must remain on and accessible in order to receive calls from the school or to inform the school if you change locations during your time outside***. If there is an incoming call from the school office or if a teacher must place a call to the school office:

1. Inform all team members immediately.

2. Stop the children from walking and have them stand in a place where they are visible and safe, possibly lined up against a building.
3. The teacher on the phone must step away from the class (only if 3 teachers are present) and, while maintaining visible sight of the children at all times, speak with the school. The call must be brief and professional.
4. The classroom may begin walking again once the phone has been put away.
5. Never accept or place a call when crossing the street or when a situation requires your attention.
6. If an emergency call must be made while at the playground, inform all teachers immediately so that proper care and observation of children may be maintained.
7. The phone may not be used to call or text other teachers.

Social Media Policy

< > School's interest in the use of social media (Facebook, Twitter, etc.) is solely school-related and for the protection of < > School's employees, students, and the school community. This policy applies to all adults acting on the school's behalf.

1) "Friend" Requests
   a) Do not initiate or accept social media "friend" requests from current or former students under the age of 18.
   b) Employees are prohibited from "friending" parents of current or prospective students due to the inherent conflicts of interest that may arise.

2) Non-School-Related Adult Friends
   a) ***Remind all other members of your social networks of your position as an educator whose profile students, parents, and other members of the school community may access***. Ask them to monitor their posts to your network accordingly as "tagged" photos on the sites of friends may be viewed by students, parents, and other members of the school community. Take care in setting your preferences so that only your friends have access to your posts and personal information. Do not allow "friends of friends" to have access.
3) Posted Content
   a) ***Exercise care with personal profile data and posted content to ensure that this information does not reflect poorly on your ability to serve as a role model.***
4) Time on Social Sites
   Employees must refrain from using social media or blogging sites for personal use while at work, except for occasional usage (e.g., spending a moment or two checking a site while on break).
5) Online Identity and Posting to Blogs
   When posting messages to blogs, ***employees may not state or imply their connection to the school in any way without prior written consent from the Executive Director.***

Use of Computers/Printers

Computers and printers in the teacher workroom are to be used for school-related work and projects. Printers may not be used to print personal items. If a computer is free and another teacher does not need it for school-related work, computers may be used during breaks to quickly check e-mails, etc.

Ownership of Materials

School-Owned

All materials and or books donated by parents are the property of the school. Materials are oftentimes donated as a gift to their child's class.

Notwithstanding, Montessori equipment, all materials provided to your class (baskets, containers, paper, supplies, etc.) are property of the school and are not to be taken from the building by faculty or staff.

Teacher-Owned

Oftentimes a teacher supplements her class with materials she has purchased with personal funds. The presence of such materials is a personal decision of the individual for which we are appreciative. Ownership of these is clear when the individual keeps a record of inventory by labeling materials.

Handmade Materials

When the teacher provides all raw materials (i.e., pictures, oak tag, etc.) and assembles the materials without assistant labor, s/he may keep the materials without qualification.

< > Library Procedures

There will be hours each afternoon when the library will be open and books may be checked out, renewed, or returned. There will be a fine for lost and damaged books as well as late fees for overdue books. Classrooms will receive a notification e-mail when books are overdue. Fines must be paid before additional books can be checked out of the school library. All books must be returned and fines paid prior to the 10th of June.

Children's Safety Policies

Teachers must maintain student: teacher ratio at all times (exceptions are quick trips to the restroom). **Do not leave your classroom out of ratio to go and park your car or to run an errand or visit another classroom or the office. This rule is all-encompassing and covers the classroom, backyard, gym, park, field trips, etc.** All staff members are responsible for the day-to-day safety of every child. All unsafe conditions must be brought immediately to the attention of the Administration.

All children must receive a **"daily well check"** upon arriving to school and leaving school each day. The morning "daily well check" must take place as a teacher greets the child and before the parent leaves the school. The "daily well check" consists of scanning the child for any signs of sickness, injury, or behaviors that are not typical for the child. If any of the above are observed the teacher should bring it to the parent's attention by saying for example, "I notice Tom has a scratch on his cheek." The teacher must then wait for a response/explanation from the parent. An incident report must be filled out documenting all injuries and behaviors that are not typical. If a parent leaves before something is noticed, a teacher must call the parent immediately. The end of day "daily well check" must take place as the teacher prepares the child for dismissal. Any signs of injury, sickness, or change in behavior must be communicated to the parent at pick-up. The appropriate documentation must be completed (accident or incident report).

All accidents to staff or child are to be reported to the Administration as soon as possible following the accident. Accident forms must be filled out with first-aid procedures clearly defined. Parents are to be notified through the use of an Accident report when there are any incidents or injuries to their child, no matter how small**. Injuries to the head, face, or other part of the body that may require parents' attention require a telephone call to the parents as soon as possible after the incident occurs.**

Any observation of unexplained bruises, cuts, burns, etc., or any suspected child neglect or abuse should be reported to the Administration immediately. We are mandated to report any suspicion of child neglect and/or abuse to the designated authorities. **Teachers must follow all guidelines indicated during the Child Abuse Training.**

Each student has a current emergency contact card on file. Refer to it as needed. Do not remove it from the office. Make a copy for your own files and direct a parent to the office if s/he notifies you of changes needed to this card. Copies of both the child's medical authorization release form and medical records form accompany a child to the hospital ER in an emergency; the original forms are kept in the school office and do not leave the school for any reason**.**

Authorization to Release a Child

Children are to be released only to their parent(s) or to an authorized adult. The authorized adult is required to have a picture I.D. on file. Parents must also fill out a release form (pick-up form) prior to the release of their child to the authorized adult. A phone call made directly to the Administration by a parent, when a written notice received from the parent is not possible, in case of emergency, also may authorize a change in that day's pick-up.

If a person other than the parent comes to pick up a child, Administration must ask to see a driver's license or photo ID. They will match the name on the ID to the release form names provided by the parent in the child's office file. They will make a Xerox copy of the photo ID and include it in the child's file for any future releases. The adult must wait in the entrance foyer if no notice has been received by the Administration that this person is here to pick up the child. A member of the Administration must then be notified. It will be necessary for Administration to contact and reach a parent to verbally confirm this release. With the exception of regular babysitters, parents must notify the teacher of a different pick-up person even if the person picking up is on the approved pick-up list. If the parent has not notified the teacher, the teacher must call the parent before releasing the child.

Arrival/Dismissal Policies as They Relate to Parents

Our concerns for the children's safety, both physical and emotional, require that once the child has been released to the parent's care, the child is still not permitted to run in the hallways or roam the building and grounds unattended.

Parents who spend a little time in their child's classroom need also to remember that while their child is in her/his classroom, class rules that encourage appropriate behavior still apply for both adult and child. Gently remind adults:

- to use quiet voices
- to walk easily and quietly in the class
- not to enter a room with sleeping children
- to respect a child's concentration on an activity and not distract him/her at work
- to hold conversation to a minimum and not engage in a spontaneous parent conference at the door during arrival/dismissal

Parents visiting in classes may have an anxious effect on other children settling in for the morning or waiting for their parents at day's end, so please give a gentle cue if it is time for visiting parents to leave. Decorum in voice and demeanor is necessary at all times.

Safety at the Gym or School Playground

Children need one hour of physical activity, either inside or outside, for every 2-3 hours of quiet work. Safety concerns increase during gross motor time and staff must be ever watchful to ensure that play is safe and healthy. This is not the time for teachers to socialize or to take a break!

We have two gyms at < > School. The < > Room, downstairs, is to be used by children under 3 years of age. The < > Room, upstairs, can be used by 3-6-year-

old students, ONE CLASS AT A TIME. It is also available for use by our Late Day Program.

Physical activity is considered part of the Montessori curriculum; purposeful activity in the gym or playground needs to be structured, closely supervised and, in some cases, led by the adults. Give lessons on equipment before a child's first use.

No throwing of equipment is to be permitted, unless it is a safely played game of ball.

The level of child voices needs to be consistent with where they are (classroom/quiet, gym/louder, park/loudest). Screaming is not permitted. Staff should walk over to children to speak with them and avoid raising their voices in the gym.

Check children's shoes and clothing for safety before they climb or ride. Children should wear sneakers or rubber-soled shoes, not jellies, flip-flops or sandals, for these are dangerous in gym and outdoor situations.

Offering the child a chance to go to the bathroom before going to the gym or playground is important.

Safety Crossing Streets with Children

1) Have children focus on *Don't Walk* signs and wait for the change to *Walk*.
2) Be quiet and calm on the corners or in the street. Stand away from the curb while waiting.
3) Be extremely careful at crossings. At *Walk*, Teacher #1 moves out into the street ahead of the group, holds a position facing potential oncoming vehicles, and motions the class across while *Walk* light is on. Lights are short; know ahead of time how much time you have before a traffic light changes.
4) Teacher #2 walks at the head of the group, crossing the street with the children following her.
5) Children walk across quickly and quietly.
6) Teacher #3 follows at the end of the line, being sure that no child has been left at the curb.
7) Teacher #1 is the last one to cross the street, after all children have safely crossed to the other side.

Safety at the Park

As a school, we use the public playgrounds in < > Park. This presents a real and extreme need for keeping a vigilant eye on the children at all times.

- Teachers must talk with their class about playground ground rules before going to the playground.
- All students must wear their < > School vest.
- Teachers must carry their classroom bag (complete with emergency cards and copies of medical authorization) when leaving the building.
- Teachers must pre-determine which play structures and areas are dangerous.
- A teacher must be stationed at determined areas.

- One teacher must have his/her eyes on the gate, observing who is coming and going and making sure that the gate is closed.
- COUNT, COUNT, COUNT! Children must be counted when they arrive at the playground, periodically throughout the time at the playground, when lining up, after exiting the playground, and periodically during the walk back to school.
- Teachers should be watching the children and engaged (This is NOT break time.).
- Teachers should only use their cell phone to answer a phone call from the school or in an emergency, including the reporting of any suspicious people or behaviors to the school office or, when necessary, to the police. Any other use of cell phones is strictly prohibited and may be grounds for dismissal.

Safety on Trips

Sign out into the Outside Time Log in the office. Include the number of children, the number of adults, destination, time of departure, and time of anticipated return. If you change destinations when outside, you must telephone the office to give updated location. Before leaving, review with the children the program safety procedures appropriate to the activity.

Late-Day Safety

Staff who work the late-day hours are responsible to see that security and safety procedures are always observed. This includes:

- Monitoring activities offered to children to assure a continuing quality education.
- Maintaining security by monitoring entrances to assure safety of the children. The school's entry doors need to be locked at all times.
- Following accident/fire safety procedures and taking charge of the decision-making process, should the Administration not be present in the building.
- Locking all doors and windows, closing outside gates, shutting off classroom lights, and adjusting AC units in operation.
- Requesting that all parents leave the building before you do, leaving no parent or child behind.

Health Policies

Teachers are responsible for seeing that obviously ill children are not admitted to school for that day.

Each team is responsible for awareness of any drug, food, or insect allergies of children under their care. Parents are responsible for updating children's health records to that effect.

Smoking is prohibited on any and all school locations, inside and outside.

The Administration may dispense medication to students with written permission from the parents. A physician's note/prescription is necessary if the medicine is kept in the school office for more than two days. All medicines must be administered in the school office and kept in the school office unless in the case of an anaphylactic emergency (Epipen). If a parent arrives to school with medicine, please direct him/her to the office. A teacher can dispense medication if MAT trained, and if he/she has current first aid and child CPR certification. Any time that medication is administered it must be documented in the Medicine Log in the school office.

Medical Accident Procedures
For Children's Care

Use < > Hospital
Emergency Room
Or
< > Medical Association
< *Insert physicians' names* >, school pediatricians

In case of child injury, basic first aid will be applied. In the event of a serious injury, a parent will be notified. If the parents are not available, the emergency numbers on the child's emergency card will be called. If these person(s) cannot be reached, the school's pediatrician(s) may be called for medical direction and/or the child taken to the hospital ER.

For minor scrapes/bruises ("boo-boos"): wash off the area with soap and water, put on a Band-Aid if appropriate, and fill out an accident report stating what happened so that parent(s) can receive it at pick-up time. If another adult is picking up, call the parent(s) at work that day, or at home that evening.

For bites: check to see whether skin was broken. Quickly wash off the area with soap and water if unbroken skin; fill out form stating what happened so that parent(s) can receive it at pick-up time and advise them to confirm that their child's tetanus immunization has been administered. Call parents to notify. Also inform office.

For sick child (fever of 101.0° in ear, three diarrheas, one incident of vomiting, unexplained rash, or child complains of ills): call the parent(s) immediately, explain the problem, and tell them to come and pick up their child. Until a parent arrives, the sick child shall be placed on a cot in an isolated area; decide what's manageable for the child. Consider calling 911 if the temperature is over 104 and is accompanied by additional symptoms (trembling limbs, eyes glazed, etc).

Serious wounds (bump on the head, loosening of teeth): apply ice to the area, call the parent(s) immediately, and explain what happened. Describe the nature of the wound and tell them to come pick up their child. Child should be kept quiet. **Call Parents immediately.**

Serious wounds (nosebleeds): using plastic gloves, pinch the area at the top of the nose, place sterile gauze or tissue lightly at the base of the nose to catch the drips (make sure child breathes through his/her mouth), and hold the pressure for 3-5 minutes. Have another staff member call the parent(s) immediately, tell them what happened, and decide with the parent if that child needs immediate medical attention. Nosebleeds can be scary for a child, as noses may bleed profusely; remain calm, speak reassuringly to the child about what is happening.

Should the nosebleed be slight or spontaneous and the child stays at school, after following above procedures, gently wash the child's face and hands (before you remove the gloves). Child may read quietly for a while before returning to more active work. Instruct the child to leave his/her hands away from the nose.

More serious wounds (bloody wounds that do not clot, possible stitch wounds): if actively bleeding use plastic gloves, sterile gauze, and apply pressure to the area. If not an immediate crisis, have another staff member call the parent(s) immediately, tell them what happened, the nature of the wound, and state that the child needs immediate medical attention. Parent(s) may decide to:

- Meet you at the hospital **(staff should bring copies of both the child's medical authorization release form and medical records form)** *or*
- Come and take the child to his/her own physician.

The teacher calls the family that night to follow up.

Very serious wounds (possible broken bones): get weight of the child off the affected area. If not an immediate crisis, call the parent(s), tell them what happened, the nature of the wound, and state that the child needs immediate medical attention. Parent(s) may decide to:

- Meet you at the hospital **(staff should bring copies of both the child's medical authorization release form and medical records form)** *or*
- Come and take the child to his/her own physician.

The teacher calls the family that night to follow up.

Immediate medical emergency (choking):

1) Trained staff person in CPR performs the Heimlich maneuver.
2) If child becomes unconscious and is not breathing, start rescue breathing and have someone call 911. Stay with the child when s/he is transported to the ER.
3) If child is breathing and object has been dislodged, take the child to the Emergency Room anyway to be checked out by a physician. **Staff should bring copies of both the child's medical authorization release form and medical records form.**
4) Notify the Administration and parents as soon as possible.

Immediate medical emergency (open fracture, unconscious child):

When at school:

1) Two adults—lead teacher and member of the Administration—accompany child to the ER of either < > Hospital *<insert address>* or < > Hospital *<insert address>*. Call 911 and go to the hospital with the child with **copies of both the child's medical authorization release form and medical records form.**
2) At the hospital, tell ER staff that you are from < > School in order to get immediate attention.

When on a trip:

1) Teacher calls 911 and goes with injured child to the nearest hospital with **copies of both the medical authorization release form and medical records form in his/her emergency bag**.
2) Another adult calls the School to notify the Administration and give details of the accident.
3) School will:
   a) Send staff person to remain with the teacher and the child until the parents arrive.
   b) Send teacher to accompany class back to school.
   c) Call parent(s), notify them of the details of the accident, and direct them to the hospital used.

On the day of the incident, teachers must fill out an accident/illness form for all accidents/illnesses. All signed and completed accident reports must be kept on file in the accident report binder in the school office.

Child Abuse Guidelines for Detection and Disclosure
Adapted by The Department of Heath

Young Children—Behavioral Indicators

***Disclosure*:**

- Engaging in sexual conversation and/or possessing information incongruent with level of development (e.g., a young child who describes ejaculation, oral sex, etc.)
- Acting out sexual behavior incongruent with level of development (e.g., a young child who attempts to French kiss, a child who tries to have (or who imitates) oral sex with other children, etc.)
- Excessive masturbatory behavior
- Abrupt behavior/mood/personality changes (e.g., sudden aggression or withdrawal)
- Fear of specific place or person
- Stylized behavior: extremely seductive behavior that is not age-appropriate
- Abrupt change in behavior in response to personal safety lessons in the classroom
- Continual avoidance of bathrooms

- Radical change in appetite
- Frequent absences or late arrival at school or day care center
- Regression to younger child behaviors
- Problems with bedtime (e.g., night terror, bed-wetting, fear of going to bed or to sleep)

Young Children—Physical Indicators

- "Passion marks" (indicates sucking on body parts)
- Bloodstained clothing (especially genital or rectal areas)
- Venereal disease and genital infections
- Difficulty sitting or walking
- Complaints of pain in genital or rectal areas ("My bottom hurts.")
- Persistent stomachaches
- Any evidence of trauma to mouth or to genital or rectal areas

Disclosure Guidelines for Parents, Teachers, and Caregivers

If your child tells you that he/she has been touched (or nearly touched) on his/her genital areas, follow these steps:

1. Don't panic or express shock.

2. Believe your child.

3. Find a quiet place to talk.

4. Listen carefully to your child's story. If the child needs assistance explaining what happened, use the child's vocabulary for his/her body parts and/or encourage child to "show you" what happened. Be accepting and non-judgmental.

5. Give these clear messages to your child.
   "I believe you."
   "It wasn't your fault." (It was the adult's fault.)
   "You did the right thing to tell me."
   "You can always talk to me about a problem or something that troubles you."
   "I will help you and this is what's going to happen." (Explain the process.)
   "I care about you very much."

6. Ask your child if he/she has any questions. Do not pressure your child to talk more or try to add to the child's story.

7. Report to the Department of Human Services in your county. (State Law requires this of any citizen.)

For Staff Care

When an employee is injured:

Report to the Administration, in writing, details of the accident within twenty-four (24) hours. Every injury is to be reported.

In the case of minor injury, teachers are responsible for administering first aid to themselves, if needed.

In the case of more serious injury, teacher(s) will request assistance from the Administration.

In the case of major injury, the teacher will:

- Ask Administration to call 911 so that s/he may be transported to the ER for treatment or
- Be accompanied by another staff person to the ER for treatment.

When a teacher becomes ill during the school day:

If immediate attention or sick leave is required, the safety and supervision of the children will remain an immediate responsibility for all staff members.

< > SCHOOL EMERGENCY PLAN

Emergency Phone Numbers

If an emergency requires calling for an ambulance, Police, and/or Fire Department, the following procedures should be followed:

- **Ambulance services: 911**
- **Police: 911**
- **Fire: 911**
- **Poison Control Center: 1-800-222-1222, *<Insert local Poison Control number>***
- ***<Insert name of local gas agency>* Emergency: *<Insert local gas agency emergency number>***
- **For all area-wide emergencies, listen to the radio for instructions from emergency personnel.**

NEAREST HOSPITAL: *<Insert name, address, phone number of nearest hospital>*

LOCAL SAFE HAVEN: *<Insert name, address, phone number of nearest safe haven>*

As you will see in this plan, in some situations we evacuate our building and go to our Safe Haven. In other situations, we 'lock down' or 'shelter in place' in our building.

Secondary Safe Haven

If the danger is located in our immediate neighborhood and we need to travel farther, our second SAFE HAVEN is *<Insert name, address, phone number of secondary safe haven>*

Annual Inspection

The Executive Director and her designees will undertake a physical survey of the facilities and grounds for identification and correction of potential hazards. This inspection will occur during the summer of each year.

Staff Orientation to the Emergency Plan

The Executive Director will orient employees to the Emergency Plan at least annually. Orientation includes a review of employees' mandated roles as Disaster Service Workers during declared disasters, our emergency management program, and how to conduct and evaluate required drills.

The Executive Director may ask employees with specific skills to fulfill certain emergency management roles (e.g., first aid, CPR).

Home and Family Disaster Preparedness

An immediate post-disaster consideration for most people is the well-being of family members and loved ones. Since it may not be possible for some employees to return home following a disaster, all employees are encouraged to inform their loved ones of the < > School plan and develop a home and family disaster plan.

Message to Parents

Each year all parents are asked to complete and sign the emergency contact and release forms that provide emergency and trip releases for the child and designate persons who are authorized to pick up their child.

Classroom Disaster Kits

Daily Emergency Packs Contain:

• Small box Kleenex in ziplock bag
• Pen and small memo pad in ziplock bag
• Box of bandages
• Latex gloves (several pairs) in a ziplock bag
• Emergency First Aid booklets (Teachers may have from first-aid training)
• Waterless soap
• Antiseptic cream
• Wet wipes
• An assortment of ziplock bags in a larger ziplock bag
• Laminated Class Roster with Allergies and Parents' Emergency Numbers
• A three-day supply of students' and teachers' medication
• Epipen if child or adult has a prescription

Evacuation Backpacks (2 per Classroom/Office):
• 3 Fleece Blankets
• 1 Wind-up Flashlight
• 2 Food Bars
• 2 Water pouches for each child and adult
• 25 5oz. paper cups
• Baby wipes in ziplock bags
• 3 Diapers for Each Child
• 3 Orange Safety Vests (for teachers to wear)
• Insulated Cooler Bag (to hold bottles from Infant Rooms)
• Small Safety Scissors

Portable Disaster File

A portable disaster file, containing student emergency contacts and other disaster information, will be maintained in the School Office and there will be duplicates in each classroom's disaster kits. The Office Staff will remove the office file box whenever the building is evacuated.

Disaster Supplies

Disaster supplies projected to last for 12 hours, including food, first aid, blankets, and tools, will be kept in a supply closet. Some of these supplies will be stored in the classroom disaster kits.

Training and Drills

In accordance with State law, fire drills are conducted monthly. Building evacuation drills to our Safe Haven are conducted at least annually. All students and staff are required to participate in these mandated drills. The Office Staff will maintain a record of these drills. Staff/faculty will receive training on the < > School Emergency Plan implementation, including their respective assigned emergency response functions and use of supplies in the disaster kits.

< > SCHOOL'S RESPONSES TO SPECIFIC SITUATIONS

(In all situations, listen to the radio for instructions from emergency personnel.)

Fire

Evacuate to meeting place at <*meeting place location*>.

- Evacuate building and take roll.
- Close all doors and windows to rooms when evacuating.
- If smoke deepens, stay low to the ground.
- When approaching a closed door, feel with back of hand before opening; feel temperature along crack between door and floor or frame.
- Shut down HVAC system (air conditioners and fans).
- Approval must be received from fire officials before reentering building.

Fire Safety Tips

- Each teacher should know at every moment where each child in his/her group is.
- Safe, orderly leaving is to be observed; there is much danger in running.
- Keep calm. Never try to hide. If the room is smoky, crawl along the floor.
- Feel the doors. If they are warm, do not open them.
- If your clothes catch on fire, **stop**, **drop** to the ground, **and roll** around to smother the flames.
- Follow the procedures posted in each room.
- Never block doors or exits with furniture, strollers, or toys.

Armed Intruder/Threatening Individual

Lock Down, Shelter in Place

- Summon students and employees into lockable classrooms and offices.
- Take care not to lock out students or employees still in hallways or bathrooms.
- Lock doors to classrooms and offices.
- Cover glass on interior classroom or office doors.
- Turn off lights.
- Sit on floor away from windows and remain quiet.

- Deactivate bell and fire alarm systems (if possible).
- Keep other students and employees away from building.
- Lock exterior doors.
- Do not leave a secured classroom, office, or building without approval from the police or Executive Director.
- Do not attempt to confront or subdue intruder.

Bomb Scare - Evacuate

- Evacuate building and go to our Safe Haven.
- Turn off cell phones and walkie-talkies.
- Do NOT touch thermostats and light switches.
- Deactivate bells and fire alarm systems.
- Do not use PA system or battery-powered megaphones.
- Approval must be received from Police or Fire officials before reentering building.

Dismissal of Children Policy

ON WALK TO SAFE HAVEN: Once we are en route to our Safe Haven, no child will be released until we have reached our destination. A parent's responsibility, should s/he arrive during our safe movement to our site, is to assist in whatever may be needed. We will release children only when we have received advisement from the NYC Emergency Services.

SHELTERING IN PLACE: Should we need to 'shelter in place' or 'lock down,' no parents will be allowed in or out of the building until we receive advisement from the New York City Emergency Services (listen to the radio).

PARENT NOTIFICATION: If possible, parents will be notified by e-mail and we will leave a message on the answering machine in the school office. Teachers will use their classroom lists to make calls by cellular phone should there not be enough time to notify parents by e-mail or change the message on the answering machine. If cellular phones are inoperable, the children will remain with their teachers at the Safe Haven until a parent or approved adult arrives to retrieve them.

NOTE: Whether we are in our Safe Haven or in our building, we will ONLY release children to those whose names are on the approved pick-up lists provided by the parents.

Biological Attack (Area-wide) – Lock Down – Seal It Up

- Call students and employees into our building.
- Seek shelter in classrooms and take roll.
- Shut down HVAC systems (air conditioners and fans).
- Close windows and doors.

Localized Biological Attack (Agent found inside a building) – Call the Administration

- Place a plastic sheet, towel, or cloth over the item or substance and leave the room.
- Close and, if possible, lock door to room where item or substance was found.
- Tape plastic sheeting at entry to room where item or substance was found.
- Shut down HVAC system (air conditioners and fans).
- Evacuate entire building and lock exterior doors; take roll.
- If necessary, tape plastic sheeting at all entrances to building.
- Do NOT handle, shake, touch, or in any way disturb the item or substance.
- If item must be handled, wear surgical gloves.
- Record names of all persons who came in direct contact with the item or substance, or were in the room at the time of discovery.
- All persons who came in direct contact with the item or substance should wash hands with soap and water.
- Approval must be received from Emergency Service/Health Department officials before reentering building.

Chemical Attack (Area-Wide) – Lock Down – Shelter in Place

- Call students and employees into building.
- Seek shelter in your classroom and take roll.
- Close all windows and doors.
- Shut down HVAC systems (air conditioners and fans).
- Tape plastic sheeting over windows and doors in all rooms used as shelter.
- Place wet towels or clothing in cracks under exterior doors and under doors to rooms used as shelter.

Localized Chemical Attack (Agent released inside a building) – Evacuate the Building

- Evacuate building and take roll.
- If vapors are migrating, go to our Safe Haven.
- Approval must be received from Emergency Service/Health Department officials before reentering building.

Nuclear Weapon
Lock Down – Shelter in Place

- Call students and employees into building.
- Seek shelter in classrooms, away from windows.
- If time is short, seek shelter in hallways (close doors leading to hallways).
- Kneel on ground in the “duck and cover” position.
- If time allows, shut down gas, water, and electrical service to buildings used for shelter.

Conventional Weapons **(Non-nuclear explosives)**

- Follow procedures for Nuclear Weapons above and lock exterior doors.

Radiological Release **(“Dirty Bomb,” Nuclear reactor breach)**
Lock Down – Seal It Up

- Call students and employees into buildings.
- Seek shelter in safe rooms and take roll.
- Close all windows and lock exterior doors.
- Shut down HVAC systems (air conditioners and fans).
- Tape plastic sheeting over windows and doors, exhaust fans, electrical outlets, and vents in all rooms used as shelter.
- Tape plastic sheeting over exterior doors.
- Place wet towels or clothing in cracks under exterior doors and under doors to rooms used as shelter.

Earthquake
Lock Down – Shelter in Place

- Do NOT attempt to leave the building you are inside at the time of the quake.
- Take cover where you are, if possible, under a heavy piece of furniture, inside a doorframe, or against an inside wall.
- Stay away from windows.
- Use arms and hands to protect head and neck.
- If outdoors, move away from buildings, trees, and power lines.
- Stay in place until shaking stops.
- Once the quake is over, shut down gas, water, and electrical service; check for hazardous materials spills; and exercise caution before opening any closet doors.
- Do not restore utility services without approval from company officials.

- Approval must be received from officials of the Fire Department and utilities companies, as well as the Executive Director, before entering damaged buildings.

Tornado
Lock Down – Shelter in Place

- Call all students and employees into buildings.
- Shut down gas, water, and electrical service (time and safety permitting).
- Seek shelter in classrooms, away from windows.
- If time is short, seek shelter in an interior room with few windows or in a hallway, close all doors to room or hallway, and try to get as many walls between people and the outside as possible.
- Avoid corners of rooms.
- If possible, take cover under a heavy piece of furniture.
- Use hands and arms to protect head and neck.
- If outside and unable to reach shelter indoors, lie flat, ideally in a ditch or depression.
- Do not restore gas, water, or electricity to tornado-damaged buildings without approval of utility company officials.
- Check for hazardous materials spills in damaged buildings.
- Approval must be received from Fire Department officials and the Executive Director before entering damaged buildings.

Classroom Staff—Classroom staff are responsible for sealing rooms and caring for students. Specific responsibilities will be assigned to staff, but all staff should be comfortable with all classroom activities in order to act as a back-up. One teacher per classroom will be designated as leader and will be responsible for managing an individual classroom plan. Staff members who are outside of their classroom at the time of an emergency should return to their classrooms immediately.

Office Staff—Office staff are responsible for sealing public rooms on the first floor, giving assignments to visitors, parents, and caregivers in the building, and assisting teachers in caring for the students. Specific responsibilities will be assigned to the staff, but all staff should be comfortable with all office and classroom activities in order to act as a back-up. One office staff member will be designated as leader and will be responsible for managing the office plan. Staff members who are in a classroom at the time of an emergency should return to the office immediately.

EMERGENCY CONDITIONS: CLASSIFICATIONS
from the Department of Homeland Security
http://www.dhs.gov/dhspublic/display?theme=29&content=320

LEVEL 1: Low Condition (Green)

This condition is declared when there is a low risk of terrorist attacks.

LEVEL 2: Guarded Condition (Blue)

This condition is declared when there is a general risk of terrorist attacks. In addition to the protective measures taken in the previous threat condition, Federal departments and agencies consider the following general measures in addition to agency-specific protective measures: checking communications with designated emergency response or command locations; reviewing and updating emergency response procedures; and providing the public with any information that would strengthen its ability to act appropriately.

LEVEL 3: Elevated Condition (Yellow)

An elevated condition is declared when there is a significant risk of terrorist attacks. This includes any event outside our area OR within our area that may affect commerce, transportation, and communication AND utilities, like electric power and gas. This includes public lighting, traffic lights, etc. as well as residential utilities.

LEVEL 4: High Condition (Orange)

A high condition signifies an event outside or within our area that may require immediate evacuation. This situation includes any event that presents an immediate danger to area residents. Such events may include explosions, chemical/biological, and nuclear events that may pose an immediate threat to life, property, and safety in our area.

Law enforcement personnel (NYPD) and or State/Federal authorities will coordinate all evacuations.

Note: Unless directed otherwise, the best form of security during an emergency is to stay local and remain at school.

Hygiene Policies

Clean Materials

Classroom materials should be disinfected regularly and air-dried or put through the dishwasher before being returned to usage in the class. It is the teachers' responsibility to maintain the healthy condition of the materials in use in the class, not the maintenance personnel. The teachers need to disinfect materials in their rooms on a daily basis.

Use of Gloves and Hand-Washing Policies

The adult must wear plastic gloves when changing diapers, toileting a young child, or handling open cuts. The use of gloves is no replacement for healthy hand-washing procedures afterward. Always have staff and children wash hands prior to mealtime and when coming in from outside. Also be sure to empty and refill your classroom dishwashing activity throughout the day to insure that the children are using clean water and not spreading germs.

Diapering Policies and Procedures

In the Infant and Toddler rooms, it is important to check diapers often and to change them each time the individual need arises, rather than waiting until a specific interval of time has elapsed. Plastic gloves are required to be worn; it is vital that you and the child wash hands after changing a diaper. Each time the changing table is used, the area is washed with a disinfecting solution. The solution is mixed in a labeled spray bottle and stored conveniently but high enough to be well out of reach of the children.

The lead/co-teacher teaches these procedures to each new teacher assigned to the infant/toddler rooms:

- Disposable plastic gloves must be worn by staff when changing a diaper or helping a child at the toilet.
- One hand must remain at all times on the child positioned on the changing table.
- Diapers should be changed as needed but checked often and at least every two hours.
- Every diaper change must be noted on the day sheet to parents, specifically noting any bowel movement.
- Clean the child thoroughly, using baby wipes. Use cream according to parents' routine, and note on the day sheet to parents if diaper rash appears to be developing.
- Use the changing opportunity to speak with the child and to gently explain what you are doing as you assist the child in this most personal routine.
- Soiled clothing goes home in a sealed plastic bag.
- Soiled diapers are folded on themselves and disposed of in a trash can with a lid.
- Be encouraging of <u>all</u> efforts of the child to self-care as they become able and interested in toilet readiness and self-care routines. An adult must always be present to supervise the youngest children in the bathroom, and the Board of Health requires that the bathroom doors must be open at all times in all classrooms.

Naps

Each full-day child will be offered a rest period during the day. Children who do not regularly sleep need to be encouraged to rest quietly for approximately 1 hour (Dept. of Health). Cots are to be placed at least 18 inches apart and covered with the child's sheet and blanket (or those provided by the school). The classroom may not be completely dark for rest time. A light must remain on and a clear path to the door and bathroom must be visible at all times.

Sheets and blankets go home on Friday (or earlier, as the need arises) for laundering by the family and are to be returned to school each Monday.

Head Lice

Although it is extremely rare, some of our students contract head lice. Do not be alarmed if this happens to a child in your classroom. Head lice are not a sign of unclean people or homes. When this happens, wearing gloves, with your hair out of the way, you will check all children's heads; we ask parents to do the same at home.

Look for tiny rice-shaped white or off-white specks that you cannot flick off of the hair, or crawling insects. If the specks are attached and you have to slide them off of the hair, get a second opinion. If confirmed, call parents to pick up the child and tell the office so an e-mail can be sent to the other parents in the classroom.

Please note that lice spread via shared personal items (hats, scarves, bedding, towels) and by crawling from one person to another. You and your team must also vacuum thoroughly, treat rugs and upholstery with spray, put work mats in plastic bags, and send bedding home. ***If a child is sent home with lice, we require that parents bring a doctor's note or letter to the school from an authorized head lice removal service stating that the child is lice/nit free.***

There are several local groups that assist families with head lice. They are Licenders (www.licenders.com) and Hairfairies (www.hairfairies.com). In addition, there is Pediatric Scalp Care Specialists, a non-profit organization that helps with head lice (www.pediatricscalpcare.org).

Bedbugs

Bedbugs have become more common, especially in crowded cities. Although bedbugs and their bites are a nuisance, they are not known to spread disease.

Parents should let the school know if they find bedbugs in their home. If a student comes to school with bites that appear to be from bedbugs, typically in a cluster, you will contact the parents. If it is determined that bedbugs are the cause of the bite, all clothing will be sent home and you will need to wash all items that the child came in contact with in hot water (140º degrees) and dry on the highest setting for at least 20 minutes. Other clean items suspected of having bedbugs should be placed in a hot dryer for at least 20 minutes to kill bedbugs. After drying, items should be sealed in plastic bags; we have had our pest team come and do an analysis.

If it is determined that a child in your classroom has bedbugs in their home, you must proceed, respecting confidentiality of the family. Let the office know, and all parents in that class will be notified. The school exterminator will be contacted to decide the best possible extermination. Parents will receive an educational fact sheet on bedbugs, how

to detect them, prevent them, and get rid of them.

Staff Procedures

Phase-in Procedures to Follow with New Children

Before New Student's Start Date –(*Anytime during the year)*

- Call parents before the start date:
  - welcome the family
  - **set up a home visit**
  - explain the phase-in process (please see attached Phase-in Guidelines)
  - clearly state what the first day will be like and the exact date and time of the first day
  - Let parents know what they will need to bring for the first day of school, and the days after

- Add the e-mail address(es) to the classroom e-mail list
- Record allergies or specific dietary restrictions to the posted Allergy List
- Send parents all classroom literature (classroom guidelines, link for "Peek at the Week," classroom e-mail address)
- Make a care package for the family (T-shirt, stroller tag, backpack, and current *Montessori Life* magazine)
- Label a cubby for the child
- Add the child's name to the sign-in/sign-out sheet
- Communicate on a daily basis about the phase-in
- Familiarize yourself with the parents' names, language(s) spoken at home, family situation
- Photocopy the emergency card, and make sure emergency information is in the bag you carry outside.

Upon the child's arrival:

- Greet the child warmly at the door. Say hello using his/her name.
- Show the child how to remove his/her jacket and where to hang the jacket. Point out his/her name and make it clear that this is his/her own special place for clothing.
- Show the child, if appropriate, where to put boots, hat, and any toy they may have brought into school.
- Make sure that the parents sign their child in to the classroom.

Throughout the day: Toddler Rooms and Pre Schools

Show where and how to get a drink of water.

- Show where a few key areas are, e.g., the reading corner.
- Show where to put his/her completed work.
- Show where the bathroom is, if age-appropriate.

- Show where the tissues are kept and where to discard used tissues.

Basic skills to be shown and re-shown through the first few days:

Toddler II and Pre-Schools

- How to carry material with two hands.
- How to get and return an activity to a shelf.
- How to move and carry a chair quietly.
- How to carry, roll, and unroll a work mat.
- How to walk around a work mat.
- How to put on and remove an apron.
- How to use a sponge.
- How to wipe up water spills on the floor.
- How to carry, open, and turn the pages in a book.

Upon the child's daily leaving: All Children

- Show him/her how to put on his/her jacket and other clothing.
- Say good-byes personally, e.g., "I'm delighted we are in class together. We had a fun time in school today. See you tomorrow. Thanks for coming."
- Make sure the parent or authorized pick-up person signs the sign-out sheet.

These strategies will help our students begin to trust our learning environments, as well as the people in the class.

Maintenance of the Environment

Preparation of the "prepared environment" is an ongoing task in the Montessori class. It remains the responsibility of all those who use the class:

- Children are encouraged to return the materials in such a way that the materials will be ready for others to use, and this includes end-of-the-day help.
- All class teachers follow a schedule of set-up and clean-up procedures; this is not solely one person's job, and all are expected to participate fully in the maintenance of their class environment, no matter their position.
- Maintenance staff are contracted to do the general cleaning of the school premises after-hours.

Classroom Budgets and Petty Cash

Each year the Director works on the school budget in regards to classroom, program, and overall school needs. Each classroom is allotted a sum to be used for that fiscal year. Generally, these sums are equal for each classroom unless it is a start-up classroom or there is a large piece of equipment needed that is shared between

classrooms, e.g., gym equipment, baby strollers, and buggies. *Teachers must submit their order for the next school year before the end of the current school year (June). These orders must include art and classroom materials according to the AMS list of accredited classrooms. Late orders may not be honored and may be forfeited due to lateness.* Orders are compiled and placed by the Administrative Coordinator on the first of the month only. **All orders must have final approval by the Director**.

In addition, each classroom has a Petty Cash allotment. The Administrative Coordinator is responsible for maintaining Petty Cash receivables and payables. Petty cash can be used for expendable classroom items or materials that cannot be ordered through approved vendors. Teachers must turn in all receipts to be reimbursed from their Petty Cash.

Staff Assistance with Enrollment/Admissions Procedures and Class Socials

You will be required to participate in any "Open House" meetings, cordially welcoming prospective parent and/or child visitors into your class as they tour the school, respectfully answering inquiries directed at you; these are ways that you can help the school build its enrollment and reputation. You are required, as staff, to also attend your classroom's socials, which are held five times a year either as morning breakfasts, luncheons, or after-school parties. This builds community and allows parents, who do not normally get to see you, the opportunity to learn more about their child's teachers and learning community.

School-to-Home Communications

Weekly Classroom Updates

Classroom teachers will provide a weekly activities chart, which are called "Peeks at the Week," to parents by e-mail. These charts are e-mailed between Thursday evening and Saturday. The charts indicate the group activities that occurred during the previous week. They do not include individual lessons given to each child by the teachers. It is a summary of the group's activities for the week.

School-Wide Newsletter

The Executive Director and Education Team produce a whole-school newsletter. The articles are due every two months on the 10th of the month and are submitted to the Education Director.

PARENT CONFERENCES and ETHICS

Teachers hold two required Parent/Teacher conferences per school year in November and June. Parents are free to schedule a meeting with teachers any time that they want to discuss their child or the classroom.

Privacy Acts, which have become law, require that no discussions concerning a child or children in your class or at school be conducted with other parents or families. Libelous or slanderous or off-hand remarks (even casual, innocent comments) can initiate a lawsuit against you personally and jeopardize the school as well because you are considered an agent of the school.

All information in a child's file or in his daily records should be of a nature you can fully disclose to parents or to other professionals with parental consent. Do not discuss school issues with families of our children or with those outside our school family. Ask for a sounding board of our own faculty to help you with sticky problems on ones you are unsure about.

In addition, when you have a telephone conversation about a child's academic, social, or physical development, document it on a Conference Summary Form, with the date and persons involved in the conversation, and place it in the student's file. All conversations are important and must be documented.

NOTE: If conferences are held with parents and the child development consultant, or director or outside professional, it is required that a pre-conference meeting is held with < > School faculty and staff involved prior to the meeting. If the child development consultant or Director is involved, they will give the summary or conclusion for the conference.

February Calls to Parents

After the midyear progress report is sent home, parents have the option of setting up a third parent/teacher conference. Teachers should be prepared to talk to parents about their child's progress and to answer any question or to address any concern the parent may have. ***Meetings or phone* calls must be recorded on Parent Conference Summary Sheets.**

E-mails

Each classroom has a school e-mail address. Parents are encouraged to send e-mails concerning classroom questions; these must be responded to within 24 hours. E-mails are not confidential or necessarily confidential. E-mails do not take the place of face-to-face communications. Teachers should plan a time to check their e-mails once per day. All parent e-mails must be in the classroom's address book on the < > School Mail System prior to the start of school.

Infant Daily Sheets

Infant Teachers fill out a daily sheet for their students that records important information, like food consumption, toileting, sleeping. This information helps parents plan their evening with their child.

Toddler Sign-in/Sign-out Sheets

Toddler teachers take notes about napping, toileting, and food consumption on the sign-in/sign-out sheets. This information helps parents plan their evening with their child.

Telephone Calls to Parents

Teachers will call parents whenever they have a concern about a child. Parents will call the school office to request a call back from a teacher. Teachers must return the telephone call within the same day if it is received by 4:00 PM.

Grievances

Parent Grievances

The procedure for consideration and adjustment of grievances of any parent shall be as follows. **The parent will consult with the child's Teacher first.** Failing to reach settlement in conference with the Teacher, the parent will consult with the Director of the School. The Director will consult with the Child Development Consultant, as necessary, and help mediate a meeting between the Parent and Teacher.

< > School Closing Classroom Checklist

June 2011

Classroom: _____ Teachers: _____

Teachers/interns/assistants (no exceptions) are responsible for making sure their classroom is in good order before leaving for the school year.
Make sure that all of your personal and perishable items, including pets, are removed and that your keys are turned in at the end of the school year.

Please initial each item as you complete it:

___ Copy and file all students' conference forms.

___ Make a list of materials that are to be ordered over the summer. The following information is required for your list: the catalog you are using for each item, page number, item #, and pricing. All orders must be justified against the AMS Suggested Classroom Materials list. Orders and their justification should be submitted to the Education Director on or before Friday, June 10.

___ Review the supply list and welcome letters for your class for 2011 - 2012 and be sure to e-mail it to the Education Director on or before the last day of school.

___ All materials are to be counted, sorted, and inventoried and notes are to be made on broken or missing pieces. **Update your classroom inventory in your Blue notebook**.

___ Inventory your Emergency Backpack and Daily Pack; order replacement items.

___ Make a list of teacher-made materials to be worked on over the summer.

___ All materials are washed, dried, or polished before storing.

___ Review geography puzzle maps and turn in repairs to Education Director.

___ Markers, crayons, and other art materials (usable) are stored in ziplock bags.

___ Pencils are inventoried and stored.

___ Glue and play dough and paints are stored so that they will not dry out.

___ Paper is sorted by size and color. Extra paper can be stored in the teacher workroom.

___ Kitchens, closets, cupboards, and storage areas are organized and clean.

___ Remove labels from the cubbies and clean all compartments.

___ Make arrangements for all pet/plant care over the summer. Summer Camp personnel are not responsible for pets/plant. Do not leave pets/plants unattended!!!!

___ All shelves are wiped down.

___ Dustpans and brushes are cleaned.

___ Tape and other adhesive substances are removed from walls, windows, etc.

___ All towels, work rugs, and clothes are cleaned.

___ Refrigerators are emptied and cleaned, and microwaves are thoroughly cleaned.

___ Trash cans and recycle bins are scrubbed inside and out.

___ Sinks (and underneath) are scrubbed, sponges removed, cleaning materials stored.

___ Playground is cleaned and outside toys cleaned and stored. Teachers, please work together to accomplish this.

___ Changes of clothes are returned to families.

___ You should make sure that extra unclaimed clothes are consolidated and given to charity.

___ All perishable materials go to a box for Summer Camp; do not store dry-pouring items, like rice or beans.

___ Make arrangements with the Education Director for a classroom closing inspection.

___ Return any books that have been borrowed from the library on the last Friday before the last day of school.

___ Your keys are to be returned to the Administrative Coordinator.

Thank You!

This Employee Handbook may be changed or amended at any time, and two (2) week's notice of the policy statements will be provided to staff members.

*****

I have read the Employee Handbook and agree to abide by its policies and procedures without exception.

Staff member's signature: _____

Staff member's title: _____
Date: _____

B.4 Pre-Opening Plan

Pending approval from the Maine Charter School Commission, Many Hands Montessori School would put into action a thorough pre-opening plan, some elements that are already being acted upon. Below is listed a number of immediate steps Many Hands Montessori School will take if approved to operate as a public charter school; a more detailed, longer term plan is specified in Tab 23: Pre-Opening Plan Template.

Task	**Primary Responsible Party**	**Initiation Date(s)**	**Development Date(s)**	**Anticipated Completion Date**	**Anticipated Resource Needs**
Secure location/sign lease	Board of Directors	October 2013	Ongoing	By contract date	
Acquire Insurance	Board of Directors/Head of School	October 2013	Ongoing	No later than ten days after contract date	
Prepare buildings, classrooms, grounds	Facilities Committee Chair/Head of School	Upon securing location	Ongoing	90 days prior to start of school year	Community volunteers
Recruit/hire staff	Board of Directors/Head of School	Upon charter approval	Ongoing	Head of School to be hired by contract date	
Develop instructional materials purchasing plan	Head of school	Upon charter approval	Ongoing	By contract date	
Obtain classroom materials	Head of School	Upon charter approval	Ongoing	30 days prior to start of school year	
Put in place student/staff IT policy and procedures	Board of Directors	Upon charter approval	Ongoing	By contract date	

Purchase and put in place hardware and software technology, including student services, records, and reporting system	Board of Directors	Upon charter approval	Ongoing	By contract date	Information Technology consultant
Aggressively fundraise	Fundraising Committee	Upon charter approval	Ongoing	Ongoing	
Finalize food service contract	Board of Directors	October 2013	Upon charter approval	60 days prior to school opening	
Recruit students	Head of School, Marketing/PR Committee	Upon charter approval	Ongoing	enrollment projected to be finalized by 04/01/2014	
Publicize opening of school, open houses, informational sessions	Head of School, Marketing/PR Committee	Upon charter approval	Ongoing	Ongoing	
Finalize transportation contract	Board of Directors	October 2013	Upon charter approval	60 days prior to school opening	

Maine Charter School Commission
Required Elements Pre-Opening Plan
Tab 23.

School Name__Many Hands Montessori School___

Approved 1-8-13

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	In application	09/14/13
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application	09/24/13 amendment 11/05/13
	By-laws	Founders and Governing Board	In application	10/05/13
	Organizational Chart	Founders and Governing Board	In application	10/2013
	Organizational Policies and Procedures	Founders and Governing Board	In application	10/2013
	Staff Handbook	Governing Board Executive Director	In application	11/2013
Enrollment	Enrollment Policy and Enrollment Plan	Governing Board	In application	11/2013
	Required min/max enrollments	Governing Board	On contract date	
	Application process for admission	Governing Board/ Executive Director	In application	11/2013

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued:	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	ongoing
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	11/2013
	Admissions Notification and/or Lottery Deadline	Executive Director / Director of Admissions	Prior to April 1st of school year	
	Admissions Acceptance Decisions	Executive Director / Director of Admissions	Prior to April 1st of the school year	
	File Pre-enrollment	Executive Director	April 1 of the school year	
	Report to SAU's			
Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application	11/2014

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Staff Recruitment and Hiring continued:	Hiring of Principal and Key Admin. (CFO, S.S. Director, others)	Governing Board/ Executive Director	On contract date	
	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Executive Director / Head of School	30 days prior to start of school year	
	Paraprofessionals	Executive Director / Head of School	20 days prior to start of school year	
	Clerical Staff	Executive Director / Head of	20 days prior to start of school year	
		School		
	Substitute Teachers	Executive Director / Head of School	At start of school year	

	Initial Professional Development and Staff Orientation	Executive Director / Head of School	5 days prior to start of school year	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Facilities and Safety	Signed lease for all space as listed in application	Governing Board/ Executive Director	On contract date	
	All required renovations to meet approved school inspections	Governing Board / Executive Director	90 days prior to start of school year	
	Certificate of Occupancy	Executive Director / Head of School	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director / Head of School	60 days prior to start of school year	
	Insurance Policies in	Executive Director /	10 days after contract date	
	place	Head of School		
	Utilities (water and air quality, plumbing, electricity)	Executive Director / Head of School	60 days prior to start of school year	
	Capital Equipment and Installation	Executive Director / Head of School	30 days prior to start of school year	

	Office and Classroom Equipment and Installations	Executive Director / Head of School	20 days prior to start of school year	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Facilities and Safety continued:	Emergency Contact Sheet and Safety Plan	Executive Director / Head of School	15 days prior to start of school year	
Student Learning	School Calendar and Student Schedule	Executive Director / Head of School	On contract date	
	Code of Conduct	Executive Director / Head of School	On contract date	
	Special Services and Special Education Policy	Executive Director / Head of School /Special Services Coordinator	In application	11/2013
	Approved Special Education Plan	Executive Director / Head of School /Special Services Coordinator	On contract date	

	Curriculum Accommodation Plan	Executive Director / Head of School	30 days prior to start of school year	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Student Learning continued:	Title 1, Special Education and ELL Approved Plans	Executive Director /Head of School /Special Services Coordinator	30 days prior to start of school year	
Finance and Financial Services	Operating Budget - final pre-opening revisions	Governing Board / Executive Director	45 days prior to school opening	
	Cash-flow Projections	Executive Director /CFO	On approval of application	
	Fiscal Policies and Procedures Manual	Executive Director /CFO	In application	11/2013
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	
	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	ongoing

	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	ongoing
	Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	ongoing
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Finance and Financial Services continued:	Audit Timeline	Governing Board / Executive Director	On signing of contract	
Technology	Hardware installed and set-up	Director of IT	30 days before opening of school	
	Software installed and set-up	Director of IT	20 days before opening of school	
	Student/Staff IT Policy and	Executive Director /Director of IT	On signing contract	
	Procedures in place			
Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application	11/2013
	Instructional Materials purchasing plan	Executive Director / Head of School	On signing contract	

	Classroom assignments and set-up	Executive Director / Head of School	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director / Head of School	On signing contract	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Student Services, Records and Reporting System continued	Academic Performance Information	Executive Director / Head of School	On signing contract	
	Student information system compatible with MEDMS	Executive Director / Head of School	On signing contract	
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	On signing contract	
	Transportation Plan and Contract	Executive Director / Head of School	60 days prior to school opening	

	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Health and Wellness Plan	Executive Director /Head of School	On signing contract	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Governing Board / Executive Director	On signing contract	
	Professional Development Plan	Head of School	On signing contract	

B.5 Management and Operation

The management of Many Hands Montessori School will consist of a small, efficient group of administrators. There is a clear distinction made between the governance work of the Board of Directors and the administrative/management work of the paid staff. All staff members in consideration for hiring at Many Hands Montessori School will be required to participate in fingerprinting and a background check prior to hiring.

Many Hands Montessori School is a legally incorporated nonprofit entity governed by Maine state statutes. Many Hands Montessori School has filed paperwork with the IRS in order to become a federal, nonprofit, tax-exempt organization. The Board of Directors is responsible for governing the school. Each member of the Board has a personal fiduciary duty to look out for the long-term well being of the school. The board is responsible for addressing major matters including:

- Setting the school's general policies and overall curriculum policies
- Approving and monitoring the annual budget and financial procedures
- Fundraising
- Hiring and evaluating the school's Head of School
- Approving personnel policies and monitoring their implementation by the Head of School
- Assuring that the charter school fulfills its charter contract
- Ensuring legal compliance in the operation of a public charter school
- Strategic planning
- Facilities management

The Board will not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the Board delegates the responsibility for the running of Many Hands Montessori School and implementing the Board's policies to the Head of School. Where appropriate, the Head of School will delegate some responsibility to other administrators, teachers, and students.

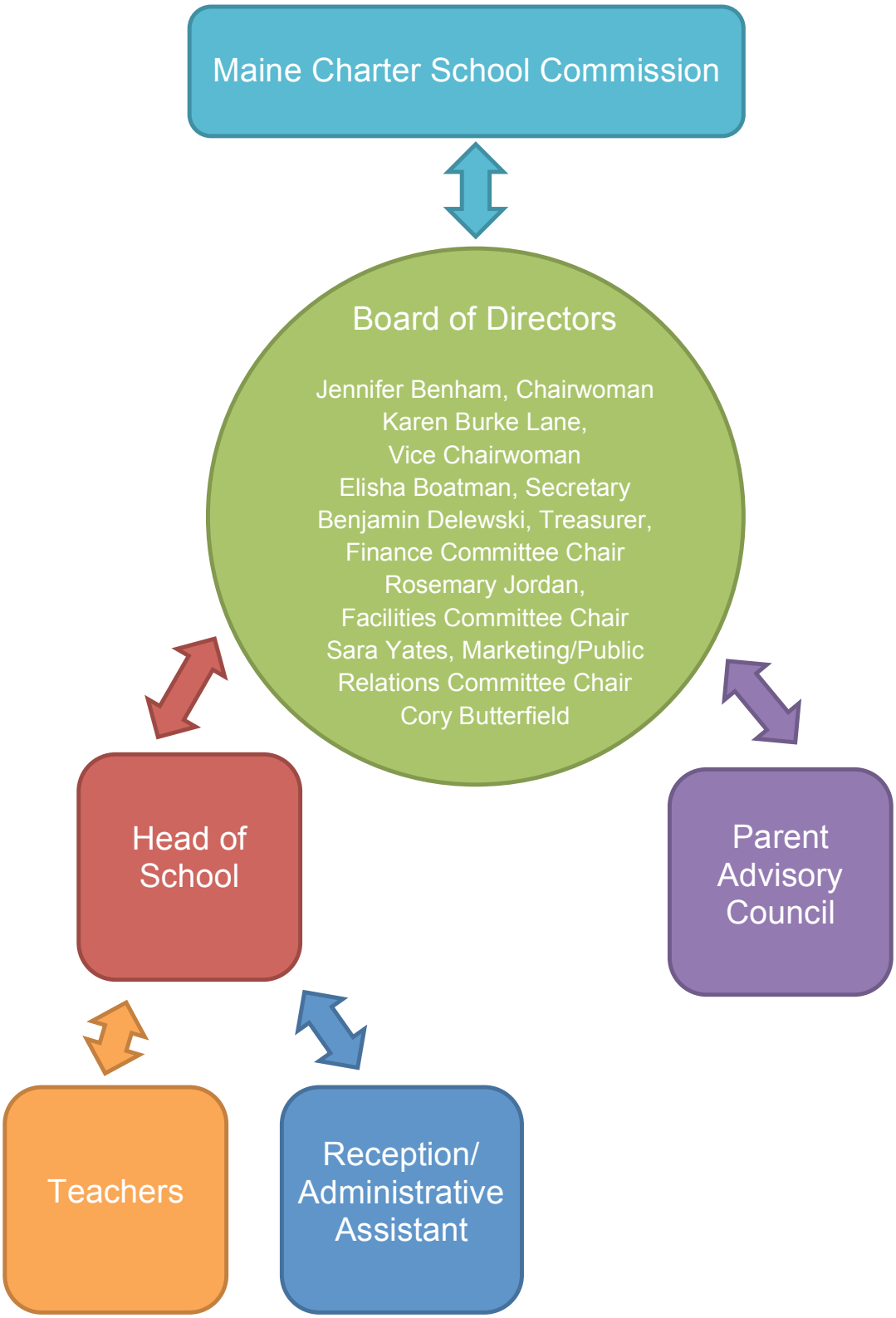
Head of School
Our primary candidate for Head of School is Elaine (Misse) Carolan, a well-respected Instructor and Site Director for the Northeast Montessori Institute in Rockland, Maine. Please reference Tab 25: Key Position Descriptions and Resumes for Key Staff to view Ms. Carolan's resume. Ms. Carolan draws upon many years of experience in the field of education, acting as an Education Consultant, Behavior Health Professional, and an Educator. She brings a wealth of knowledge of Montessori educational philosophies, methodologies, and practices, and is passionate about providing public Montessori education to our community. In her past business experience, Ms. Carolan successfully developed and managed a Montessori preschool in Portland, Maine, in which she gained valuable management knowledge. The responsibilities for Head of School include, but are not exclusive to:

- Creates and maintains an environment which is aesthetically appealing and stimulating
- Participates in the collective design and maintenance of environments shared with staff
- Has a thorough understanding of the Montessori philosophy and the rationale, sequence, and accurate presentations of the Montessori materials
- He/she shall be flexible and open to new concepts in education and willing to further his/her training by attending classes, workshops and/or training sessions
- Reviews current texts and commercially available materials for incorporation into the curriculum
- Reviews curriculum and materials annually for repair, replacement, rejuvenation
- Prepares orders for educational materials and supplies
- Is accountable for hosting regular staff meetings for teachers
- Plans and creates special events within the school and community
- Plans school calendar
- Participates in regularly scheduled staff meetings
- Keeps subjective and objective records of teacher's progress: observations, evaluations, attendance, irregularities
- Confers with teachers at least biannually with written reports
- Attends all parent meetings: participates in preparations and presentations
- Communicates with parents by writing newsletter articles
- Communicates with Board of Directors regularly
- Takes responsibility for jobs that insure the smooth operation of school routine
- Arrives on time and prepared for the day
- Supervises staff and prepares for opportunities of professional development
- Formally and informally evaluates staff practices and performances annually

Please also reference Tab 25: Key Position Descriptions and Resumes for Key Staff for further detail regarding administrator and staff responsibilities.

Many Hands Montessori School will not participate in any partnerships or contractual relationships with Education Service Providers or any organization that will have influence over daily operations.

Tab 24: Organizational Chart



Tab 25: Position Descriptions and Resumes for Key Staff

Title: Head of School

Qualifications:

- The person selected for this position must be professionally prepared as a teacher and administrator in the field of Montessori and hold a teaching credential. This person must be a sensitive and mature individual who is able to relate well to both children and adults.
- The person selected for this position shall have the emotional stability and maturity to handle a crisis situation.
- The person selected for this position must be CPR certified.
- The person selected for this position shall be able to communicate with parents, staff, and the community regarding the classroom program and Montessori philosophy.
- The person selected for this position will be required to have fingerprints taken and background check administered.

Objectives of the Position:

- To create and maintain a Montessori program which identifies the school as an excellent educational alternative.
- To create and maintain an environment which provides for children's willful development of disciplined movement, social skills, academic growth and practical life skills.
- To create a physically safe indoor and outdoor environment for the children.
- To provide educational leadership which helps teacher, students and parents to work together for the optimal total development of each child.
- Supports the philosophy of education and the policies of Many Hands Montessori School through communications which reflect the highest ethics, confidentiality, honesty, and professional attitude.
- To create a joyful place of employment.
- To be accessible to staff, parents, and the community.

Line of Authority:

- Responsible to the Board of Directors.
- Responsible with the Administrator, for supervision of assistants, interns, and curriculum specialists.

Responsibilities:

Curriculum and Environments

- Creates and maintains an environment which is aesthetically appealing and stimulating.
- Participates in the collective design and maintenance of environments shared with staff.
- Has a thorough understanding of the Montessori philosophy and the rationale, sequence, and accurate presentations of the Montessori materials.
- He/she shall be flexible and open to new concepts in education and willing to further his/her training by attending classes, workshops and/or training sessions.
- Reviews current texts and commercially available materials for incorporation into the curriculum.
- Reviews curriculum and materials annually for repair, replacement, rejuvenation.

- Prepares orders for educational materials and supplies and submits to the Administrator annually.
- Is accountable for hosting regular staff meetings for teachers.
- Plans and creates special events within the school and community.
- Plans school calendar.

Communications

- Participates in regularly scheduled staff meetings.
- Keeps subjective and objective records of teacher's progress: observations, evaluations, attendance, irregularities.
- Confers with teachers at least biannually with written reports.
- Attends all parent meetings: participates in preparations and presentations.
- Communicates with parents by writing newsletter articles.
- Communicates with Board of Directors regularly.

Logistics

- Takes responsibility for jobs that insure the smooth operation of school routine.
- Arrives on time and prepared for the day.
- Supervises staff and prepares for opportunities of professional development.
- Formally and informally evaluates staff practices and performances annually.

Standards of Performance:

- Consistency of educational philosophy, methodology.
- Parent and staff satisfaction.
- Enrollment stability and growth.
- Demonstrates consistent commitment to continued professional growth and is evolving in his/her educational and personal growth.

Planning:

- Meets at least biannually with the Board of Directors to evaluate performance and to set personal and professional goals.

Process for Changing Position Description:

- The description of this position may be changed with agreement of teachers, Administrator, and the Board of Directors.

Title: Administrator (a goal of the Board to hire in future years)

Qualifications:

- The person selected for this position must be professionally prepared This person must be a sensitive and mature individual who is able to relate well to both children and adults.
- The person selected for this position shall have the emotional stability and maturity to handle a crisis situation.
- The person selected for this position must be CPR certified.
- The person selected for this position shall be able to communicate with parents, staff, and the community regarding the classroom program and Montessori philosophy.

- The person selected for this position will be required to have fingerprints taken and background check administered.

Objectives of the Position:

- To create and maintain a Montessori program which identifies the school as an excellent educational alternative.
- Supports the philosophy of education and the policies of Many Hands Montessori School through communications which reflect the highest ethics, confidentiality, honesty, and professional attitude.
- To be accessible to staff, parents, and the community.
- Maintain files for each individual child.
- Perform clerical duties.

Line of Authority:

- Responsible to the Head of School.
- Responsible with the Head of School, for supervision of assistants, interns, and curriculum specialists.

Responsibilities:

Curriculum and Environments

- Creates and maintains an environment which is aesthetically appealing and stimulating.
- Has a thorough understanding of the Montesosri philosophy and the rationale, sequence, and accurate presentations of the Montessori materials.
- He/she shall be flexible and open to new concepts in education and willing to further his/her training by attending classes, workshops and/or training sessions.
- Reviews current texts and commercially available materials for incorporation into the curriculum.
- Orders educational materials as submitted by classroom teachers.

Communications

- Participates in regularly scheduled staff meetings.
- Attends all parent meetings: participates in preparations and presentations.
- Communicates with Head of School regularly.

Logistics

- Takes responsibility for jobs that insure the smooth operation of school routine.
- Arrives on time and prepared for the day.
- Distributes notices to staff as they become available.

Standards of Performance:

- Consistency of educational philosophy, methodology.
- Parent and staff satisfaction.
- Enrollment stability and growth.
- Demonstrates consistent commitment to continued professional growth and is evolving in his/her educational and personal growth.

Planning:

- Meets at least biannually with the Head of School to evaluate performance and to set personal and professional goals.

Process for Changing Position Description:

- The description of this position may be changed with agreement of teachers, Head of School, and the Board of Directors.

Title: Head Teacher

Qualifications:

- The person selected for this position must be professionally prepared as a teacher of young children in the field of Montessori and hold a teaching credential. This person must be a sensitive and mature individual who is able to relate well to both children and adults.
- The person selected for this position shall have the emotional stability and maturity to handle a crisis situation.
- The person selected for this position must be CPR certified.
- The person selected for this position shall be able to communicate with parents, staff, and the community regarding the classroom program and Montessori philosophy.
- The person selected for this position will be required to have fingerprints taken and background check administered.

Objectives of the Position:

- To create and maintain a Montessori program which identifies the school as an excellent educational alternative.
- To create and maintain an environment which provides for children's willful development of disciplined movement, social skills, academic growth and practical life skills.
- To create a physically safe indoor and outdoor environment for the children.
- To provide educational leadership which helps children and parents to work together for the optimal total development of each child.
- Supports the philosophy of education and the policies of Many Hands Montessori School through communications which reflect the highest ethics, confidentiality, honesty, and professional attitude.

Line of Authority:

- Responsible to the Administrator and Head of School.
- Responsible with the Administrator, for supervision of assistants, interns, and curriculum specialists.

Responsibilities:

Curriculum and Environments

- Creates and maintains an environment which is aesthetically appealing and stimulating.
- Participates in the collective design and maintenance of environments shared with staff.
- Acquires/makes complete sequence of materials required for implementation of the course of study.
- Has a thorough understanding of the Montesosri philosophy and the rationale, sequence, and accurate presentations of the Montessori materials.
- He/she shall be flexible and open to new concepts in education and willing to further his/her training by attending classes, workshops and/or training sessions.

- Reviews current texts and commercially available materials for incorporation into the curriculum.
- Reviews curriculum and materials annually for repair, replacement, rejuvenation.
- Prepares orders for educational materials and supplies and submits to the Administrator annually.

Communications

- Participates in regularly scheduled staff meetings.
- Communicates observations and evaluations to parents.
- Keeps subjective and objective records of student's progress: observations, evaluations, attendance, irregularities.
- Confers with parents of each child at least biannually with written reports, and as required.
- Attends all parent meetings: participates in preparations and presentations.
- Communicates with parents by writing newsletter articles.

Logistics

- Plans and executes logistics of field trips and outings.
- Takes responsibility for jobs that insure the smooth operation of school routine.
- Arrives on time and prepared for class.
- Supervises class at all times.

Standards of Performance:

- Consistency of educational philosophy, methodology.
- Parent satisfaction.
- Enrollment stability and growth.
- Demonstrates consistent commitment to continued professional growth and is evolving in his/her educational and personal growth.

Planning:

- Meets at least biannually with the Administrator to evaluate performance and to set personal and professional goals.

Process for Changing Position Description:

- The description of this position may be changed with agreement of teachers, Administrator, and the Head of School.

Title: Assistant Teacher

Qualifications:

- The person selected for this position must have knowledge and experience in the field of education or child development and interested in deepening their understanding through readings, lectures, and workshops.
- The person selected for this position shall have the emotional stability and maturity to handle a crisis situation.
- The person selected for this position must be CPR certified.
- This person must be a sensitive and mature individual who is able to relate well to both children and adults.

- Supports the philosophy of education and the policies of Many Hands Montessori School through communications which reflect the highest of ethics, confidentiality, honesty, and professional attitude.
- Works cooperatively under the supervision of the classroom teacher and has a helpful spirit to the staff and school.
- Has flexibility and contributes to the smooth running of daily routines and schedules.
- The person selected for this position will be required to have fingerprints taken and background check administered.

Objectives of the Position:

- To assist with the care and renewal of the classroom by keeping it a clean, safe, and interesting environment for children.
- To support and assist children's natural development and love of learning.
- To learn the principles of Montessori education and how to apply them in the classroom.

Line of Authority:

- Responsible to the Head Teacher, Administrator, and Head of School.

Responsibilities:

Curriculum and Environments

- Creates and maintains an environment which is aesthetically appealing and stimulating.
- Participates in the collective design and maintenance of environments shared with staff.
- Assists classroom teacher in packing the classroom at the end of the school year and taking an inventory of classroom materials.

Communications

- Participates in regularly scheduled staff meetings.
- Communicates observations to Head Teacher.
- Assists the Head Teacher in preparing for and attending Parent Conferences twice a year.
- Participates in recommended Montessori training programs, workshops, courses, and other aspects of professional growth.

Logistics

- Assists in planning logistics of field trips and outings.
- Takes responsibility for jobs that insure the smooth operation of school routine.
- Arrives on time and prepared for class.
- Supervises class at all times.

Standards of Performance:

- Consistency of educational philosophy, methodology.
- Parent satisfaction.
- Demonstrates consistent commitment to continued professional growth.

Planning:

- Meets at least biannually with the Administrator to evaluate performance and to set personal and professional goals.

Process of Changing Position Description:

- The description of this position may be changed with agreement of primary teachers, Administrator, and the Head of School.

Title: Support Staff

Qualifications:

- The person selected for this position must be professionally prepared in the field in which they are offering educational support.
- This person must be a sensitive and mature individual who is able to relate well to both children and adults.
- The person selected for this position shall have the emotional stability and maturity to handle a crisis situation.
- The person selected for this position must be CPR certified.
- The person selected for this position shall be able to communicate with parents and staff.
- The person selected for this position will be required to have fingerprints taken and background check administered.

Objectives of the Position:

- To create and maintain an environment which provides for children's willful development of disciplined movement, social skills, academic growth and practical life skills.
- To create a physically safe indoor and outdoor environment for the children.
- To provide educational leadership which helps children and parents to work together for the optimal total development of each child.
- Supports the philosophy of education and the policies of Many Hands Montessori School through communications which reflect the highest ethics, confidentiality, honesty, and professional attitude.

Line of Authority:

- Responsible to the Administrator and Director of the School.

Responsibilities:

Curriculum and Environments

- Creates and maintains an environment which is aesthetically appealing and stimulating.
- Participates in the collective design and maintenance of environments shared with staff.
- Acquires/makes complete sequence of materials required for implementation of the course of study.
- Has a thorough understanding of the Montessori philosophy and the rationale, sequence, and accurate presentations of the Montessori materials.
- He/she shall be flexible and open to new concepts in education and willing to further his/her training by attending classes, workshops and/or training sessions.
- Reviews current texts and commercially available materials for incorporation into the curriculum.
- Reviews curriculum and materials annually for repair, replacement, rejuvenation.
- Prepares orders for educational materials and supplies and submits to the Administrator annually.

Communications

- Participates in regularly scheduled staff meetings.
- Communicates observations and evaluations to parents and head teacher.

- Keeps subjective and objective records of student's progress: observations, evaluations, attendance, irregularities.
- Confers with parents of each child at least biannually with written reports, and as required.
- Attends all parent meetings: participates in preparations and presentations.
- Communicates with parents by writing newsletter articles.

Logistics

- Takes responsibility for jobs that insure the smooth operation of school routine.
- Arrives on time and prepared for class.
- Supervises children at all times.

Standards of Performance:

- Consistency of educational philosophy and methodology.
- Parent and staff satisfaction.
- Enrollment stability and growth.
- Demonstrates consistent commitment to continued professional growth and is evolving in his/her educational and personal growth.

Planning:

- Meets at least biannually with the Administrator and Head of School to evaluate performance and to set personal and professional goals.

Process for Changing Position Description:

- The description of this position may be changed with agreement of teachers, Administrator, and the Head of School.

Resume for Many Hands Montessori School's primary candidate for Head of School:

Elaine A. Carolan

207-838-2654
misse@maine.rr.com

Education

M.S. Educational Psychology/Applied Behavior Analysis, University of Southern Maine, 2008
B.A. Psychology, University of Southern Maine, 2005
Association Montessori Internationale Certification, Montessori Institute of Atlanta, 1978

Professional Profile

Experienced with a variety of educational environments in teaching and administration roles; highly effective in parent education, communication, and building working school-

home partnerships; skilled in cooperative work with staff; superior communication skills with children

Professional Experience

Site Director/Instructor. Northeast Montessori Institute, Rockport, ME. 1992 – present.
– oversee educational seminars; curriculum instructor; student-teacher advisor, manage faculty; increased the total number of graduating students.

Education Consultant. New England Early Childhood Associates (NEECA), Kingston, R.I. 2005 –present**.**
– provide professional support for schools - teachers and administrators, design and improve indoor environments, formulate and present workshops for schools and national conferences.

Behavioral Health Professional. Affinity, New Gloucester, ME. 2012 - 2013.
– in-home support to single-parent family and child with Autism, increased child's independence in daily life skills and social interactions through implementation of behavioral support plan, designed and put into operation a parent education plan.

Behavior Specialist/Educator. Children's Odyssey Preschool, Portland, ME, 2010-2012.
– implemented IEP's for children with developmental disabilities, increased individual's social and cognitive skills.

Behavior Clinical Specialist. ACHIEVE! Day Treatment Program (Providence Corporation of Maine), Bath, ME. 2007-2009.
-effected interventions and support to elementary through high school-aged children with behavior and emotional disorders; case management, data collection, peer review, and family communication. Graduate Assistant, under Dr. Michael E. Kelley, 2007-2008.

Behavior Analyst Technician. Merrymeeting Center for Child Development, Bath, ME. 2006 – 2007.
– applied interventions and support services to children with developmental disabilities, daily data collection.

School Consultant. Little Log Cabin Montessori School, North Windham, ME. 2003 – 2004.
– developed and implemented curriculum program, increased staff education, designed record keeping system; initiated staff meetings and parent education program.

Owner/Administrator/Teacher. Back Bay Montessori School, Portland, ME. 1998 – 2002.
– designed and managed Montessori preschool: head teacher, curriculum development, record keeping, parent education, and general business maintenance.

Published Articles

An Evaluation of Three Methods of 'Saying No' to Avoid an Escalating Response Class Hierarchy, *Journal of Applied Behavior Analysis,* 2008.

A Methodology for Maintaining Low Levels of Attention-Maintained Problem Behaviors Following Variable-Time Schedule Thinning, *European Journal of Applied Behavior Analysis*, 2008.

Workshop Presenter

American Montessori Society National Conference, 2007-2011, 2013
Applied Behavior Analysis International National Conference, Poster presentation, 2008
School Consultant (Staff Support and Development, Curriculum Workshops, Parent Education), Montessori Schools and Independent Schools throughout New England, 2002-present

Certifications

Maine State Department of Education - Education Technician III, B-12, 021, 022, 023, 028 and Criminal Record History Check K-12
First Aid/CPR – current
BHP Certified – home and school

Professional Organizations

Applied Behavior Analysis International (ABAI)
American Montessori Society (AMS) – Life Member
AMVETS Ladies Auxiliary – Life Member
Associate Vietnam Veterans of America (AVVA)
Psi Chi (National Honor Society in Psychology) – Life Member

Volunteer Positions

Board of Directors. Vice President – Damariscotta Montessori School, Nobleboro, ME
AMVETS Post #2, Ladies Auxiliary. Secretary, Americanism Officer – Yarmouth, ME

B.6 Parent and Community Involvement

Many Hands Montessori School is committed to educating the whole child, and a natural extension of this commitment is to actively encourage parent and community participation within our school. Many Hands Montessori School is founded by three dedicated mothers, committed to providing quality Montessori public education to their children, and the children of families within their communities. Many Hands Montessori School would not have progressed in its development without the encouragement, support, and expertise of a circle of parents and educators who are dedicated to providing public educational choice within our communities. Not only are parents enthusiastic to become part of this exciting endeavor, but also skilled Montessori educators who crave an educational model distinct from our traditional public schools. Our primary candidate for our Head of School is a teacher trainer from the respected Northeast Montessori Institute, we receive invaluable guidance and counseling from the Directress of our local Montessori preschool, and two Montessori educators have committed their energies to the success of our school.

To date, the founders of Many Hands Montessori School have assessed parent interest through inquiries at our local Montessori preschool, and through a public Facebook page. The support for the school has been enthusiastic, with many families expressing a desire to enroll their child(ren) in a public Montessori elementary school and/or expressing a commitment to actively support efforts in the formation of Many Hands Montessori School. Our public Facebook currently has 93 active followers. With member sharing, upwards of 1500 people have seen any given post that Many Hands Montessori School has made public on Facebook. Should we be fortunate enough for the Commission to approve our public charter school application, we would very aggressively publicize our intent to open doors for the 2014-2015 academic school year. The founders of Many Hands Montessori School truly view our school as a community effort. From its beginnings as a mother's dream for her young daughters, Many Hands Montessori School has been grounded in the belief that public education should germinate and grow from the seeds of the community. For all of our differences, there is without doubt, one very strong thread that ties our communities together: the health and success of our children. Our school-aged children spend the majority of their time in an educational setting; it is our job to ensure that not only are their academic needs being met, but also their social, emotional, and creative sensibilities.

We will actively engage families with the physical formation of our school. Once a location for Many Hands Montessori School is secured, there will be physical preparations needed prior to opening. With the guidance of our Head of School, any parent or community member who is eager to help clean, organize, arrange, and prepare our classroom environments will be wholeheartedly welcomed. For those who are energetic about fundraising, we will provide families and community members opportunities to organize and execute fun events to bring our communities together in a shared dream of public educational choice. To date, Many Hands Montessori School has held two fundraisers: a raffle, and a car wash. Both were well-supported, and were successful on numerous levels: they engaged our community in a dialogue about Many

Hands Montessori School, raising our exposure within our community, and they raised needed funds to support our efforts to provide quality public Montessori education to our community. The name of our school is derived from the saying “many hands makes light work”. With the help and support of our neighbors, coworkers, friends, and families, we can unite our communities and create an educational focal point that our town and state will reflect upon with pride and excitement.

In addition to having the opportunity to serve on the Board of Directors and the Parent Advisory Council, parents will have numerous opportunities to contribute to the energy of Many Hands Montessori School. Parent/guardian volunteers will always be welcomed at our school. A parent volunteer could participate in any way he or she feels most comfortable, including but not exclusively: assisting a teacher with varying needs on any given day, preparing classroom materials, offering to teach an extracurricular activity, preparing school-based community events, lending a hand with yard and garden work. The partnership between parents/guardians and school is essential to ensuring student success. For those parents who may not have the time available to volunteer, parent-teacher conferences, student performances and activities, and social fundraising events are all avenues for which those families could actively participate at our school. Should a parent/guardian have concerns about their child’s education, or should they simply wish to check in as to the well-being of their child at school, he or she will always be welcome to schedule a time to speak on the telephone or meet in person with either their child’s teacher, or if deemed necessary, our Head of School.

Windham and its surrounding communities provide a wealth of resources to our students and parents. As responsible environmental stewardship is integral to our mission, we will work to partner with local farmers, and form mutually beneficial relationships with them. We will also work to engage local artisans in enriching the educational experience of our children. The possibilities are vast: collaborations with local bakers, fiber artists, woodworkers, potters, performance artists, yoga and fitness instructors, gymnasts and dancers. We are fortunate to be located very near to St. Joseph’s College, and will seek to find mentoring opportunities there. The Windham Public Library is a wonderfully inclusive facility, staffed with knowledgeable librarians; we would seek opportunities for collaborations with them. The Windham Historical Society provides a valuable opportunity for delving further into the history of our community.

The founders of Many Hands Montessori School have met in private meetings on two occasions with the Superintendent of RSU14, and selected members of the School Board. The founders were given the opportunity to present a plan for a public Montessori charter school located in Windham. The proposal for Many Hands Montessori School was received favorably overall; the proposition of a quality Montessori public elementary and middle school program generated excitement when thinking about the educational possibilities for our district. Board members entertained the idea of Many Hands Montessori School renting an unused school building from the district (the former site of the Real School in South Windham, currently operating in Falmouth). The greatest cause for concern among the group was the effects the current

district schools would have with a loss of per pupil state funding. Despite their financial concerns, the group was enthusiastic enough about our efforts to offer to bring our proposal before the full School Board at a meeting dating June 12, 2013 at the Windham Town Council Chambers. Unfortunately, we did not receive approval from the needed majority to move forward with the school district. While disappointed, the founders were not surprised, and made it clear to the Superintendent and the School Board that Many Hands Montessori School would be eager to form partnerships with the existing district schools, should the Charter School Commission approve our application. We believe there could be many valuable opportunities for Many Hands Montessori School to collaborate with RSU14: shared extracurricular activities, transportation contracts, and professional development opportunities.

Many Hands Montessori values input and insight from the public, and has held public Board meetings in our catchment area on July 7, 2013, August 3, 2013, September 14, 2013, October 5, 2013, and November 2, 2013 (please reference agendas and minutes attached below). The meetings were advertised through our public Facebook page, by disseminating information to our email contact group, and to all families currently enrolled at Little Log Cabin Montessori School. As increasing numbers of people in our community have learned about our efforts, public attendance has grown with each successive meeting. Many Hands Montessori School has had an article published in *The Windham Eagle*, a free local newspaper, about the efforts taken to form a public Montessori charter school. The article was titled *Group Aims for Montessori Charter School in Windham*, and was published on June 26, 2013.

Many Hands Montessori School Board Meeting Minutes

July 7, 2013 2:00-3:25 pm
The Good Life Market Raymond Maine

Attendance: Jennifer Benham; Elisha Boatman; Karen Burke Lane
Not in Attendance: Misse Carolan; Rosemary Jordan
Minutes recorded and typed by Elisha Boatman

Business:

Obtaining Non-Profit Status

- State vs federal exemption and the benefits of both to be further investigated. Cornville Charter School has only state non profit status.

- Jennifer discussed filing fee around $1,000, lawyer fees would be an additional $3-$4,000. Possibilities for raising this money are
  a)fundraisers – Sara Yates and Brandi Good have expressed interest in helping in this area. We will approach them with this idea at the next board meeting.
  b)Pine Tree Legal in Portland -Elisha to inquire if they would consider pro-bono/reduced fees.

c) networking. Elisha to inquire with a friend/colleague who's husband is a lawyer.

Charter Application

- Jennifer showed the sections she has worked on. We discussed the sections that would be most helpful to have assistance on, namely the curriculum, budget and projected finances sections. Jennifer to email Misse to ask if she would be willing to work on parts of the curriculum sections before our next meeting.

- Discussed deadline of October 31st for submission of application. Ideally we should have most sections of the application hammered out by September. This will require a collaborative effort by all board members. Individuals with areas of expertise in finance and curriculum will be asked to assist with these sections.

Board Membership

- Karen, Elisha and Jennifer have discussed expanding board membership to include a number of interested individuals. They include Misse Carolan, Rosemary Jordan; Sara Yates; Cory Butterfield, Brandi Good, Melissa Maurais, Ben Delewski. Hillary Blanchard from LLCMS classroom I has expressed interest to Karen as well. Nancy Klosteridis, who is now a former LLCMS teacher might also be interested in board membership, as she has expressed genuine passion about Montessori. Karen will contact all interested individuals to invite them to a board meeting on August 3rd at 9 am at LLCMS with Rosemary Jordan's permission. These individuals will need to commit to board membership with monthly meetings (time and location to be determined). Committees and members interested in working in specific areas will need to be identified as well.

- Committees should include Education/Curriculum; Finance and Outreach/PR, to name a few most pertinent to the needs at this time. Elisha to investigate standard committees for other charter schools and the roles of appointed board members (ie, secretary, treasurer etc) and board By-Laws. This will be presented at the August 3rd meeting.

August 3rd Agenda

- Jennifer to type up agenda for August meeting. To include: where we are at, projection forward with October 31st deadline; fundraising – the need for spearheaders; non-profit application; commitment/appointment of board members.

<u>Upcoming</u>

Next Meetings:
July 23rd at 1:15 at Jennifer's house. Jennifer to invite Misse to attend so the curriculum piece of the charter application can be addressed.

August 3rd at 9:00 am, at LLCMS with full board present for official appointment/commitment, full agenda to be discussed to identify areas needing collaboration and individuals able to commit to taking these pieces on.

Many Hands Montessori School
manyhandsmontessorischool@gmail.com
August 3, 2013
Agenda

- Update / accomplishments to date
  - Working relationship with Maine Association for Charter Schools
  - Created proposal for Many Hands Montessori School
  - Two meetings with superintendent Sandy Prince and selection of school board members
  - Proposal presented before the full school board
  - Moving forward to complete charter application for the state

- Projection forward, overview
  - File Articles of Incorporation with the state of Maine
  - Form as 501c3 nonprofit organization
  - Appoint a board of directors
  - Complete Maine State Charter School Commission application by October

- Projection forward, details
  - Fundraising volunteers to organize and execute events
    - Securing legal council
    - Filing state/federal forms
  - Appoint board of directors
    - Subcommittes: fundraising, public relations/marketing

  - Charter application, due October 2013
    - Is this timeline feasible?
    - Volunteers to write up specific application topics, due September 1, 2013. Format in Word document, Arial 12 point, single spaced, 1 inch margins. Email to Jennifer.
    - Volunteer to write up By-Laws

Many Hands Montessori School Board Meeting Minutes

August 3, 2013 2:00-3:30 pm
Karen Lane's home, Windham Maine

Minutes recorded by Elisha Boatman

Attendance:
Board Members: Jennifer Benham; Elisha Boatman; Ben Delewski; Karen Burke Lane
Misse Carolan, Director
Brandi Good, supporter

Not in Attendance: Rosemary Jordan, Melissa Maurais

Business:

Charter Application

- Jennifer expects the 2014-2015 charter application will be released within the coming week.
- Misse to assist Jennifer with the curriculum/academic sections of the application.
- Jennifer to email Ben a link to the Cornville charter application so that Ben can begin to draft a financial budget based on Cornville's.
- Jennifer to email Judith Jones to clarify what do we really need to have together for the application before we submit it October 31st? I.E -proof of insurance actually necessary? is a loose budget ok? What can we leave blank? Which sections can we actually "cut and paste"?
- Elisha to contact Keith Whitescarver, Director of the National Center for Montessori in the Public Sector for advise on fundraising before non-profit status is obtained (can we do it without a fiscal agent if the amount raised is $500?) and to inform him we may ask for assistance with the application if we can fundraise the money to pay for the fee.

Obtaining Maine Non-Profit Status

- Brandi to inquire about the registered agent, which needs to be named on the articles of incorporation
- Jennifer to look into EIN filing online and start the state non-profit application

Legal Assistance

- Elisha to email/contact the individuals a lawyer recommended she network with for legal advice, inquire if pro-bono assistance available?
- Misse and Brandi shared the names of Michael Opuda and Pierce Atwood as possible resources to inquire about legal assistance.
- Elisha also to contact USM Law School to see if there are law students who would be able to assist with the federal filing of non-profit status for free.

Fundraising

- Karen shared the idea of a 50/50 raffle with the group. Proceeds could help to retain a lawyer or pay for assistance with charter application. Tickets printed and shared with those in attendance to sell, 6 tickets for $5.00.
- Karen and Elisha reminded the board that Sara Yates expressed interest in helping specifically with fundraising.

Board Members

- Jennifer confirmed that Rosemary and Melissa have expressed desire to join the board. Ben agreed to join the board. Roles/responsibilities briefly discussed. Skill sets also briefly discussed. Brandi unable to commit to board membership but expressed desire to assist where/when she can.

Outreach

- Brandi offered to help make us more marketable within the social networking arena. Jennifer to add Brandi as an administrator to MHMS facebook page.

Upcoming

Next Meeting: September 14th tentatively. Time and location to be determined.

Many Hands Montessori School
manyhandsmontessorischool@gmail.com
September 14, 2013
Agenda

Filing articles of incorporation with the state of Maine

Need a noncommercial registered agent – volunteer? Can this be Jennifer? The purpose of a Registered Agent is to provide a legal address (not a P.O. Box) within that jurisdiction where there are persons available during normal business hours to facilitate legal service of process being served in the event of a legal action or lawsuit. Generally, the registered agent is also the person to whom the state government sends all official documents required each year for tax and legal purposes, such as franchise tax notices and annual report forms. It is the registered agent's job to forward these suit documents and notices to the entity itself. Registered Agents generally will also notify business entities if their state government filing status is in "Good Standing" or not.

Finalizing board members and committee assignments

Financial, fundraising, facilities, policies,…..

Request resumes from board members – email to Jennifer by October 1

Request paragraph of board member information. Each board member to write up and email to Jennifer by October 1: state your "…intended role on the Board of Directors, current employment and relevant experience or qualifications for serving on the board, including, but not limited to, their relationship to the community in which the school will be located… Discuss how the Board Members' skills and experience support their responsibilities for development and oversight of the school and planning for its future."

Research commercial rental spaces appropriate for school – occupancy: 125

Cost for leasing

Potential cost for renovating an educational facility – must conform to health, safety and occupancy requirements

Research insurance options

Volunteer to contact United Insurance: Sean Doyle, commercial broker : 784-5181

Need documentation to show that we would be ready to purchase needed insurance

Fundraising

Volunteers to organize/execute fundraisers

Timeframe for events

Research grant opportunities

Map out timeline/requirements for submission

Any opportunities for us prior to receiving federal 501c3 status?

Many Hands Montessori School Board Meeting Minutes

September 14, 2003
9:30-11:30am
Little Log Cabin Montessori School, Windham
Minutes recorded by Elisha Boatman

Attendance:
Board Members: Jennifer Benham; Elisha Boatman; Cory Butterfield, Ben Delewski; Rosemary Jordan; Karen Burke Lane
Misse Carolan, Director
Lyndsay Stretch, Supporter

Not in Attendance: Melissa Maurais, Sara Yates

<u>Business:</u>

Charter Application
Board Development

- Jennifer requested board members submit their resume and a one to two paragraph summary on why individuals are interested/qualified to serve on MHMS board.
- Board members/roles officially identified. Jennifer to serve as Chair, Karen as Vice Chair, Ben as Treasurer, and Elisha as Secretary. The term of service on the board will expire July 1. 2015 although can be renegotiated at that time.

- Standing Committees and chairpersons identified as Finance (chaired by Ben and Karen); Facilities Development (chaired by Rosemary) and Marketing/PR (will ask Sara Yates if she is willing to chair this committee).

Curriculum

- Misse to collaborate with Jennifer on fleshing out this section of the application

Budget

- Ben has developed a budget using Cornville's budget as a template. Ben to further collaborate with Jennifer on sections D1 and D2.

Obtaining Articles of Incorporation

- Rosemary to look for LLCMS articles of incorporation for comparision
- Jennifer to meet with Elisha and/or Karen to apply for EIN online

Facilities

- Rosemary and Misse pointed out that for children up to the age of 5, DHS regulations require 35 sq. feet of space/child. Children age 5 and older are subject to Department of Education regulations which Rosemary and Misse reported are less than 35 sq. feet. For 125 children MHMS would need approx 4,375 at the maximum. Rosemary has been looking at commercial space for lease and reported that it costs about $1/sq. foot.
- Location will definitely be in Windham
- Jennifer has contacted insurance companies but has not been able to get anyone to provide a quote for coverage
- Rosemary to speak with Cindy Drown at Chalmer's Insurance in Gorham, who covers LLCMS about providing MHMS with a quote.
- Elisha to contact Sandy Prince, superintendent of RSU14 to inquire about leasing the old Real School site in South Windham.

Legal Assistance

- Lyndsay Stretch to contact college friends with law backgrounds to see if we can get assistance with federal application for non-profit status
- Karen to contact her accountant to see if he would be willing to assist (for free or for a small cost) with the federal application. The federal application needs to be together by November 1st in order to make the charter application deadline on time.

Fundraising

- Karen shared raffle tickets she has worked on. Small corrections to be made on tickets but are essentially ready to be printed.
- Elisha to research if MHMS can fundraise without a fiscal agent, if EIN obtained.
- Rosemary to contact Sam Wright to ask if she would be willing to act as a fiscal agent for MHMS.
- Elisha willing to work on grant writing. Will inquire if Sara Yates would be willing to research and find grants to apply to.

- Jennifer shared website wix.com as a possible way for MHMS to start fundraising in a larger social arena**.**
- Rosemary shared internet search engine called goodsearch.com which will contribute money to a cause each time it is used or set as a homepage.
- Lyndsay shared similar idea of amazon.com which can be set up to make contributions for causes when users buy from Amazon.

MHMS Logo

- Rosemary to ask her sister, a graphic designer for assistance with transferring the logo Jennifer has designed for MHMS to digital format.

Upcoming

Next Meeting: October 5th tentatively. Time and location to be determined.

Many Hands Montessori School
manyhandsmontessorischool@gmail.com
October 5, 2013
Agenda

Brief Introductions

Updates since last meeting (September 14, 2013)

- Jennifer: received EIN, filed Articles of Incorporation, Appointment of Noncommercial Agent, waiting to open bank account, trying to make contact with accountant to help with 501c3, potential assistance from lawyer, beginning to receive parent letters of intent
- Karen: raffle fundraiser. Michael Dummeyer – contact for fundraising assistance?
- Ben: progress with financial portions of application
- Rosemary: insurance queries
- Cory: real estate hunting
- Misse: progress with administrative portions of application

Application progress: need to sort out ideas concerning

- Transportation (Windham, Raymond, Westbrook), approximately 40 kids first year
- Food service – providing lunches?

Advisory board?

Board member resumes/write-ups, please.

Many Hands Montessori School Board Meeting Minutes

October 5, 2013
9:00-10:45am
Little Log Cabin Montessori School, Windham
Minutes recorded by Elisha Boatman

Attendance:
Board Members: Jennifer Benham; Elisha Boatman; Cory Butterfield; Rosemary Jordan; Karen Burke Lane; Sara Yates Director: Misse Carolan
Supporters: Carolyn Barshow; Rae-Anne Nguyen; Alizah Shriver

Absent: Ben Delewski

Business:

Charter Application

- Jennifer has requested we ask families interested in having their child(ren) attend MHMS to fill out a letter of intent to be submitted with the charter application. The letter of intent would not guarantee enrollment, but would help demonstrate community interest and therefore would be good to include with the application. Jennifer to create a form template letter of intent and to upload onto facebook for people to access and fill out.

- Curriculum: Jennifer and Misse to sit down and go over pieces of the curriculum needed for the application. Misse has completed the daily schedule and the school year calendar. Misse recently attended a workshop where she learned about including a "live shooter" scenario into an escape plan and will work on including this in the school safety plan. She also attended a webinar which covered information about QRIS – quality rating improvement system which is used instead of more standardized MEA assessment tools. The QRIS has been approved by the governing body of Montessori schools so MHMS should be able to use this assessment tool. Misse is working on including this in the application.

- Two "glaring holes" in the application – transportation and food service:

  Transportation: Catchment area defined as the two closest districts – RSU14 – including Windham and Raymond and Westbrook. MHMS would be responsible for providing transportation for children within the catchment areas.
  Elisha to talk with her father-in-law (former head of DOE transportation safety) about safety requirements (i.e 13 passenger van vs mini-bus); purchasing surplus buses?; cost estimate for purchase.

Food Services: Need to define how many students would qualify for free lunch, reduced lunch and regular pay; cost structure and contract options. Jennifer to contact Lyndsay Stretch and Momentum about partnering with MHMS.

Elisha to contact a friend, Paula Letiecq formerly of Pineland Farms re: what a MHMS partnership with Pineland would look like and how to inquire.

Alizah to contact head of food services at Saint Joseph's College to inquire about providing food services, which is something they do for the Casco/Naples community during the summer months.

Finance

- MHMS now has an EIN however we need to wait for articles of incorportation to be approved before we can open a bank account.

- Rosemary's friend/colleague Sam Wright respectfully declined to act as our fiscal agent after consulting with her lawyer.

- Application for the non-commercial agent was submitted; however the Secretary of State's office is backlogged so this will likely not be approved until early November.

- Karen has been in touch with her accountant who stated he would defer payment for assistance with filing our 501c3. Jennifer left him a message and is waiting to hear back from him.

- Lyndsay Stretch has been in touch with her friend Sarah who is a lawyer and may also be able to help with the 501c3 application. Jennifer is waiting to hear from Lyndsay/Sarah.

- Rosemary made a connection with a person named Michael Dummeyer who offered to help fundraise, which is something he does professionally. Karen to follow up with him.

- Board members have had some success, but we still need to sell many more raffle tickets before the November 2nd drawing/board meeting. The goal is to raise $3500 - $3000 for lawyer's fees and $500 for the fundraising prize.

- Karen to organize a finance committee meeting

- Update needed from Ben regarding budget.

- Jennifer to look into Go Fund Me fundraising site.

- Rae-Anne to look into what Mayberry Hill Preschool used as a fundraising platform for their school

- Elisha to email Rebecca Fraser-Thill about researching grant applications to create a calendar of upcoming deadlines that we could potentially meet.

Board

- Jennifer shared idea of creating a parent advisory council and an advisory board – two entities separate from the board which would not have voting rights but would offer advice in different capacities. An advisory board should be comprised of individuals who have legal, financial and educational expertise. Potential candidates could include supporters Brandi Good, Lyndsay Stretch and an individual connected to Maine Montessori (i.e Jody Fein was suggested). Carolyn to talk with the director or Winfield School who is connected to Maine Montessori for suggestions. Jennifer to gather more information about the roles and time commitment of advisory board members.

- Jennifer to amend by-laws to reflect correct titles of board members

PR

- Sara gathered info regarding monthly cost of MHMS website – cheapest would be Wicks around $4.00/month but would include advertisements on our webpage. Color scheme, domain name etc still to be worked out.

- Jennifer to collaborate with Sara on webpage and provide images until MHMS logo made digital.

- Rosemary to ask her sister, a graphic designer for assistance with transferring the logo Jennifer has designed for MHMS to digital format??

- Carolyn to connect with Sara to share info regarding hosting a non-profit website.

Facilities

- Cory has 5 or 6 commericial/residential real estate leads. Looking at spaces between 3500-4000 square foot, around $2000-$4000/month. Cory will further investigate if they are commercially zoned, what parking availability is like, do they have handicap accessibility, up to code (ie sprinkler systems).

- Cory? (Misse?) to investigate DOE website for info regarding what a charter school requirements are – ie – would MHMS need an auditiorium?

- Carolyn to reach out to group Parents for Peace regarding the Friend's School and how they were able to build a school from the ground up in Cumberland.

Upcoming

Next Meeting: November 2, 2013 at 9 am. Place to be determined.

NOVEMBER 15TH FINAL DUE DATE FOR CHARTER APPLICATION!!

Many Hands Montessori School
manyhandsmontessorischool@gmail.com
November 2, 2013
Agenda

Updates since last month:

- Jennifer: opened bank account, received articles of incorporation, working to file 501c3, lunch plan with Lyndsay, insurance information from Rosemary
- Karen: fundraiser updates
- Elisha: transportation findings
- Ben: budget update, progress on application write ups
- Cory: facilities update
- Sara: progress on website? (possible lead with Ms. Melissa) gofundme site?
- Misse: progress on application

Steps from here:

- All pieces of application to Jennifer no later than November 15 (the sooner, the better)
- Application due December 2, plan to deliver to Augusta before Thanksgiving holiday
- Planning fundraisers?

Many Hands Montessori School Board Meeting Minutes
November 2, 2013
9:00-10:45am
Little Log Cabin Montessori School, Windham
Minutes recorded by Elisha Boatman

Attendance:
Board Members: Jennifer Benham; Elisha Boatman; Cory Butterfield; Ben Delewski; Karen Burke Lane; Sara Yates Director: Misse Carolan
Supporters: Jennifer Gorgone; Lyndsay Stretch
Absent: Rosemary Jordan

Business:

Charter Application

- Jennifer received confirmation that our Articles of Incorporation status is filed with the state; however a few amendments need to be made in order to file our 501c3. Jennifer has been in touch with Paul, the accountant assisting with the 501c3, and he is suppose to get in touch with her in a few days regarding the amendments etc.

- Jennifer has worked hard to knit together sections of the application. Transportation, Food Services and Budget areas still need to be polished. Jennifer to sit down with Misse today to hash out curriculum section.

  Transportation: Elisha corresponded with her father in law, former head of DOE transportation safety; and spoke with Mike Kelly the director of transportation for RSU14. Neither was able to provide an actual figure on cost because of the number of unknown variables (i.e. number of hubs between 3 towns) and logistics (i.e. staff and buses available given time constraints of existing routes). Mike Kelly deferred further inquiry to Sandy Prince. Ben researched transportation costs for the budget and came up with an average of $708/child for the year 2011-2012. Ben to contact Director of Cornville Charter School to inquire about their annual transportation cost. Elisha to talk with Mike Kelly again to see if he can provide average per child transportation cost.

  Food Services: Jennifer met with Lyndsay Stretch, who agreed to help with food services. Elisha contacted former Pineland Farm educator regarding a partnership with Pineland. Pineland is just the label/non-profit organization associated with Pineland cheese. Elisha to inquire with Gillespie Farms, the for-profit company that actually produces the cheese, regarding a partnership.

  Budget: Ben has been tweaking the budget and has made great headway! There are a few areas he still needs info on, including transportation as mentioned above and facility insurance. The real pinch in budget planning is the start up cost projection and the fact that MHMS would not receive the first state allocation of funds until September 1,

2014. Ben has been in dialog with MACS regarding budget questions – ie can we receive funding early and is waiting to hear back. Rosemary has not had any luck getting in touch with her insurance provider to provide a quote. Cory and Jennifer Gorgone to inquire with a few connections regarding a quote.

Deadlines: November 15th – Everything due to Jennifer for printing
December 2nd – Application due
December 11th – Review for completeness of application by Maine State Charter Commission
Feb 4th, 2014 – We are notified if MHMS gets an in person interview and public hearing
March 4th, 2014-Charter Commission takes final vote

Finance

- MHMS now has a bank account at Evergreen Credit Union. Jennifer, Karen and Elisha on the account. We are awaiting on checks to arrive.

- Raffle drawing held during Nov. 2nd board meeting revealed winner of $500 as Emily Rollock of Westbrook Maine! Raffle tickets sold in brought in a total of $1327! Car wash held on October 27th brought in another $160 including donations. Elisha deposited raffle ticket and car wash earnings at Evergreen Credit Union. Balance brought up to $1587 before 500 payout. MHMS will net $1087 after payout to Emily Rollock!

- Sara to set up MHMS GoFundMe site (Miss Melissa to provide assistance perhaps).

- Sara brought up need to address where MHMS will go if application is not approved this round. All in attendance agreed that we should explore options after December board meeting and to take a vote regarding decision.

- Another fundraiser should be planned between Thanksgiving and Christmas. An idea suggested was to ask a local restaurant (Pat's Pizza; Bucks Naked BBQ; Smitty's) to donate a portion of their proceeds on a given evening. It was also suggested Lyndsay could cater a fundraiser dinner. Fundraiser group to meet November 11th to brainstorm and plan.

- On the idea of fundraisers, Misse brought up a yard sale held in Beverly Massachusetts for the past 15 years that netted $45,000 this year.

Board

- Misse suggested MHMS puts it on next month's agenda to take a vote on offering Misse the position as Director. All agreed we will discuss this at our next board meeting.

C. Governance

C.1 Governing Body

Many Hands Montessori School is classified as a Maine non-profit corporation, and has filed for statues as a charitable organization under the section 501c3 of the Internal Revenue Code. Please reference Tab 26: Articles of Incorporation, Tab 27: Corporate By-laws, and Tab 28: Maine non-profit documentation, IRS form 1023.

Many Hands Montessori School will operate under the guidance of a volunteer Board of Directors that will convene for monthly meetings. For the 2014-2015 academic year, the Board will consist of seven members, each presenting strengths that will enrich our school, and guide our school toward academic, financial, and ethical success. Our Board of Directors is composed of talented men and women who are passionate about providing public Montessori education to our communities. Our board is comprised of seven members, six of whom are parents, with skills that include: teaching, Montessori education, finance, social services, health services, management, and fundraising.

The Board of Directors is comprised of men and women who, first and foremost, share a deep sense of commitment to the success of Many Hands Montessori School. In all matters, they consider the overall best interests of the school over their own interests or over the interests of any constituent group within the school community. The primary responsibility of the Board of Directors is to establish and regularly examine and refine the institutional identity, mission, and core values that define the nature of our school. The Head of School reports directly to the Board of Directors.

The Board of Directors will provide educational leadership and preserve the philosophies and methods of Montessori education. Business and financial decisions will be made in light of their impact on the integrity of the educational program and core values of the school. The Board of Directors will work directly with the Head of School, and support her efforts to provide exemplary Montessori education to our students.

The responsibilities of the Board of Directors include:

- Articulating the mission, vision and values of Many Hands Montessori School
- Providing academic leadership, and retaining the integrity of the Montessori educational model
- Taking leadership in the student admissions and recruitment process
- Building community and reducing attrition among students and families
- Recruiting faculty members and staff, reviewing their performances, creating a remediation plan if necessary, terminating employment when deemed necessary
- Overseeing the financial health of the school, setting and approving a yearly budget
- Ensuring transparency of the school’s operations to the public
- Leading the process of internal self-evaluation and long-term organizational planning

- Strategizing and executing successful fundraising efforts
- Public relations/marketing
- Facilities management

Proposed Code of Ethics

Many Hands Montessori School complies with the Code of Ethics as stated by the American Montessori Society. The Board of Directors and all school employees agree to conduct themselves professionally and personally in ways that reflect their respect for one another and for the children and families they serve; they will do whatever is within their talents and capacity to protect the right of each child to have the freedom and opportunity to develop his or her full potential.

Commitment to the Student
In fulfillment of the obligation to the children, Many Hands Montessori School will:

- Encourage independent action in the pursuit of learning
- Protect the opportunity to provide participation in educational programs without regard to race, gender, or socioeconomic status
- Protect the health and safety of students
- Honor professional commitments and maintain obligations and contracts while never soliciting or involving students or their parents in plans for commercial gain
- Keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law

Commitment to the Community
Many Hands Montessori School shares in the responsibility for developing policy relating to the extension of educational opportunity for all and for communicating educational programs and policies to the public. In fulfilling these goals, Many Hands Montessori School will:

- Not misrepresent its policies in public discussions. Whenever speaking or writing about policies, Many Hands Montessori School will take the precaution of distinguishing private views from the official position of Many Hands Montessori School
- Not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession

Commitment to the Profession
Many Hands Montessori School makes every effort to raise professional standards and conditions to attract qualified, enthusiastic candidates to careers at our school. In fulfilling these goals, Many Hands Montessori School will:

- Extend just and equitable treatment to all members of our education profession
- Represent his or her own professional qualifications with clarity and true intent
- Apply for, accept, offer, recommend and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications
- Use honest and effective methods of administering duties, use of time, and conducting business

Please also reference Tab 29: Conflict of Interest Policy.

Tab 26: Articles of Incorporation

Filing Fee $40.00

File No. 20140123ND Pages 3
Fee Paid $ 40
DCN 2132841600037 ARTI
-----FILED-----
09/26/2013

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation:

FIRST: The name of the corporation is Many Hands Montessori School.

SECOND: ("X" one box only. Attach additional page(s) if necessary.)

☑ The corporation is organized as a public benefit corporation for the following purpose or purposes:
public charter school

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes:

THIRD: The Registered Agent is a: (select either a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number: _____

(name of commercial registered agent)

☑ Noncommercial Registered Agent

Jennifer Benham
(name of noncommercial registered agent)

143 Nash Road, Windham, ME 04062
(physical location, not P.O. Box – street, city, state and zip code)

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation.

Form No. MNPCA-6 (1 of 3)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 7.

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 10.

SIXTH: Members: ("X" one box only.)

☑ There shall be no members.
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached.

SEVENTH: **(Optional)** ☑ (Check if this article is to apply.)

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

EIGHTH: **(Optional)** ☐ (Check if this article is to apply.)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof.

Incorporators*

Dated September 24, 2013

jennifer benham
(signature)

Jennifer Benham
(type or print name)

Street 143 Nash Road
(residence address)

Windham, ME 04062
(city, state and zip code)

(signature)

Karen Burke Lane
(type or print name)

Street 24 Brand Road
(residence address)

Windham, ME 04062
(city, state and zip code)

Elisha Boatman
(signature)

Elisha Boatman
(type or print name)

Street 16 Sloan Drive
(residence address)

Windham, ME 04062
(city, state and zip code)

Form No. MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries: **(207) 624-7752** Email Inquiries: CEC.Corporations@Maine.gov

Form No. MNPCA-6 (3 of 3) Rev. 7/1/2008

Minimum Filing Fee $10.00. An additional $10 filing fee if changing the purpose

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

File No. 20140123ND Pages 12
Fee Paid $ 10
DCN 2133162500004 AMEN
-----FILED-----
11/08/2013

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

ARTICLES OF AMENDMENT

Many Hands Montessori School
(Name of Corporation)

Pursuant to 13-B MRSA §§802 and 803, the undersigned corporation executes and delivers the following Articles of Amendment:

FIRST: ("X" one box only.) ☒ public benefit corporation ☐ mutual benefit corporation

SECOND: Describe **NATURE OF CHANGE** (i.e. change in name of corporation, purpose, number of directors, adding or deleting section or revision of section, etc.) as well as **TEXT** of amendment. Attach additional pages as needed.

Adding the Following sections and policies to the original documents:

BYLAWS
Article III, Section 3. Compensation of Officers
Article VI, Non-Discriminatory Policy
Conflict of Interest Policy

FORM NO. MNPCA-9 (1 of 2)

THIRD: ("X" one box only.) The amendment was adopted on (date) 10/5/2013 as follows:

- ☐ By the members at a meeting at which a quorum was present and the amendment received at least a majority of the votes which members were entitled to cast.
- ☐ (If the Articles require more than a majority vote.) By the members at a meeting at which the amendment received at least the percentage of votes required by the Articles of Incorporation.
- ☐ By the written consent of all members entitled to vote with respect thereto.
- ☒ (If no members, or none entitled to vote thereon.) By majority vote of the board of directors.

FOURTH: The address of the registered office of the corporation in the State of Maine is 143 Nash Road Windham, ME 04062
(street, city, state and zip code)

DATED 11/5/13

*By _____ (signature)

Jennifer Benham, Founder/Chairwoman MHMS Board of Directors
(type or print name and capacity)

*By _____ (signature)

_____ (type or print name and capacity)

MUST BE COMPLETED FOR VOTE OF MEMBERS

I certify that I have custody of the minutes showing the above action by the members.

_____ (signature of clerk, secretary or asst. secretary)

*This document MUST be signed by any duly authorized officer. (13-B MRSA §104.1.B)

Please remit your payment made payable to the Maine Secretary of State.

SUBMIT COMPLETED FORMS TO: CORPORATE EXAMINING SECTION, SECRETARY OF STATE, 101 STATE HOUSE STATION, AUGUSTA, ME 04333-0101 TEL. (207) 624-7752

FORM NO. MNPCA-9 (2 of 2) Rev. 9/16/2005

Tab 27: Corporate By-Laws

Many Hands Montessori School
Bylaws

The name of the organization is Many Hands Montessori School. The organization is organized in accordance with the Maine Nonprofit Corporation Act, as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office. The organization is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

Article I Meetings

Section 1. Annual Meeting. An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

Section 2. Special Meetings. Special meetings maybe be requested by the President or the Board of Directors.

Section 3. Notice. Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 10 days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

Section 4. Place of Meeting. Meetings shall be held at the organization's principal place of business unless otherwise stated in the notice.

Section 5. Quorum. A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until

adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

Section 6. Informal Action. Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the directors with respect to the subject matter of the vote.

Article II Directors

Section 1. Number of Directors. The organization shall be managed by a Board of Directors consisting of 7 directors, not to exceed 10 directors.

Section 2. Election and Term of Office. The directors shall be elected at the annual meeting. Each director shall serve a term of 1 year, or until a successor has been elected and qualified.

Section 3. Quorum. A majority of directors shall constitute a quorum.

Section 4. Adverse Interest. In the determination of a quorum of the directors, or in voting, the disclosed adverse interest of a director shall not disqualify the director or invalidate his or her vote.

Section 5. Regular Meeting. The Board of Directors shall meet immediately after the election for the purpose of electing its new officers, appointing new committee chairpersons and for transacting such other business as may be deemed appropriate. The Board of Directors may provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

Section 6. Special Meeting. Special meetings may be requested by the Chairperson, Vice-Chairperson, Secretary, or any two directors by providing five days' written notice by ordinary United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting.

Section 7. Procedures. The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.

Section 8. Informal Action. Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken without a meeting if a consent in writing

setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be.

Section 9. Removal / Vacancies. A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 10. Committees. To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

Article III Officers

Section 1. Number of Officers. The officers of the organization shall be a Chairperson, one or more Vice-Chairpersons (as determined by the Board of Directors), a Treasurer, and a Secretary. Two or more offices may be held by one person. The Chairperson may not serve concurrently as a Vice-Chairperson.

a. Chairperson. The Chairperson shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board.

b. Vice-Chairperson. The Vice-Chairperson shall perform the duties of the Chairperson in the absence of the Chairperson and shall assist that office in the discharge of its leadership duties.

c. Secretary. The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.

d. Treasurer/CFO. The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.

Section 2. Election and Term of Office. The officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the annual meeting. Each officer shall serve a one year term or until a successor has been elected and qualified.

Section 3. Compensation of Officers. At the time of adoption of these ByLaws,

there is no intent for any of the officers to be compensated.

Section 4. Removal or Vacancy. The Board of Directors shall have the power to remove an officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

Article IV Corporate Seal, Execution of Instruments

The organization shall not have a corporate seal. All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the Chairperson or any Vice-Chairperson and the Secretary or Treasurer. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the Chairperson or any Vice-Chairperson. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

Article V Amendment to Bylaws

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

Article VI Non-Discriminatory Policy

Many Hands Montessori School does not discriminate against any person on the basis of race, color, national origin, disability, or age in admission, treatment, or participation in its programs, services and activities, or in employment. For further information about this policy, contact: Jennifer Benham at 207-221-5191.

Article VII Dissolution

The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two- thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:

All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

Certification

Jennifer Benham, Chairwoman of Many Hands Montessori School, and Elisha Boatman, Secretary of Many Hands Montessori School certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the initial Board of Directors on October 05, 2013.

I certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the initial Board of Directors on October 05, 2013.

jennifer benham Jennifer Benham, Chairwoman

Elisha Boatman Elisha Boatman, Secretary

Tab 28: IRS Copy of Filed Application for Exemption Form 1023

Also attached with this federal application are Many Hands Montessori School's Articles of Incorporation and Articles of Amendment (please reference Tab 26), our Governing By-Laws (please reference Tab 27), and our Conflict of Interest Policy (please reference Tab 29).

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___	No ✓	Schedule E	Yes ___	No ✓
Schedule B	Yes ✓	No ___	Schedule F	Yes ___	No ✓
Schedule C	Yes ___	No ✓	Schedule G	Yes ___	No ✓
Schedule D	Yes ___	No ✓	Schedule H	Yes ___	No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Articles of Inc pg 1
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law ByLaws pg 4 Art VII

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

A new interactive version of Form 1023 is available at StayExempt.irs.gov. It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

(00)

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I **Identification of Applicant**

1 Full name of organization (exactly as it appears in your **organizing document**)
Many Hands Montessori School

2 c/o Name (if applicable)

3 **Mailing address** (Number and street) (see instructions) Room/Suite
143 Nash Road

4 Employer Identification Number (EIN)
46-3717284

City or town, state or country, and ZIP + 4
Windham, ME 04062

5 Month the annual accounting period ends (01 – 12)
06

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: **Jennifer Benham**

b Phone: 207-221-5191

c Fax: (optional)

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☐ Yes ☑ No

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ Yes ☑ No

9a Organization's website:

b Organization's email: (optional) **manyhandsmontessorischool@gmail.com**

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ Yes ☑ No

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 09 / 26 / 2013

12 Were you formed under the laws of a **foreign country?** ☐ Yes ☑ No
If "Yes," state the country.

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☑ Yes ☐ No

2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☐ No

3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☐ No

4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☐ No

b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☐ No

5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☑ Yes ☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **See Articles of Incorp. pg 1** ☑

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☑

2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **See ByLaws Article XII**

2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities See Exhibit A

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Jennifer Benham	Chairwoman	143 Nash Road Windham, ME 04062	None
Karen Burke Lane	Vice-Chairwoman	24 Brand Road Windham, ME 04062	None
Elisha Boatman	Secretary	16 Sloan Dr Windham, ME 04062	None

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. See Exhibit B

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	☑ Yes	☐ No
e	Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☑ Yes	☐ No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	☑ Yes	☐ No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
5a	Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	☑ Yes	☐ No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?		
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?		
	Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.	☐ Yes	☑ No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	☐ Yes	☑ No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	☐ Yes	☑ No
b	Describe any written or oral arrangements that you made or intend to make.		
c	Identify with whom you have or will have such arrangements.		
d	Explain how the terms are or will be negotiated at arm's length.		
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	☐ Yes	☑ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI **Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. See Exhibit C	☑ Yes	☐ No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☐ Yes	☑ No
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ Yes	☑ No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☐ Yes	☑ No

Part VII **Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

1	Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.	☐ Yes	☑ No
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ Yes	☑ No

Part VIII **Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1	Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.	☐ Yes	☑ No
2a	Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ Yes	☑ No
b	Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.	☐ Yes	☐ No
3a	Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.	☐ Yes	☑ No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ Yes	☑ No
c	List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.		

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☑ Yes ☐ No

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☑ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☑ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☑ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☑ No

Part VIII Your Specific Activities *(Continued)*

11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	☐ Yes	☑ No
12a	Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
c	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.		
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
c	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☐ No
d	Identify each recipient organization and any **relationship** between you and the recipient organization.		
e	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following:		
(i)	Do you require an application form? If "Yes," attach a copy of the form.	☐ Yes	☐ No
(ii)	Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.	☐ Yes	☐ No
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
c	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☐ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	☐ No
e	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	☐ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	☐ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From 07/01/13 To 06/30/14	(b) From 07/01/14 To 06/30/15	(c) From 07/01/15 To 06/30/16	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)		417,482	567,776		985,258
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	4,500	41,800	55,733		102,033
	8 Total of lines 1 through 7	4,500	459,282	623,509		1,087,291
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9	4,500	459,282	623,509		1,087,291
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 **Unusual grants**					
	13 Total Revenue Add lines 10 through 12	4,500	459,282	623,509		1,087,291
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages		177,600	215,800		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)		47,000	47,040		
	21 Depreciation and depletion					
	22 Professional fees		60,400	82,144		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	4,350	184,474	225,412		
	24 Total Expenses Add lines 14 through 23	4,350	469,474	570,396		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: 6/30/14

	Assets		(Whole dollars)
1	Cash	1	150
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	0
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	150
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	150

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X **Public Charity Status** *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations (Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☑ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes	☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☐	
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).	☑	

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ [signature] (Signature of Officer, Director, Trustee, or other authorized official)

Jennifer Benham (Type or print name of signer)

11/18/17 (Date)

Chairwoman (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. See Exhibit F ☑ Yes ☐ No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☑ No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. See Exhibit G ☑ Yes ☐ No

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. See ByLaws Article XIII ☑ Yes ☐ No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☑ No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☑

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. No Advertising has been produced yet. ☐ Yes ☑ No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☑ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
NO Student Body Yet						
		Also See Exhibit F				
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
NO Student Body Yet								
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations. See Exhibit H

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☑ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ Yes ☐ No

Form **5768**

(Rev. August 2013)

Department of the Treasury
Internal Revenue Service

Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation

(Under Section 501(h) of the Internal Revenue Code)

▶ Information about Form 5768 and its instructions is at *www.irs.gov/form5768*.

For IRS Use Only ▶

Name of organization Many Hands Montessori School	Employer identification number 46-3717284
Number and street (or P.O. box no., if mail is not delivered to street address) 143 Nash Rd	Room/suite
City, town or post office, and state Windham, ME	ZIP + 4 04062

1 **Election**— As an eligible organization, we hereby elect to have the provisions of section 501(h) of the Code, relating to expenditures to influence legislation, apply to our tax year ending _____ and all subsequent tax years until revoked.
(Month, day, and year)

Note: *This election must be signed and postmarked within the first taxable year to which it applies.*

2 **Revocation**— As an eligible organization, we hereby revoke our election to have the provisions of section 501(h) of the Code, relating to expenditures to influence legislation, apply to our tax year ending 06/30/2014 and all subsequent tax years *(until a new election is made)*.
(Month, day, and year)

Note: *This revocation must be signed and postmarked before the first day of the tax year to which it applies.*

Under penalties of perjury, I declare that I am authorized to make this (check applicable box) ▶ ☐ election ☒ revocation on behalf of the above named organization.

Jennifer Benham	Jennifer Benham, Chairwoman	11/18/13
(Signature of officer or trustee)	(Type or print name and title)	(Date)

General Instructions

Section references are to the Internal Revenue Code.

Section 501(c)(3) states that an organization exempt under that section will lose its tax-exempt status and its qualification to receive deductible charitable contributions if a substantial part of its activities are carried on to influence legislation. Section 501(h), however, permits certain eligible section 501(c)(3) organizations to elect to make limited expenditures to influence legislation. An organization making the election will, however, be subject to an excise tax under section 4911 if it spends more than the amounts permitted by that section. Also, the organization may lose its exempt status if its lobbying expenditures exceed the permitted amounts by more than 50% over a 4-year period. For any tax year in which an election under section 501(h) is in effect, an electing organization must report the actual and permitted amounts of its lobbying expenditures and grass roots expenditures (as defined in section 4911(c)) on its annual return required under section 6033. See Part II-A of Schedule C (Form 990 or Form 990-EZ). Each electing member of an affiliated group must report these amounts for both itself and the affiliated group as a whole.

To make or revoke the election, enter the ending date of the tax year to which the election or revocation applies in item **1** or **2**, as applicable, and sign and date the form in the spaces provided.

Eligible organizations. A section 501(c)(3) organization is permitted to make the election if it is not a disqualified organization (see below) and is described in:

1. Section 170(b)(1)(A)(ii) (relating to educational institutions),
2. Section 170(b)(1)(A)(iii) (relating to hospitals and medical research organizations),
3. Section 170(b)(1)(A)(iv) (relating to organizations supporting government schools),
4. Section 170(b)(1)(A)(vi) (relating to organizations publicly supported by charitable contributions),
5. Section 509(a)(2) (relating to organizations publicly supported by admissions, sales, etc.), or
6. Section 509(a)(3) (relating to organizations supporting certain types of public charities other than those section 509(a)(3) organizations that support section 501(c)(4), (5), or (6) organizations).

Disqualified organizations. The following types of organizations are not permitted to make the election:

a. Section 170(b)(1)(A)(i) organizations (relating to churches),

b. An integrated auxiliary of a church or of a convention or association of churches, or

c. A member of an affiliated group of organizations if one or more members of such group is described in **a** or **b** of this paragraph.

Affiliated organizations. Organizations are members of an affiliated group of organizations only if (1) the governing instrument of one such organization requires it to be bound by the decisions of the other organization on legislative issues, or (2) the governing board of one such organization includes persons (i) who are specifically designated representatives of another such organization or are members of the governing board, officers, or paid executive staff members of such other organization, and (ii) who, by aggregating their votes, have sufficient voting power to cause or prevent action on legislative issues by the first such organization.

For more details, see section 4911 and section 501(h).

Note. A private foundation (including a private operating foundation) is not an eligible organization.

Where to file. Mail Form 5768 to:

Department of the Treasury
Internal Revenue Service Center
Ogden, UT 84201-0027

Part IV Narrative Description of Your Activities

Many Hands Montessori School is an established Maine nonprofit organization with the goal of becoming an operating public charter school in the town of Windham. We hope to open doors for the academic year 2014-2015, initially operating as a Kindergarten through third grade school. We have plans to expand through the eighth grade in successive years.

Currently, Many Hands Montessori School is in the process of completing and submitting a public charter school application with the Maine Charter School Commission; the application is due December 2, 2013. The Commission will inform us of their decision to approve or deny our application in the months to follow.

To date, Many Hands Montessori School has formed a Board of Directors that meets monthly, and has undertaken in small fundraising events (to date, net gain less than $2,000). We are working to inform our communities about our efforts to become a public charter school, and overall have received a positive response from our community. Below is a copy of a flyer that we have distributed to help inform our community about our efforts.

Many Hands Montessori School

We are a group of parents and educators who are making efforts to form a K-8 public charter Montessori school in Windham.

Mission

The teachings and philosophies of education pioneer Maria Montessori are the foundation with which Many Hands Montessori School is grounded. Our multi-age K-8 classrooms will be led by inspired teachers, and directed by the infinite curiosity of children. It will be an engaging and vibrant environment rich with practical teaching materials, encouraging of self-guided learning. Our students will celebrate, protect, and cultivate our beautiful Maine land. Agricultural-based projects and partnerships will both encourage environmental stewardship, and will strengthen our investment in community building.

Our school will strive to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a peaceful environment in which each person is treated with unconditional positive regard and acceptance. We will empower our students to unfold their potential as whole and unique persons. We will encourage our students to become critical thinkers, peacemakers, and leaders in an environment of shared values of nonviolence, equality, and unity.

Vision

The vision of Many Hands Montessori School is to create a K-8 school located in Windham that is grounded in the teaching methods of education pioneer Maria Montessori. It is a school whose citizens will be recognized for innovative teaching methods, commitment to our local and global communities, and responsible stewardship of our environment.

Please support us, and find out ways to become involved!
'Like' us on Facebook.
Contact us at: manyhandsmontessorischool@gmail.com

What are public charter schools?

Charter schools are independent public schools allowed freedom to be more innovative, while being held accountable for improved student achievement. They foster a partnership between parents, teachers and students to create an environment in which parents can be more involved, teachers are given the freedom to innovate and students are provided the structure they need to learn, with all three held accountable for improved student achievement.

What makes charter schools public schools?

Public charter schools are intended to improve our nation's public school system. Charter schools are public schools because, while they operate independently of the school district, they are:

- tuition-free and open to every student who wishes to enroll
- non-sectarian, and do not discriminate on any basis
- publicly funded by local, state and federal tax dollars based on enrollment, like other public schools
- held accountable to state and federal academic standards

How are public charter schools held accountable to state educational standards?

Public charter schools are required to meet all state and federal education standards, just like traditional public schools. In addition, they are judged on how well they meet student achievement goals established by their charter contracts. A quality public charter school must meet rigorous academic, financial and managerial standards.

How are public charter schools funded?

When a student transfers from a traditional public school to a public charter school, the funding associated with that student will follow him or her to the public charter school. Public charter schools do not add any new costs to the state's public education system. They simply move funding associated with a student from one public school to another based upon the decisions of families.

source: www.publiccharters.org

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

3a. The information below is reflective of our current responsibilities; the average hours worked and duties of the members of our Board of Directors will increase should we be approved to open as a public charter school.

Board Member	Qualifications	Average Hours Worked	Duties
Jennifer Benham	Founder, parent, active community member Educator, manager, advocate	Approximately 20 hours per week	Compiling public charter application
Karen Burke Lane	Founder, parent, active community member Founder/owner of a private therapy practice	Less than 20 hours per week	Contributing to the compiling of the public charter application; fundraising
Elisha Boatman	Founder, parent, active community member Health and public services	Less than 20 hours per week	Contributing to the compiling of the public charter application
Benjamin Delewski	Financial expert, parent, active community member Accountant, financial management	Less than 20 hours per week	Contributing to the compiling of the public charter application

Rosemary Jordan	Montessori educator, active community member Owner and Directress, Little Log Cabin Montessori School, Educational Consultant, Vice President of Maine Mountain Children's House Board of Directors	Less than 20 hours per week	Contributing to the compiling of the public charter application
Sara Yates	Parent, active community member Non-profit fundraising and organizing, Public Relations expertise	Less than 20 hours per week	Fundraising
Cory Butterfield	Parent, active community member Business management	Less than 20 hours per week	Fundraising

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

1a. Many Hands Montessori School will be a public charter elementary/middle school. We provide educational services, based on the methodologies and philosophies of Dr. Maria Montessori. We will also provide educational and contracted therapeutic services to students who have disabilities (occupational, physical, behavioral, speech therapies). Many Hands Montessori School will also provide daily lunches to students, including a free and reduced lunch plan.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a.

Board Member	Title	Mailing Address	Compensation
Jennifer Benham	Chairwoman	143 Nash Road Windham, ME 04062	none
Karen Burke Lane	Vice Chairwoman; Fundraising Committee Co-Chair	24 Brand Road Windham, ME 04062	none
Elisha Boatman	Secretary	16 Sloan Drive Windham, ME 04062	none
Benjamin Delewski	Treasurer Finance Committee Chairman	6 Many Oaks Drive Windham, ME 04062	none
Rosemary Jordan	Facilities Chairwoman	P.O. Box 429 Naples, ME 04005	none
Sara Yates	Marketing/Public Relations Chairwoman; Fundraising Committee Co-Chair	9 Hunts Drive Windham, ME 04062	none
Cory Butterfield	Board member; Fundraising Committee Co-Chair	32 Varney Mill Road Windham, ME 04062	none

Schedule B. Schools, Colleges, and Universities
Section I Operational Information

1b. Many Hands Montessori School will provide formal Montessori educational instruction to our students. We plan to open doors in the academic year 2014-2015 as a Kindergarten through third grade school. Increasing by one grade in successive years, we plan to expand through the eighth grade by the academic year 2019-2020.

Schedule B. Schools, Colleges, and Universities
Section I Operational Information

2b. Many Hands Montessori School will operate as a public charter school in the state of Maine, the town of Windham. We will receive per pupil allocation monies based upon the number of students who attend our school. Government monies for our students will be distributed to the public school district with which we will be a part, RSU14; those monies will then be distributed to Many Hands Montessori School. As we have not yet been approved to operate as a public charter school, Many Hands Montessori School does not have a formal funding agreement with the government to date.

The money received from our students' per pupil allocations will be Many Hands Montessori School's predominant source of revenue. Many Hands Montessori School will also need to gain revenue from fundraising, donations, and grants in order to supplement our operating income.

Schedule B. Schools, Colleges, and Universities
Section I Operational Information

7a. Many Hands Montessori School Board of Directors

Jennifer Benham: Founder, Chairwoman
Karen Burke Lane: Founder, Vice Chairwoman, Fundraising Committee Co-Chairwoman
Elisha Boatman: Founder, Secretary
Benjamin Delewski: Treasurer, Finance Committee Chairman
Rosemary Jordan: Facilities Committee Chairwoman
Sara Yates: Marketing/Public Relations Committee Chairwoman, Fundraising Committee Co-Chairwoman
Cory Butterfield: Fundraising Committee Co-Chairwoman

Tab 29: Conflict of Interest Policy

Article I Purpose

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

Article II Definitions

1. Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
    - An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
    - A compensation arrangement with Many Hands Montessori School or with any entity or individual with which Many Hands Montessori School has a transaction or arrangement, or
    - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Many Hands Montessori School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose
In connection with and actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with

governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the material interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
    - An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
    - The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
    - After exercising due diligence, the governing board or committee shall determine whether Many Hands Montessori School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
    - If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Many Hands Montessori School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

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

Article IV Records of Proceedings

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

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

Article V Compensation

- A voting member of the governing board who received compensation, directly or indirectly, from Many Hands Montessori School for services is precluded from voting on matters pertaining to that member's compensation.
- A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Many Hands Montessori School for services is precluded from voting on matters pertaining to that member's compensation.
- No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Many Hands Montessori School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

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

- Has received a copy of the conflict of interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and
- Understands Many Hands Montessori School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

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

- Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

- Whether partnerships, joint ventures, and arrangements with management organizations conform to Many Hands Montessori School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Many Hands Montessori School may, but need not to, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

C.2 Governing Board Composition

The table below illustrates the composition of the Board for our first year in existence. For each board member, please reference Tab 30: Governing Board Resumes.

Board Member	Board of Directors Member Term Begins	Board of Directors Member Term Due For Re-Evaluation
Jennifer Benham Chairwoman	July 1, 2013	July 1, 2015
Karen Burke Lane Vice-chairwoman	July 1, 2013	July 1, 2015
Elisha Boatman Secretary	July 1, 2013	July 1, 2015
Benjamin Delewski Treasurer, Finance Committee Chair	July 1, 2013	July 1, 2015
Rosemary Jordan, Facilities Committee Chair	July 1, 2013	July 1, 2015
Sara Yates, Marketing/Public Relations Committee Chair	July 1, 2013	July 1, 2015
Cory Butterfield	July 1, 2013	July 1, 2015

Jennifer Benham, Chairwoman, Windham, Maine
As a founding member of Many Hands Montessori School, Jennifer is passionate about providing continued public Montessori education for her children and her community. For the past two and a half years, Jennifer has been a full time stay at home parent to her young daughters, ages four and a half, and two. Jennifer has been a Windham resident for the past seven years, has resided in Maine for the past decade, and is committed to the betterment of her community.

Jennifer holds a Bachelor's degree in child development, and a Bachelor's degree in fine arts. In her varied work experience, Jennifer has been an educator, artist, caregiver, and manager; all positions that demand creative thinking, flexibility, and ability to organize and plan effectively. Jennifer finds particular joy in working with and advocating for populations of children and adults who have developmental disabilities. Jennifer is thorough, diligent, and conscientious, and leads with a balance of intellect and creative energy.

Karen Burke Lane, LCSW, Vice-chairwoman, Windham, Maine
Karen Burke Lane is a Licensed Clinical Social Worker who specializes in working with adults, adolescents and families. Karen opened her own private psychotherapy practice in Lewiston, ME in 2010.

Karen is grounded in an exciting and diverse background of both formal and experiential learning from which she is able to draw. She earned her Master's in Social Work at the University of New England in 2003. Karen has worked as a mobile crisis clinician, and a school based mental health clinician at the middle school level. Karen is a graduate of Sacred Seeds Yoga School and is a Registered Yoga Teacher. She is also a graduate of the Institute of Integrative Nutrition. Drawing upon these accomplishments, she works with people to integrate a holistic plan toward health and wellness.

In addition, Karen has had invaluable life experience. She has led backpack and canoe trips for at-risk youth in Maine with Outward Bound, she has been a professional ski patroller and search and rescue volunteer in Colorado, and taught health education with the Peace Corps in Nicaragua.

Karen is a Windham resident, and mother to a remarkable five-year-old daughter. As a founding member of Many Hands Montessori School, she is committed to making the Montessori educational philosophy available for her child, and for families in her community.

Elisha Boatman, R.N., C.M.S.R.N., Secretary, Windham, Maine
As one of the founders of Many Hands Montessori School, Elisha Boatman is committed to creating a solid and sustainable public Montessori school. Elisha has lived in Windham for seven years with her husband and two daughters, ages six and four.

Elisha received her first Bachelor’s degree from Unity College and had a career in the environmental field before attending the University of Southern Maine to become a registered nurse. Elisha has strong skills in grassroots organization and leadership, volunteer recruitment, grant writing, public speaking, research, and writing. As a registered nurse, she has further developed her ability to think critically, delegate, educate, and act as an advocate for patients and their families. Elisha has a deep sense of stewardship to her global and local community and is proud to call Maine her home.

Benjamin Delewski, Treasurer, Finance Committee Chair, Windham, Maine
Benjamin brings a depth of financial expertise to the Board of Directors. He is an accountant with eight years of experience, including three years of experience in direct management. He is heavily experienced in financial statement preparation and internal accounting controls. Having spent five years in non-management roles, Benjamin is familiar with the day-to-day accounting activities that need to take place in a business. He has experience in accounts payable, accounts receivable, fixed assets, audit, sales and use tax, and payroll.

Benjamin has a strong commitment to providing Montessori education to his daughters and his community, and a deep appreciation of the educational methods of Maria Montessori. As a preschooler, Benjamin attended a Montessori school, and both of his children have thrived at a Montessori preschool. He values the autonomy that students are provided within the Montessori classroom, respects the breadth and depth of

Montessori curriculum, and appreciates the mindfulness with which Montessori classrooms are prepared.

Benjamin is a dedicated father of two wonderful girls, and has resided in Windham for six years. He takes delight in spending time with his wife and family, and volunteers himself whenever possible to be involved in their extracurricular activities. He has a deep appreciation and respect for nature, which manifests itself in a wide range of environmental interests. Benjamin's steadfast commitment to his family, community, and Montessori education provides him with a strong vested interest in helping to ensure the financial success of Many Hands Montessori School.

Rosemary Jordan, M.Ed., Facilities Committee Chair, Naples, Maine
Rosemary holds a Bachelor's of Science in Elementary Education, Masters of Education, and Early Childhood Credential through the American Montessori Society. She has worked in the field of education for well over ten years, has taught in both the public and private sectors, and has worked with an array of ages and learning styles. Rosemary has been an intern, substitute, and contracted teacher; these experiences have offered her a depth of understanding of child development.

Currently, Rosemary is the owner, operator and teacher at the Little Log Cabin Montessori School. This position has allowed her to work closely with children and their families. She has had the pleasure of working with many parents over the years, providing consistent guidance and assistance through times of joy and challenge. She has guided parents through evaluation processes with Child Development Services for their child(ren). She has nurtured them during times of grief. She has listened to grievances aired. Through these sometimes challenging conversations, she consistently remains realistically optimistic, proactive, and supportive.

In her present role at Little Log Cabin Montessori School, Rosemary is responsible for hiring and training new staff, evaluating their performance annually, and determining professional development needs that best suit the individual staff member. She designs lessons and maintains a classroom environment that fosters engaged learning. She keeps records for each child and conducts parent/teacher conferences throughout the school year. She performs bookkeeping and payroll tasks and other operating duties for the school. Rosemary is thoughtful, conscientious, and objective. She is a model of professionalism, a role model in her community, and has much to contribute to the Board of Directors.

Sara Yates, Marketing/PR Committee Chair, Windham, Maine
It is with great pleasure that Sara serves on the Many Hands Montessori School Board of Directors. Most specifically, she is pleased to act as Chair of the Marketing/Public Relations Committee, and knows her background in public relations and journalism will help to effectively serve as a liaison between the school, the general public and the media.

Sara brings to the Board experience in both non-profit fundraising and organizing large-scale events, having served as Co-Leader of Mom to Mom of Maine for several years. Her tenure at Savvy Incorporated, including the time spent working on grassroots campaigns, also gave her much experience in these areas, and allowed her to further enhance strong project management skills and meticulous attention to detail.

As the mother of four children, aged eighteen months to eight years, Sara has resided in Windham for the past twelve years. During that time, she has had the pleasure of volunteering for school events and non-profit organizations, and has built strong ties to this community.

Cory Butterfield, Windham, Maine
Cory has been influenced by Maria Montessori's educational philosophy since very early childhood. Cory's mother felt so strongly about providing Montessori educations to her three children that she founded and became the director of a Montessori school. In her childhood, Cory was an engaged learner in Montessori classrooms, and had a mother who was a Montessori educator and also an active member of the Board of Directors of The Wilton Montessori School. This familial dedication to the Montessori method has surrounded Cory her whole life, and she is committed to following the example set by her mother.

Cory holds an Associate's degree in culinary arts, and a Bachelor's degree in hotel management. She possesses strong business knowledge, and during college wrote a sound business plan to successfully run her own restaurant in North Haven, Maine. Cory's current position within a health insurance company demands patience, organizational expertise, and interpersonal skill. With her wide range of skill and knowledge, Cory will undoubtedly be a great asset to the Board of Directors.

Cory is a Windham resident and mother to two young sons, both of whom currently attend a Montessori preschool. Cory is extremely dedicated to offering her own children, and children within her community, an opportunity to learn and grow within a nurturing Montessori environment.

…

First and foremost, the criteria for selecting our initial group of Governing Board members was a demonstrated enthusiasm and dedication to providing public Montessori education to our communities. We sought out Board members who had a variety of skills, that would enrich our school and whose guidance would ensure long-term success and viability. It is the duty of our Board members to ensure that the decisions made, the programming enacted, and the policies enforced are consistently reflective of the mission and vision of Many Hands Montessori School, and compliant with local, state and federal laws. Our Board is currently, but not exclusively, comprised of parents, professional educators, financial experts, and active community members. In recruiting new Board Members for successive academic years, we will continue with our commitment to ensure a wide range of skill sets that will bring positive energy and

insight to the governing of our school, and ensure, to the best of our ability, a sound and viable structure that will guide us into the future.

The governing rules of our Board of Directors are stated in our By-Laws (please reference Tab 27: Corporate By-Laws). We meet monthly, and have developed three standing committees, with ad-hoc committees forming as needed:

Finance Committee, Benjamin Delewski, Chair
The role of the Finance Committee is to responsibly oversee the financial dealings of Many Hands Montessori School. Specific responsibilities may include:

- Ensuring that the financial elements of Many Hands Montessori School are in accord with our vision, mission, and strategic plan
- Developing/reviewing/approving an annual budget
- Participating in long term strategic planning for ongoing financial stability and growth
- Overseeing cash flow
- Ensuring that commitments to local, state, and federal financial reporting are fulfilled
- Participating in a yearly audit
- Reporting to the Board of Directors about the financial condition of Many Hands Montessori School, and/or any financial irregularities or inefficiencies
- Implementing fundraising and grant application initiatives

Facilities Committee, Rosemary Jordan, Chair
The Facilities Committee will oversee the maintenance and operation of all land, buildings, facilities and equipment at Many Hands Montessori School. This committee will tour the school quarterly, will review issues relating to the conditions of the school, and will report its findings to the Board. A complete list of proposed alterations and repairs will be presented to the Board, and budget priorities are submitted to the Finance Committee before the budget preparation begins. The Finance Committee will advise the Board on building related issues, ongoing maintenance, and planning for long-term improvements. Specific responsibilities may include:

- Developing and recommending a maintenance and replacement schedule for buildings and grounds
- Conducting periodic inspection of school facilities and reports to the Board quarterly
- Planning for new construction, major renovations, or major improvements of school buildings and grounds
- Recommending additions, deletions or changes to facilities needed to support school programs
- Conducting reviews and providing Board liaison to administration on matters pertaining to security, space and community use of facilities

Marketing/Public Relations Committee, Sara Yates, Chair
The responsibilities of the Marketing/Public Relations Committee are far-reaching. The committee will provide a critical link between Many Hands Montessori School and the public. Specific responsibilities may include:

- Ensuring that the public communications of Many Hands Montessori School are in accord with our vision, mission, and strategic plan
- Developing internal and external public communications. Handling all aspects of Many Hands Montessori's publications including, but not limited to: our website, print media, brochures, and press releases
- Maintaining media relations, and serving as the media's liaison with Many Hands Montessori School
- Writing news releases for all local newspapers/television/radio, and working to get media coverage of Many Hands Montessori School
- Developing a communications plan for Many Hands Montessori School, detailing how to reach internal and external members of our community
- Developing a crisis communications plan of reaching members of our community, gathering the facts and being an informational link to the Many Hands Montessori School community and media in a crisis
- Conducting formal and informal research, surveys, and polls to determine public opinion and attitude as a basis for planning and action
- Promoting Many Hands Montessori School's strengths and achievements, and its solutions to problems
- Publicizing student and staff achievement, and developing staff recognition programs.
- Answering public requests for information about Many Hands Montessori School.
- Serving as Many Hands Montessori School's liaison with community groups, and developing ways to foster community partnerships with Many Hands Montessori School
- Educating the public about philanthropy and ways to engage in thoughtful charitable giving

Many Hands Montessori School will establish a Parent Advisory Council that will report directly to the Board of Directors. In accordance with MRS 20-A, 2415 subsection 4, Many Hands Montessori School intends to develop and annually approve a parental involvement plan, the components of which will be addressed by the Parent Advisory Council. The Board of Directors will develop and annually consult with the Parent Advisory Council, parents, teachers and administrators to review Many Hands Montessori School's performance in implementing the parental involvement plan. The parental involvement plan must promote the involvement of parents, guardians and legal guardians of children enrolled in Many Hands Montessori School in order to improve student achievement. The parental involvement plan approved by the governing board must include but is not limited to:

- Procedures to improve parental participation in Many Hands Montessori School, and parent, teacher and administrator cooperation in areas in which parental involvement has been shown to improve student achievement and foster student success, such as academic engagement, homework, attendance and student conduct
- Procedures by which parents may learn about Many Hands Montessori School's curriculum, courses of study and other instructional programs, including placement in gifted and talented programs, special education programs, career and technical education programs or online learning programs, that are available for their children
- Procedures by which parents may learn about Many Hands Montessori School's policies and practices related to student attendance, student assessment, student report cards, requirements for student promotion and requirements for high school graduation
- Procedures by which parents may be informed about the nature and purpose of clubs and activities that are part of Many Hands Montessori School's curriculum as well as the co-curricular and extracurricular clubs and activities that have been approved by Many Hands Montessori School
- Procedures by which parents may access and review instructional materials and other educational resources that are used by teachers and administrators in promoting the educational performance or development of students
- Procedures that promote communication between Many Hands Montessori School and parents concerning school programs and the academic progress of the parents' children
- Strategic initiatives and Many Hands Montessori School-based programs that encourage and enable parents to participate actively in their children's education and that promote opportunities for parents to participate in and support classroom instruction and co-curricular and extracurricular activities at Many Hands Montessori School
- Strategic initiatives and Many Hands Montessori School-based programs that support, with appropriate training, parental involvement in governing board decision making and that encourage parent membership on Many Hands Montessori School advisory councils

(Source: Maine State Legislature)

Many Hands Montessori School is in the process of seeking to form a non-parental Advisory Council, inviting enthusiastic, skilled community members to offer their expertise in ensuring the success of our school. We hope to solidify the formulation of this group in the months to come.

Tab 30: Governing Board Resumes

JENNIFER BENHAM
143 Nash Road ... Windham, Maine 04062 ... 207.221.5191 ...
jenniferbenham@gmail.com

Profile

Motivated, creative and caring professional with extensive experience working with people of varying abilities, cultures and backgrounds.

Skills Summary

- Patient
- Comfortable and experienced with developing rapport with people of all abilities, ages, socio-economic and cultural backgrounds
- Creative problem-solver; open to and encouraging of multiple viewpoints
- Comfortable multitasking and managing stress within a hectic environment
- Highly motivated
- Thorough and organized, able to manage a number of tasks in any given day.
- Detail-oriented

Education

MASSACHUSETTS COLLEGE OF ART, Boston, MA … July 1998 to May 2003
Bachelor of Fine Arts in small metals. Graduation with distinction.

TUFTS UNIVERSITY, Medford, MA … September 1992 to May 1996
Bachelor of Arts in child development. Community Health Program certification.
Dean's List: Fall 1992, Spring 1994

THE UNIVERSITY OF MELBOURNE, Melbourne, Australia … February 1995 to May 1995
Course work in Australian literature.

Professional Experience

SPINDLEWORKS, Burnswick, ME … January 2008 to April 2011
Artist Mentor
Provided guidance to adults with developmental disabilities within an art program. Taught practical skills within the fiber arts department: hand and machine sewing, loom use and maintenance, embroidery. Provided general assistance with daily living tasks, as needed. Responsible for providing daily documentation to satisfy state requirements, and participated in family/caregiver/advocate meetings.

COFFEE BY DESIGN, Portland, ME … February 2007 to December 2007

Manager

Ensured the smooth and efficient running of a locally owned coffeehouse. Managed staff, organized staff scheduling, developed and maintained positive relations with wholesale businesses and a varied clientele, organized invoices and daily financial earnings.

MAPS INTERNATIONAL, Portland, ME … July 2006 to February 2007

Latin America Program Coordinator

Assisted families throughout the process of international adoption, from dossier creation to child placement. Guided families in arranging appropriate documentation, communicated with contacts overseas, and helped navigate families through the bureaucracy of another country.

ONE FIFTY ATE, South Portland, ME … March 2004 to July 2006

Manager, March 2006 to July 2006

Ensured the smooth and efficient running of a locally owned bakery/café. Managed staff, maintained relations with wholesale businesses and clientele, organized invoices and daily financial earnings.

Baker/Barista, March 2004 to March 2006

Baked a variety of breads, and provided customer service within a locally owned bakery/café.

VSA ARTS OF MAINE, Portland, ME … December 2005 to March 2006

Volunteer

Assisted with the day-to-day needs of a non-profit arts organization that advocates for artists with developmental disabilities. Tasks included data entry, art installation, and assistance with special events.

ANVILJAC STUDIOS, Westbrook, ME … January 2004 to March 2004

Metalsmith

Created steel sculptural furniture and functional objects.

PRIVATE HOUSEHOLD, Milton, MA … September 2000 to December 2003

Childcare Provider

Provided emotional and developmental stimulation for three children, aged newborn to three years.

DIESEL CAFÉ, Somerville, MA … August 1999 to December 2003

Barista

Performed numerous duties within a locally owned coffeehouse.

NEWMAN ELEMENTARY SCHOOL, Needham, MA … November 1997 to June 1999

Assistant Teacher

Developed and implemented classroom curriculum for children with challenging cognitive, physical and emotional needs within an inclusive second grade classroom.

DANA-FARBER CANCER INSTITUTE, **JIMMY FUND CLINIC**, Boston, MA … June 1996 to November 1997

Facilitator

Scheduled patient appointments and inpatient admissions. Coordinated the needs of families and physicians within a hectic medical environment.

THE FOUNDATION FOR CHILDREN WITH AIDS, Roxbury, MA … September 1995 to December 1995

Intern

Collaborated with a case manager in planning educational activities for nine toddlers who were either HIV-infected or –affected.

KAREN BURKE LANE, LCSW
24 Brand Rd, Windham, ME 04062 • (207) 939-3091 • kblane@me.com

EDUCATION/TRAINING/LICENSES:
Master in Social Work, University of New England, Portland, ME, May 2003
Bachelor of Arts in Social Work, University of Southern Maine, Portland, ME 1992
Licensed Clinical Social Worker, State of Maine, July 2006
Registered Yoga Teacher, Yoga Alliance, July 2011

EXPERIENCE:

Therapist in Private Practice
Founder/Owner, Lewiston, ME — June 2011 to present
Life Ideals, LLC

- Provide individual psychotherapy
- Utilize Cognitive Behavioral Therapy, Mindfulness, Yoga Therapy and Motivational Interviewing
- Coordinate complementary service practitioners

School Based Clinician
Self-Employed, Auburn, ME — September 2007 to June 2011
Spurwink, Auburn, ME — September 2004 to September 2007

- Provide individual psychotherapy to adolescents and their families
- Support families to improve coping with multiple stressors and traumatic experiences
- Utilize Cognitive Behavioral Therapy within a Relational Model

Mobile Crisis Clinician — May 2003 to April 2005
Ingraham, Portland, ME

- Conducted clinical assessment of client's needs and history to arrange referral
- Provided counseling and intervention on mental health crisis hotline
- Assisted with triage responsibilities for Cumberland Co. Crisis Response Team

Clinical Therapist/MSW Internship — September 2002 to May 2003
Long Creek Youth Development Center, South Portland, ME

- Provided effective, individualized treatment for adjudicated youth
- Facilitated group therapy session with high-risk adolescent youth
- Coordinated aftercare planning with family and community members

Day Shelter and Teen Drop-in Center Case Worker — June 2002 to April 2003
Preble Street Resource Center, Portland, ME

- Worked with homeless adults and teenagers to provide low barrier services
- Assisted consumers in accessing community resources and housing
- Provided translation for Spanish Speaking Consumers

Community Health Educator — January 2000 to April 2002
U.S. Peace Corps, La Flor, Nicaragua

- Formed community action committees in three villages in Rio San Juan Province
- Produced and directed community health trainings in rural settings
- Authored grant and secured funding for two critically-needed community wells

Elisha Boatman RN CMSRN

orchardmoon13@gmail.com

16 Sloan Drive
Windham Maine 04062
(207) 892-1313

EDUCATION:

University of Southern Maine — Portland ME
Accelerated B.S.N. program — August 2006
Sigma Theta Tau member, GPA: 3.69

Unity College — Unity ME
B.S. in Park Management, Environmental Science — May 2000
GPA: 3.71

WORK EXPERIENCE:

Clinical Nurse II — Portland ME
Maine Medical Center — 09/2006-present

- Provide competent care to a diverse patient population in a high acuity setting including pre & post op kidney transplant recipients and donors; patients requiring telemetry monitoring and dialysis patients
- Rotate to charge R.N.
- Active on the Bereavement, Skin Care and Quality Committees
- Precept student nurses in their practicum clinical experience

Adjunct Faculty, Nursing Program — Westbrook & Portland ME
University of New England — Spring semester 2011
University of Southern Maine — Fall semester 2011 and 2012

- Provide hands on instruction to nursing students within different settings (oncology & pulmonary medical-surgical floors) of Maine Medical Center as they learn how to assess patients at the bedside; think critically about the many aspects of disease processes & patient care; safely administer medication and document their findings and interventions within the medical chart.

Water Quality Program Director — Freedom, NH
Green Mountain Conservation Group — 5/2002-6/2003

- Completed 1700 hours as an AmeriCorps volunteer.
- Implemented the first year of a watershed wide volunteer based water quality program.
- Recruited and trained volunteers and seasonal staff, coordinated volunteers' schedules, maintained testing equipment.
- Wrote a volunteer handbook; monthly reports for the board of directors; articles for GMCG's quarterly newsletter; press releases for the local newspapers; grant proposals; and an annual report for the Department of Environmental Service.

Fisheries Technician — Jonesboro, ME
Maine Atlantic Salmon Commission — 6/2001-11/2001

- Collected physiological data and genetic material from Atlantic salmon.
- Conducted population estimates by depletion method electrofishing.
- Tended weir traps; collected broodstock; performed redd counts.
- Performed habitat surveys on Down East Rivers.
- Deployed and located temperature logging devices with G.P.S. units.

ADDITIONAL INFORMATION:

Hospice Volunteers of Waterville Area – Hospice Volunteer May 2004
Freedom Ride, 200 mile bicycle ride /fundraiser for AIDS research. Raised $5,000. 2002
Waldo County Literacy Volunteers of America, 2002
Park Management Leadership Award, Unity College, May 2000

Benjamin R. Delewski

WORK HISTORY

Oxford Casino Oxford, ME

Financial Controller (April 2012 - Present)

- Finance department leader; oversees payroll, A/P & purchasing
- Responsible for entire month end close process and preparation of all financial statements
- Daily operating performance tracking
- Daily cash reconciliation and forecasting

SPX Communication Technology Raymond, ME

Senior Accountant (January 2005 - November 2011)

- Prepared journal entries and reconciliations for many key general ledger accounts including: revenue, tax & fixed asset accounts
- Involved heavily in the company wide implementation of SAP in 2005
- Sales tax experience in all states and experience in Vertex tax software
- Managed fixed assets using BEST software
- Assisted in the month-end submission of financials to the corporate office via Hyperion software (including a thorough review of the balance sheet and income statement)
- Performed Sarbanes Oxley testing to ensure compliance
- Monitored revenue accounts closely for proper recognition and performed cutoff testing
- Provided AR & AP support to Controller
- Balance sheet forecasting experience (cash receipts and AR related accounts)

Accounts Receivable Manager (October 2005 - June 2007)

- Supervised two AR clerks and performed all accounts receivable duties including: invoice processing, cash posting & account collections
- Analyzed AR aging reports and coordinated and tracked collection efforts
- Provided resolution to the most difficult collection issues
- Performed all AR related reconciliations and journal entries for month-end

Collections Specialist - Temporary Position (August 2004-January 2005)

C.H. Briggs Hardware Company Reading, PA

IT Associate (July 2003 to May 2004)

- Managed database comprised of over 30,000 items and 10,000 customers for mid-size hardware wholesaler

- Analyzed and improved database by means of query programming
- Provided internal support and technical education to all company departments
- Streamlined new item coding and web upload processes

INTERNSHIPS

C.H. Briggs Hardware Company Reading, PA
Credit Department Intern (October 2002-June 2003)

- Launched the electronic invoice program as member of the project team
- Performed electronic invoicing administrative duties such as answering customer inquiries, maintaining customer database, and documenting procedures

Delewski & Shurr, P.C. (CPAs) Shillington, PA
Accounting intern/para-professional (1999-2001)

- Managed accounts receivable
- Responsible for payroll and billing procedures
- Performed administrative assistant duties

Merrill Lynch, Pierce, Fenner & Smith Reading, PA
Intern (1998-2001)

- Maintained client relations
- Contributed financial research
- Prospecting experience

COMPUTER SKILLS

- Proficient in SAP and IBM E series AS400 (Infinium)
- Microsoft Office software - adept in Excel, Word & PowerPoint
- JD Edwards, Vertex, BEST, Websphere (website maintenance), Basic Query programming (NGS), and FTP
- QuickBooks & Lotus 1,2,3

BUSINESS TRAINING

- SPX Sponsored Six Sigma Seminar
- SPX Lean Principles Training
- SPX Controller's Conference / GAAP Training

EDUCATION

Pennsylvania State University Reading, PA *(December 2002)*

- Bachelor of Science in Business (financial focus)

3.5/4.0 GPA

- Dean's List: Fall 2000, Spring '01, Spring-Fall '02
- Junior semester abroad, University of Queensland, Australia 2001

Rosemary Barsalow Jordan, M.Ed.
Post Office Box 429
Naples, Maine
207.329.5960

Objective To be a part of a committed educational team.

Education St. Joseph's College, Standish, Maine
Bachelor of Science in Elementary Education May 2002
Northeast Montessori Institute, Rockland, Maine July 2005
American Montessori Society Early Childhood Credential
Endicott College, Ipswich, Mass. December 2005
Masters of Science in Early Childhood Education
North American Montessori Center
Infant Toddler Credential September 2012

Honors & Awards
Named to Honor's List at St. Joseph's College, Spring 2001
Named to Dean's List at St. Joseph's College, Fall 2001
Named to Honor's List at St. Joseph's College, Spring 2002
Named to Dean's List at Endicott College, Fall 2002

Field Experience
Presently Owner Director, Teacher
Little Log Cabin Montessori School, Windham, Maine
Work with children between the ages of 2 ½ and 6 and their parent, over-see teachers, plan lessons, special events, payroll, bookkeeping, and other administrative duties.

Presently Presenter at the Windham Childcare Providers Annual Conference
Present the Montessori Philosophy to Childcare Providers.

Presently Vice President
Maine Mountain Children's House, Kingfield Maine
Attend board meetings, plan and execute operating agenda.

Presently Educational Consultant
Consult with area Childcare Centers and Montessori Schools and provide staff trainings.

Spring 2002 Long-term Substitute Teacher
Raymond Elementary Teacher
Worked with children in a 4th grade classroom and with parents. Prepared and implemented lessons.

Spring 2002 Grades 4 & 5 Multi-age Special Education Internship
Manchester School, Windham, Maine
Worked with students one-on-one basis. Worked closely with a student with Aspberger's Disorder.

Fall 2001 Student Teaching 3/4 Multi-age class
Raymond Elementary School, Raymond, Maine
Planned, taught, and managed a class of 21 students each day. Participated in parent/student/teacher conferences. Attended faculty meetings and inservices. Substituted in other classrooms during this time (grades 1-4).

Spring 2001 3/4 Multi-age Math Internship
Raymond Elementary School, Raymond, Maine
Planned and taught math lessons to small groups and to the whole class. Designed and implemented supplemental hands-on math activities.

Fall 2000 1/2 Multi-age Reading Internship
Raymond Elementary School, Raymond, Maine
Planned lessons and worked with students one-on-one and in small groups. Assisted with testing the students at the beginning of the year. Worked with a new student to facilitate her transition.

Employment Experience

Little Log Cabin Montessori School, Windham, Maine
Teacher (August 2002-Present)
Owner, Director (June 2004-Present)
Plan lessons and special events
Oversee teachers, school, and inventory
Payroll, bookkeeping, and other administrative duties

Sara A. Yates

EXPERIENCE:

Researcher, Harris Media Services, Yarmouth, ME (Aug. 2006 - April 2010)

Associate, Savvy Incorporated, Portland, ME (April 2001 - Aug. 2005)
- Worked full-time on the Casinos*NO!* campaign during 2003

Account Executive, Communicators International, Portland, ME (April 1998 - Feb. 2001)

News Clerk, The Portland Newspapers, Portland, ME (Sept. 1996 - April 1998)

PAST EXPERIENCE:
Member, Maine Public Relations Council
News Editor/Reporter, *The Lakeside Tribune*, SJC's weekly newspaper
Co-Program Director/Disc Jockey, WSJB-FM
Radio Board Operator, WCAT-FM and WCAT-AM, Athol, MA

VOLUNTEER EXPERIENCE:
Fundraiser, Southern Maine Gearbots (2012-2013 season - present)
Assistant Team Coach, Odyssey of the Mind (2012-2013 season)
Mom to Mom of Maine Board of Directors (2008 - 2011)
- Served as Co-Leader (Aug. 2008 - April 2010)
- Served as both Fundraiser & Publicity Coordinator (2009 - 2011)

EDUCATION:
Bachelor of Science in Communications, 1997
Saint Joseph's College, Standish, ME
Double minor: English & Journalism
3.9 GPA

HONORS:
Delta Epsilon Sigma National Honor Society

REFERENCES:
Available upon request.

9 Hunts Drive • Windham, ME 04062 • 207-632-1480 • sarayates@gmail.com

Cory Anne Butterfield

32 Varney Mill Road Windham, ME 04062
207.232.4987 coryannebutterfield@gmail.com

OBJECTIVE: To obtain a service or business sector job where I can utilize my interpersonal, management and organizational skills.

WORK EXPERIENCE:
Wellpoint: (Anthem Blue Cross) *Customer service Rep. II and III:* South Portland, ME (November 2011-present)
My daily responsibilties include researching member's benefits and calling the providers back with the information they are looking for. Supporting all the employees on the phone with any questions they are having trouble with through instant messaging, and working supervisor and expedited call backs.

- Demonstrating leadership and supporting the custmer services reps in the office.
- Efficiently multi-tasked and problem-solved in a fast-paced environment.

Wellpoint: (Anthem Blue Cross) *Customer Service Rep. II/Auto Par Researcher:* South Portland, ME (March 2009-November 2011)
My daily responsibilties included working on correspondence received by providers to help problem solve their claims issues, which includes writing letters, adjusting claims, pricing claims, processing claims and calling providers when needed.

- Learned how to problem solve and giving correct answers for the providers claims issues.
- Averaged of 53 different correspondence a day.

Wellpoint: (Anthem Blue Cross) *Customer Service Rep. I-II***:** South Portland, ME (March 2006 – March 2009)
Was able to achieve a promotion within six months of working for Anthem. My daily responsibilities included giving accurate benefits and claims answers to providers, calling back providers and working inventory questions for providers when needed, adjusting claims, sending out letters to the appropriate offices, and working on projects when asked.

- Learned three lines of business JAA, Lumenos and Par, which I applied to my work every day.
- Averaged around 90 calls a day.

Pizza Hut: *Shift Manager:* South Portland and Maine Mall, Portland, ME. (Feb. 2003 – March 2006)
Supervised five employees with daily responsibilities that included monitoring customer satisfaction, training employees, managing inventory, closing paper work, and maintaining sanitation standards. Selected by the assistant manager to assume additional responsibilities that included ordering food, processing invoices, and calculating fluctuating meal costs.

- Demonstrated leadership and assertiveness with employees.
- Efficiently multi-tasked and problem-solved in a fast-paced environment.
- Effectively managed human resource issues.

Bay Square Elder Care: *Care Giver:* Yarmouth, ME. (2001 - 2002)
Assisted 12 Dementia or Alzheimer's residents with daily living activities including dispensing medications, monitoring behavior,
and providing support to their families.

- State certified as a *Residential Care Attendant Specialist #1* and as a *Certified Residential Medications Aide*. Scored a 99%
  on the certification exam.
- Selected by management to train and mentor new employees.
- Gained patience and understanding while working with persons who are cognitively impaired.

Coopers Landing: *Co-owner/manager:* North Haven, Maine (May - Sept. 2000)
Part of a three person team that managed a successful, small, seasonal restaurant business. Recruited, trained and supervised employees. Negotiated with state agencies to procure food and alcohol licenses. Responsible for inventory management, menu development and food item pricing as well as back office administration and interactions with outside accountant.

- Cleared over $50,000 in gross profits in three months.
- Significantly enhanced communication and organizational skills.
- Gained leadership skills.
- Developed multi-tasking skills.
- Gained entrepreneurial experience in the restaurant industry.

EDUCATION: Southern New Hampshire University, Manchester, NH
2001 Bachelor of Arts in Hotel & Restaurant Management (Relevant Courses: Introduction to Business Finance, Business Management, Introduction to Marketing, Microeconomics, Introduction to Accounting, Computer Technology, Hospitality Law)
1999 Associates Degree in Culinary Arts (Relavant Courses: Public Speaking, Principles of Supervision, Business Communication, Food and Beverage Cost Control)

SKILLS & INTERESTS: Microsoft Word, Excel and PowerPoint, and the Internet. Enjoy knitting, cooking, reading, and sailing.

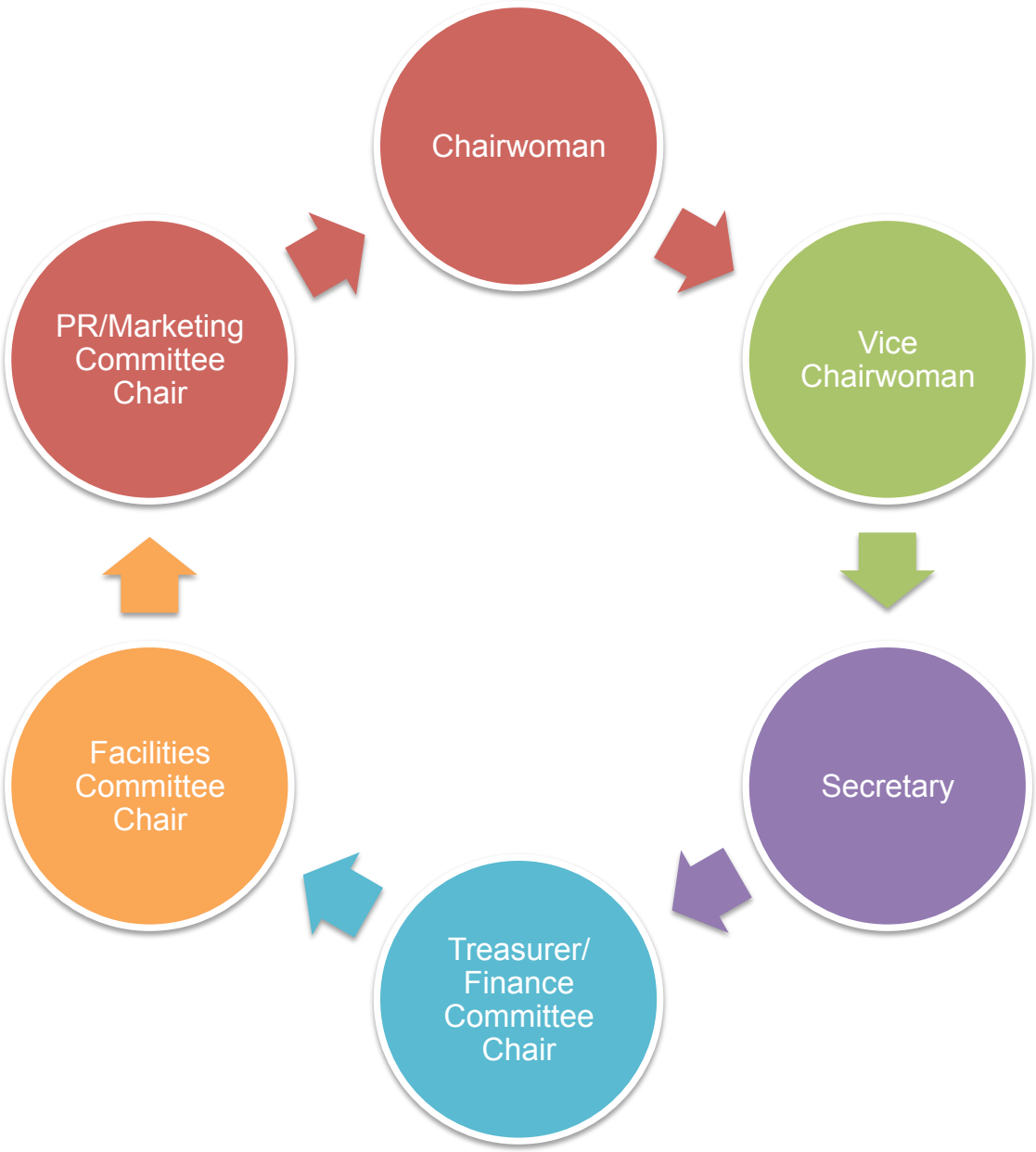
Tab 31: Board Profile

Board Member	Qualifications	Experience
Jennifer Benham	Founder, parent, active community member	Educator, manager, advocate
Karen Burke Lane	Founder, parent, active community member	Founder/owner of Life Ideals, a private therapy practice
Elisha Boatman	Founder, parent, active community member	Health and public services
Benjamin Delewski	Financial expert, parent, active community member	Accountant, financial management
Rosemary Jordan	Montessori educator, active community member	Owner and Directress, Little Log Cabin Montessori School, Educational Consultant, Vice President of Maine Mountain Children's House Board of Directors
Sara Yates	Parent, active community member	Non-profit fundraising and organizing, Public Relations expertise
Cory Butterfield	Parent, active community member	Business management

Tab 32: List of Officers and Committee Chairs

Jennifer Benham: Chairwoman
Karen Burke Lane: Vice Chairwoman
Elisha Boatman: Secretary
Benjamin Delewski: Treasurer, Finance Committee Chair
Rosemary Jordan: Facilities Committee Chair
Sara Yates: Marketing/Public Relations Committee Chair

The roles and relationships of our governing board are democratic; they are inclusive, fully representational, and delegate management and oversight to one or more of our members. The Board members of Many Hands Montessori School have a shared vision for a thriving public charter school at every level of operation. Shared knowledge and expertise across disciplines is essential to the success of our school. Board members have a clear understanding of procedural matters and full inclusion in the decision-making process. Shared leadership with a division of labor according to talent and expertise the best way for Many Hands Montessori School to serve the needs of students, families and the community as a whole. The committee and/or council meetings are open to the community and anyone is welcome to attend. This spirit of openness and inclusion are guiding principles in Many Hands Montessori School's structure of governance.


Chairwoman
Vice Chairwoman
Secretary
Treasurer/ Finance Committee Chair
Facilities Committee Chair
PR/Marketing Committee Chair

D. Business and Financial Services

D.1 Budget

Cash flow in year one and two will present a challenge; however, Many Hands Montessori School plans to secure a line of credit with a local bank to help cover payroll and other fixed expenses. With our variable expenses, we will work with our vendors and request 90 days terms whenever possible so that we can follow the state funding and remain cash flow positive. As shown by our year three budget and cash flow, Many Hands Montessori School will be able to rely solely on the per pupil revenue received by state funding to remain cash flow positive throughout the entire year. Our focus will be to operate within our means and reduce financial waste wherever possible.

Many Hands Montessori School is forecasting revenues from before and after care programs, and will plan to offer many other programs on weeknights and weekends to bring in additional revenue. In the first two years, our fundraising committee will be raising funds on a monthly basis to bring in additional income. The fundraising committee have been planning several family-friendly community events, some of which include:

- Movie night with Santa
- Made in Maine calendar raffle
- Family night out in Lewiston
- Spring art festival
- Car washes
- Fun runs
- Support Many Hands Montessori School dinner nights at local restaurants

Obtaining State and Federal grants is a priority in order to gain additional revenue. Many Hand Montessori School has identified several grant opportunities for which planning has begun. Many Hands Montessori School is actively investigating federal start-up grants, and grants put forth by charitable organizations.

The Treasurer and Finance Committee will be in charge of creating the annual budget and tracking actual to budget spending and revenue throughout the year. The Head of School will be responsible for the daily bookkeeping and maintenance of operating reports that will be reviewed monthly, if not weekly, during the first year of operation by the Treasure and Finance Committee.

Financial transparency will come in the form of annual budget reports being posted to the Many Hands Montessori School website for the public to view. Quarterly financial statements and the aforementioned actual to budget variance report will also be available. Audited annual financial reports will be posted to the website when they become available.

Key Budget Assumptions

Pupil Income:

MHMS estimated income is based off of RSU14 current enrollment averages (See Public Funding Estimates table below)
Year two and three budget estimates are adjusted for the increased enrollment % over year one as well as 2% annual inflation.

Fundraising:

Below are some planned fundraising events that will support our estimated revenue of $4,500 and $10,000 during preopening and year one. We already have a group of extremely motivated fundraising committee members who know the revenue goals and are excited to meet the challenge.

Car Washes
Holiday Movie Nights and Dinners
Craft Sales
Collaboration with local restaurants for "Support MHMS" nights
Weekend festivals
Combined Yard Sales
Raffle Sales

Before & After Care Program:

The schedule below supports our forecasted Before and After Care Program revenue. This program is designed for parents who work hours other than typical school hours. Our estimates are conservative and we hope enrollment in the program is much higher.

School Year	Students (15% of total enrollment)	Hrs per day	Total Daily Hours	Daily Rate	Total Daily Revenue	School Days	Total Revenue
2014-2015	7	2	14	$8	$112	175	$19,600
2015-2016	9	2	18	$8	$144	175	$25,200
2016-2017	11	2	22	$8	$176	175	$30,800

Salaries and Wages

1st year salaries & wages are annualized on the 1st year budget; however, only 10 months of expense are included in the 1st year operating cash flow.
No health, dental or insurance benefits will be offered in the 1st year with hopes that this will be a viable option in year two or three. If at the end of year one our cash position is such that bonuses can be paid, we will do so. Teachers are the most important assets and we need them to be happy so they can engage and captivate the children on a daily basis.

Special Education Services:

The budgeted $50,000 in Contract Services is for special education techs and/or occupational or speech therapists dependent upon our enrollment demographic and their corresponding IEPs.

Bus Service:

Without knowing the exact route necessary for our school a specific estimate for our transportation needs was a challenge. Therefore, we have used the Maine State Transportation Cost per Student from year 2011-2012 and doubled it. Our hopes are that this estimate is high and we can form a good relationship with a local transportation service to keep these costs down in year one. Please also reference School Transportation Expenditures and School Bus Inventory Report FY2011-2012 below.

Maine State Transportation Cost per Student
$708.35

Source:
http://www.maine.gov/education/const/trans/ed546_exp_inventory_fy11-12.pdf

Food Sales Support:

The schedule below supports our projected food revenue. We will be able to minimize food costs by having a professional caterer work part time the 1st year at minimum wage. As in most Montessori schools each family will be able to voluntarily participate in a "Family Snack Week" program where nutritious food will be provided by the pupil's family.

Meal plan	Estimated number of students	Estimated cost	Estimated daily revenue	Total Revenue
Free lunch	3	$0.00	$0.00	$0
Reduced lunch	4	$1.25	$5.00	$1,200
Full cost lunch	15	$3.25	$48.75	$11,700

MHMS Public Funding Estimates (Year 1)

	Grade	K-2				3rd Grade			
	RSU 14 Averages		34%	1%	15%		34%	1%	15%
Funding Category	**Calculation**	**K-2**	**Disadvantaged**	**Limited English**	**Special Education**	**3rd**	**Disadvantaged**	**Limited English**	**Special Education**
EPS Elementary Per-Pupil Rate		**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**
Disadvantaged Student Allowance	0.15	$0	$1,018	$0	$0	$0	$1,018	$0	$0
Limited English Proficiency Allowance	0.5	$0	$0	$3,393	$0	$0	$0	$3,393	$0
Targeted Elementary Technology Allowance	97	$97	$97	$97	$97	$97	$97	$97	$97
Targeted Assessment Allowance	43	$43	$43	$43	$43	$43	$43	$43	$43
Targeted PreK-2 Allowance	0.1	$679	$679	$679	$679	$0	$0	$0	$0
Per-Pupil Transportation Rate	$553	$553	$553	$553	$553	$553	$553	$553	$553
Special Education Servicing Cost	1.277	$0	$0	$0	$8,666	$0	$0	$0	$8,666
Subtotal	-	**$8,158**	**$9,176**	**$11,551**	**$16,823**	**$7,479**	**$8,497**	**$10,872**	**$16,145**
Administrative Withholding by SAU	-1%	($82)	($92)	($116)	($168)	($75)	($85)	($109)	($161)
Charter Commission Fee	-3%	($245)	($275)	($347)	($505)	($224)	($255)	($326)	($484)
Total	-	**$7,831**	**$8,808**	**$11,089**	**$16,150**	**$7,180**	**$8,157**	**$10,437**	**$15,499**
Total Pupils	*45*	17	11	0	5	6	4	0	2
		$133,132	**$96,893**	**$0**	**$80,752**	**$43,079**	**$32,628**	**$0**	**$30,998**
		75% in K-2	**33**			**25% in 3rd**	**12**		

Grand Total	**$417,482**

Sources:
http://www.maine.gov/doe/charterschools/founders.html#fund

http://www.maine.gov/education/data/eps/fy14/index.html
RSU14

ED546 School Transportation Expenditures and School Bus Inventory Report FY2011-2012

Note: Data was entered by the SAU. Please contact the superintendent if you have data questions.

Update: 1/17/13

SAUName	PrivateBus	PrivateOthVeh	PublicBus	PublicOthVeh	Expenditures	MilesTraveled	Expediture Per Mile	StudentsConveyed	Expenditure Per Student	FiscalYearCo
Acton School Department	6	0	0	0	$264,873.09	58,497	$4.53	296	$894.84	2012
Airline CSD	0	0	2	0	$92,055.42	40,371	$2.28	52	$1,770.30	2012
Appleton School Department	4	0	0	0	$91,878.00	22,100	$4.16	115	$798.94	2012
Auburn School Department	0	0	33	0	$1,123,717.63	340,632	$3.30	1900	$591.43	2012
Augusta Public Schools	31	5	0	0	$1,490,697.48	357,437	$4.17	1671	$892.10	2012
Baileyville School Department	0	0	6	0	$92,856.26	31,969	$2.90	244	$380.56	2012
Bangor School Department	35	5	0	0	$1,530,245.21	399,176	$3.83	2044	$748.65	2012
Bar Harbor School Department	4	0	0	0	$232,494.43	66,325	$3.51	338	$687.85	2012
Baring Plt School Department	1	0	0	0	$32,191.74	9,498	$3.39	28	$1,149.71	2012
Beals School Department	2	0	0	0	$7,804.84	3,588	$2.18	55	$141.91	2012
Beaver Cove School Department	2	0	0	0	$10,080.00	3,916	$2.57	6	$1,680.00	2012
Beddington School Department	1	0	0	0	$23,400.00	20,000	$1.17	2	$11,700.00	2012
Biddeford School Department	0	0	31	0	$1,183,435.23	200,837	$5.89	1892	$625.49	2012
Blue Hill School Department	4	1	0	0	$236,858.98	75,455	$3.14	329	$719.94	2012
Boothbay-Boothbay Hbr CSD	0	0	10	0	$328,298.43	50,780	$6.47	245	$1,339.99	2012
Brewer School Department	9	0	0	0	$439,817.65	59,601	$7.38	695	$632.83	2012
Brooksville School Department	0	0	2	0	$0.00	27,852	$0.00	92	$0.00	2012
Brunswick School Department	0	0	27	0	$1,338,245.48	214,555	$6.24	1357	$986.18	2012
Calais School Department	7	0	0	0	$316,210.55	24,983	$12.66	330	$958.21	2012
Cape Elizabeth School Department	0	0	13	0	$561,783.82	90,868	$6.18	609	$922.47	2012
Carrabassett Valley School Department	0	0	1	0	$0.00	11,000	$0.00	44	$0.00	2012
Castine School Department	0	0	1	0	$49,303.98	16,955	$2.91	110	$448.22	2012
Caswell School Department	0	0	1	0	$28,079.65	8,817	$3.18	61	$460.32	2012
Charlotte School Department	0	0	2	0	$75,972.42	23,287	$3.26	46	$1,651.57	2012
Chebeague Island School Department	0	0	1	0	$88,914.00	6,889	$12.91	77	$1,154.73	2012
Cooper School Department	0	0	1	0	$15,642.66	16,587	$0.94	15	$1,042.84	2012
Coplin Plt School Department	0	0	1	0	$16,196.13	8,702	$1.86	18	$899.79	2012
Crawford School Department	0	0	1	0	$53,450.19	842	$63.48	13	$4,111.55	2012
Cutler School Department	0	0	2	0	$50,251.72	22,636	$2.22	80	$628.15	2012
Deblois School Department	1	0	0	0	$26,080.00	20,000	$1.30	11	$2,370.91	2012
Dedham School Department	0	0	2	1	$96,136.58	32,766	$2.93	137	$701.73	2012
East Machias School Department	0	0	4	0	$86,747.27	25,943	$3.34	106	$818.37	2012
East Millinocket School Department	8	0	0	0	$33,120.33	7,000	$4.73	69	$480.00	2012
East Range CSD	0	0	2	0	$30,411.79	26,346	$1.15	24	$1,267.16	2012
Easton School Department	0	0	5	0	$177,196.54	37,004	$4.79	190	$932.61	2012
Eastport School Department	0	0	4	0	$94,443.33	23,612	$4.00	60	$1,574.06	2012
Edgecomb School Department	0	0	2	0	$66,586.86	17,975	$3.70	71	$937.84	2012
Falmouth School Department	0	0	26	0	$1,137,223.64	213,556	$5.33	2000	$568.61	2012
Fayette School Department	0	0	3	0	$92,866.60	39,740	$2.34	153	$606.97	2012
Five Town CSD	6	0	0	0	$398,462.33	75,460	$5.28	110	$3,622.38	2012
Georgetown School Department	2	0	0	0	$109,408.72	37,310	$2.93	132	$828.85	2012
Gorham School Department	0	0	35	1	$1,404,076.54	389,332	$3.61	1698	$826.90	2012
Grand Lake Stream Plt School Dept	0	0	1	0	$25,132.55	15,422	$1.63	9	$2,792.51	2012
Great Salt Bay CSD	0	0	13	0	$279,856.11	72,442	$3.86	400	$699.64	2012
Greenville School Department	3	0	0	0	$92,129.37	12,328	$7.47	112	$822.58	2012

ED546 School Transportation Expenditures and School Bus Inventory Report FY2011-2012

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Update: 1/17/13

SAUName	PrivateBus	PrivateOthVeh	PublicBus	PublicOthVeh	Expenditures	MilesTraveled	Expediture Per Mile	StudentsConveyed	Expenditure Per Student	FiscalYearCo
Harmony School Department	0	0	3	0	$68,674.33	30,683	$2.24	151	$454.80	2012
Hermon School Department	0	0	11	0	$504,266.46	102,927	$4.90	938	$537.60	2012
Hope School Department	3	0	0	0	$102,085.85	26,100	$3.91	120	$850.72	2012
Indian Island	2	0	0	0	$48,753.00	12,300	$3.96	164	$297.27	2012
Jefferson School Department	0	0	7	0	$334,715.43	173,597	$1.93	212	$1,578.85	2012
Jonesboro School Department	0	0	2	0	$36,622.37	17,500	$2.09	32	$1,144.45	2012
Jonesport School Department	2	0	0	0	$20,594.94	15,068	$1.37	134	$153.69	2012
Kittery School Department	12	1	0	0	$474,657.95	127,498	$3.72	1082	$438.69	2012
Lewiston School Department	43	13	0	0	$2,249,099.69	486,891	$4.62	2476	$908.36	2012
Lincolnville School Department	5	0	0	0	$120,338.34	22,479	$5.35	189	$636.71	2012
Lisbon School Department	0	0	17	6	$585,389.08	205,425	$2.85	1303	$449.26	2012
Long Island School Department	0	1	0	0	$30,036.00	3,500	$8.58	16	$1,877.25	2012
Machias School Department	4	0	2	0	$93,738.74	16,778	$5.59	148	$633.37	2012
Machiasport School Department	0	0	2	0	$43,856.67	12,241	$3.58	56	$783.15	2012
Macwahoc Plt School Dept	0	0	1	0	$18,983.48	23,383	$0.81	7	$2,711.93	2012
Madawaska School Department	0	0	12	2	$453,159.94	86,272	$5.25	423	$1,071.30	2012
Marshfield School Department	0	0	1	0	$16,938.57	6,109	$2.77	31	$546.41	2012
Meddybemps School Department	1	0	0	0	$17,787.18	4,000	$4.45	12	$1,482.27	2012
Medway School Department	0	0	8	0	$34,285.98	55,709	$0.62	220	$155.85	2012
Millinocket School Department	8	0	0	0	$276,996.73	64,020	$4.33	350	$791.42	2012
Moosabec CSD	0	0	5	0	$15,904.05	22,983	$0.69	56	$284.00	2012
Mount Desert School Department	0	0	5	0	$112,983.37	45,178	$2.50	211	$535.47	2012
MSAD 27	0	0	18	0	$423,583.69	182,608	$2.32	927	$456.94	2012
MSAD 46	0	0	16	2	$540,051.93	162,078	$3.33	765	$705.95	2012
MSAD 76	0	0	1	0	$82,988.08	3,193	$25.99	46	$1,804.09	2012
New Sweden School Department	0	0	3	0	$31,043.11	30,177	$1.03	75	$413.91	2012
Northfield School Department	0	0	1	0	$23,390.73	10,205	$2.29	14	$1,670.77	2012
Orient School Department	0	0	1	0	$32,456.81	20,113	$1.61	11	$2,950.62	2012
Pembroke School Department	0	0	4	0	$137,381.65	52,591	$2.61	123	$1,116.92	2012
Penobscot School Department	0	0	3	0	$0.00	26,082	$0.00	115	$0.00	2012
Perry School Department	0	0	3	0	$106,265.66	21,585	$4.92	125	$850.13	2012
Pleasant Point	0	0	3	0	$62,036.00	14,868	$4.17	161	$385.32	2012
Portland Public Schools	0	0	22	6	$1,867,067.00	393,982	$4.74	2700	$691.51	2012
Princeton School Department	2	0	0	0	$97,299.39	37,625	$2.59	110	$884.54	2012
Robbinston School Department	1	0	0	0	$71,976.76	21,854	$3.29	72	$999.68	2012
Roque Bluffs School Department	0	0	1	0	$24,045.97	8,889	$2.71	22	$1,093.00	2012
RSU 01 - LKRSU	23	12	3	0	$1,027,798.19	364,261	$2.82	2287	$449.41	2012
RSU 02	16	0	11	7	$1,326,068.09	370,841	$3.58	2218	$597.87	2012
RSU 03/MSAD 03	0	0	31	0	$1,227,516.07	446,242	$2.75	1230	$997.98	2012
RSU 04	0	0	28	0	$1,136,122.20	335,104	$3.39	1431	$793.94	2012
RSU 05	8	0	19	0	$1,150,878.13	260,726	$4.41	1150	$1,000.76	2012
RSU 06/MSAD 06	0	0	73	6	$2,418,227.10	932,424	$2.59	3846	$628.76	2012
RSU 09/MSAD 09	0	0	38	3	$0.00	453,236	$0.00	2001	$0.00	2012
RSU 10	0	0	51	0	$1,612,824.24	461,624	$3.49	1808	$892.05	2012
RSU 11/MSAD 11	30	1	0	0	$1,397,439.16	327,596	$4.27	1700	$822.02	2012

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Update: 1/17/13

SAUName	PrivateBus	PrivateOthVeh	PublicBus	PublicOthVeh	Expenditures	MilesTraveled	Expediture Per Mile	StudentsConveyed	Expenditure Per Student	FiscalYearCo
RSU 12	0	0	34	1	$1,424,539.31	247,052	$5.77	1995	$714.05	2012
RSU 13	0	0	22	4	$1,246,681.93	306,994	$4.06	1529	$815.36	2012
RSU 15/MSAD 15	0	0	23	11	$1,303,045.39	434,822	$3.00	2015	$646.67	2012
RSU 16	0	0	28	3	$1,161,495.08	292,162	$3.98	1594	$728.67	2012
RSU 17/MSAD 17	0	0	48	4	$1,742,084.41	700,726	$2.49	3500	$497.74	2012
RSU 18	0	0	43	8	$2,047,440.73	385,880	$5.31	1719	$1,191.06	2012
RSU 19	0	7	50	0	$2,141,312.10	665,091	$3.22	1995	$1,073.34	2012
RSU 20	0	0	43	0	$2,287,935.41	625,429	$3.66	3500	$653.70	2012
RSU 21	0	0	41	2	$2,078,523.34	506,660	$4.10	2642	$786.72	2012
RSU 22/MSAD 22	26	0	0	0	$1,016,216.29	277,260	$3.67	1425	$713.13	2012
RSU 23	0	0	37	12	$1,669,587.57	460,645	$3.62	2727	$612.24	2012
RSU 24	14	0	35	8	$1,415,387.47	423,779	$3.34	2102	$673.35	2012
RSU 25	18	0	0	0	$846,534.59	229,483	$3.69	677	$1,250.42	2012
RSU 26	14	0	1	0	$699,668.09	125,125	$5.59	1339	$522.53	2012
RSU 28/MSAD 28	0	0	16	0	$333,593.79	159,587	$2.09	1141	$292.37	2012
RSU 29/MSAD 29	0	0	19	0	$574,148.06	153,175	$3.75	1138	$504.52	2012
RSU 30/MSAD 30	0	0	6	0	$144,574.21	94,744	$1.53	223	$648.31	2012
RSU 31/MSAD 31	0	0	12	0	$391,760.76	238,386	$1.64	537	$729.54	2012
RSU 32/MSAD 32	0	0	9	0	$204,896.26	91,280	$2.24	246	$832.91	2012
RSU 33/MSAD 33	0	0	8	0	$192,602.73	72,594	$2.65	252	$764.30	2012
RSU 34	12	1	0	0	$493,020.26	101,728	$4.85	1128	$437.07	2012
RSU 35/MSAD 35	0	0	27	7	$1,383,788.05	558,005	$2.48	1212	$1,141.74	2012
RSU 37/MSAD 37	1	0	14	0	$527,176.37	185,284	$2.85	738	$714.33	2012
RSU 38	1	0	26	0	$695,645.86	235,335	$2.96	977	$712.02	2012
RSU 39	0	0	25	0	$715,005.11	191,710	$3.73	1548	$461.89	2012
RSU 40/MSAD 40	0	7	25	4	$1,440,933.57	596,903	$2.41	1733	$831.47	2012
RSU 41/MSAD 41	0	0	16	0	$294,045.11	154,203	$1.91	697	$421.87	2012
RSU 42/MSAD 42	0	0	10	0	$255,675.23	80,438	$3.18	293	$872.61	2012
RSU 44/MSAD 44	0	0	27	0	$759,216.89	238,607	$3.18	823	$922.50	2012
RSU 45/MSAD 45	0	0	9	0	$201,698.17	84,801	$2.38	379	$532.19	2012
RSU 49/MSAD 49	0	0	28	3	$1,264,728.64	395,914	$3.19	2558	$494.42	2012
RSU 50	1	0	23	0	$637,642.97	241,072	$2.65	738	$864.01	2012
RSU 51/MSAD 51	0	0	27	0	$1,049,009.24	233,317	$4.50	2093	$501.20	2012
RSU 52/MSAD 52	0	0	31	8	$1,382,092.35	511,993	$2.70	998	$1,384.86	2012
RSU 53/MSAD 53	16	0	0	0	$481,201.42	129,431	$3.72	452	$1,064.60	2012
RSU 54/MSAD 54	15	0	37	8	$1,521,119.91	474,800	$3.20	2766	$549.93	2012
RSU 55/MSAD 55	20	0	0	0	$1,070,739.66	246,196	$4.35	933	$1,147.63	2012
RSU 57/MSAD 57	0	0	48	5	$2,478,824.31	980,430	$2.53	3150	$786.93	2012
RSU 58/MSAD 58	0	0	22	0	$569,151.86	162,912	$3.49	531	$1,071.85	2012
RSU 59/MSAD 59	0	0	19	3	$622,424.75	175,644	$3.54	682	$912.65	2012
RSU 60/MSAD 60	0	0	50	1	$1,632,307.02	733,526	$2.23	2611	$625.17	2012
RSU 63/MSAD 63	0	0	18	4	$604,078.18	184,001	$3.28	590	$1,023.86	2012
RSU 64/MSAD 64	40	0	0	9	$1,209,295.90	265,293	$4.56	1106	$1,093.40	2012
RSU 67	0	0	18	0	$659,857.58	123,629	$5.34	750	$879.81	2012
RSU 68/MSAD 68	22	0	0	2	$517,034.17	172,680	$2.99	697	$741.80	2012

ED546 School Transportation Expenditures and School Bus Inventory Report FY2011-2012

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Update: 1/17/13

SAUName	PrivateBus	PrivateOthVeh	PublicBus	PublicOthVeh	Expenditures	MilesTraveled	Expediture Per Mile	StudentsConveyed	Expenditure Per Student	FiscalYearCo
RSU 70/MSAD 70	0	0	12	0	$374,720.46	85,198	$4.40	468	$800.68	2012
RSU 72/MSAD 72	3	0	23	0	$1,005,713.42	360,284	$2.79	900	$1,117.46	2012
RSU 74/MSAD 74	0	0	16	0	$578,909.52	180,978	$3.20	555	$1,043.08	2012
RSU 75/MSAD 75	0	0	40	5	$1,861,294.56	637,578	$2.92	2480	$750.52	2012
RSU 78	0	0	5	0	$212,288.57	59,165	$3.59	111	$1,912.51	2012
RSU 79/MSAD 01	0	0	40	0	$1,810,408.35	370,878	$4.88	1612	$1,123.08	2012
RSU 80/MSAD 04	0	0	14	0	$258,662.31	141,497	$1.83	516	$501.28	2012
RSU 83/MSAD 13	0	0	5	0	$109,156.95	28,497	$3.83	166	$657.57	2012
RSU 84/MSAD 14	0	0	5	0	$77,384.64	46,515	$1.66	69	$1,121.52	2012
RSU 85/MSAD 19	0	0	3	0	$103,905.95	43,210	$2.40	120	$865.88	2012
RSU 86/MSAD 20	1	2	8	0	$309,845.54	93,136	$3.33	373	$830.69	2012
RSU 87/MSAD 23	0	0	14	1	$547,505.36	184,815	$2.96	787	$695.69	2012
RSU 88/MSAD 24	0	0	8	0	$209,008.93	49,135	$4.25	315	$663.52	2012
Sanford School Department	32	0	4	0	$1,495,017.43	421,968	$3.54	2456	$608.72	2012
Scarborough School Department	0	0	31	3	$561,765.64	370,985	$1.51	1891	$297.07	2012
Shirley School Department	4	0	0	0	$25,768.00	5,325	$4.84	10	$2,576.80	2012
Southport School Department	0	0	1	0	$31,013.75	9,493	$3.27	45	$689.19	2012
Southwest Harbor School Department	0	0	3	0	$90,613.52	24,635	$3.68	202	$448.58	2012
Surry School Department	2	0	0	0	$160,149.75	39,375	$4.07	145	$1,104.48	2012
Tremont School Department	0	0	4	0	$114,659.94	29,872	$3.84	150	$764.40	2012
Vassalboro School Department	0	0	11	0	$230,327.46	110,837	$2.08	601	$383.24	2012
Waite School Department	0	0	1	0	$36,347.89	13,616	$2.67	6	$6,057.98	2012
Waterville Public Schools	0	0	15	1	$257,750.40	119,971	$2.15	1646	$156.59	2012
Wells-Ogunquit CSD	18	2	0	1	$928,457.31	207,610	$4.47	879	$1,056.27	2012
Wesley School Department	0	0	1	0	$25,705.74	12,269	$2.10	6	$4,284.29	2012
Westbrook School Department	0	0	28	3	$1,251,912.92	226,531	$5.53	1792	$698.61	2012
Westmanland School Department	0	0	1	0	$20,186.47	4,277	$4.72	6	$3,364.41	2012
Whiting School Department	0	0	1	0	$35,092.69	18,633	$1.88	23	$1,525.77	2012
Whitneyville School Department	0	0	1	0	$25,019.31	7,000	$3.57	20	$1,250.97	2012
Winslow Schools	0	0	16	1	$256,395.89	137,143	$1.87	1330	$192.78	2012
Winthrop Public Schools	0	0	12	0	$462,940.46	119,492	$3.87	385	$1,202.44	2012
Woodland School Department	0	0	4	0	$115,165.56	38,391	$3.00	194	$593.64	2012
Woodville School Department	4	0	0	0	$42,347.91	11,253	$3.76	10	$4,234.79	2012
Yarmouth Schools	0	0	13	0	$714,022.36	69,010	$10.35	752	$949.50	2012
York School Department	22	2	0	4	$1,029,151.36	341,883	$3.01	1494	$688.86	2012
STATE TOTAL	**572**	**60**	**1,953**	**160**	**$95,137,318.08**	**28,328,117**	**$3.36**	**134,308**	**$708.35**	**FY11-12**

Tab 33: Three-Year Budget with Grade by Grade Enrollment Projections and Staffing Projections for Faculty and Staff Positions, Budget and Cash Flow for the Pre-Opening Period, and Monthly Cash Flow for the First Year of Operation

Maine Charter School Commission								
Tab 33. Budget								
NOTES								
Use this workbook for all required financials.								
Copy the entire Workbook.								
Rename it to your school and submit in application.								
Budget	Please note assumptions in the appropriate section of the Application.							
	Worksheet cells should contain any formulas used for calculations.							
	Do not remove any rows that are unused by your school.							
Enrollment	Staffing assumptions should be stated (number of students per teacher).							
Staffing	Position Descriptions are approximate. Use your own for each position.							
	Add rows as necessary to list all positions supported by the budget.							
	Salaries for unfilled positions are approximate.							
Excel Toolbar Tabs:								
	Notes							
	Budget							
	Enrollment							
	Staff							
	Pre-Opening Cash Flow							
	Operating Cash Flow							

Many Hands Montessori School Budget

	Pre-Opening	2014 Year One	2015 Year Two	2016 Year Three
Enrollment Estimate		**45**	**60**	**70**
Revenues				
Per-Pupil Allocation	-	417,482	567,776	675,394
Federal Entitlement Funds	-	-	-	-
Federal and State Grants	-	-	-	-
Food Sales	-	12,900	17,200	20,067
Fundraising Events	4,500	10,000	13,333	15,556
Parent Contributions	-	-	-	-
In-Kind Contributions	-	-	-	-
Other: After School Care	-	19,600	26,133	30,489
Other	-	-	-	-
	---	---	---	---
	4,500	459,982	624,443	741,505
Expenses				
Research & Planning				
Market Research	-	-	-	-
Curriculum Development	-	3,000	3,060	3,121
Application Costs	500	-	-	-
Consultants	-	-	-	-
Staff Recruitment			-	-
Board Recruitment	-	-	-	-
Website Development		500	510	520
Marketing Materials		-	-	-
Nonprofit Incorporation	850	-	-	-
Admissions Lottery	-	-	-	-
Other: Background checks		1,000	333	333
Other:	-	-	-	-
	---	---	---	---
Research & Planning	1,350	4,500	3,903	3,974
Instructional Services				
Teacher Salaries & Benefits	-	90,000	120,000	150,000
Payroll Taxes	-	9,000	12,000	15,000
Substitute Salaries & Benefits	-	2,250	2,993	3,741
Aides Salaries & Benefits	-	-	-	-
Textbooks	-	-	-	-
Classroom Supplies	-	4,000	5,000	6,000
Classroom Furniture	-	4,000	2,000	2,000
Classroom Equipment	-	5,000	5,100	5,200
Academic Computers/Software	-	4,000	5,440	6,471
Staff Development	-	4,000	5,426	6,919
Travel & Conferences	-	-	-	-
Montessori Certification	-	3,000	4,070	5,189

Many Hands Montessori School Budget

	Pre-Opening	2014 Year One	2015 Year Two	2016 Year Three
Enrollment Estimate		**45**	**60**	**70**
	-	-	-	-
Instructional Services	-	125,250	162,029	200,519
Special Education Services				
Teacher Salaries & Benefits	-	30,000	30,000	30,000
Payroll Taxes	-	3,000	3,000	3,000
Special Facilities/Equipment	-	2,500	500	500
Curriculum	-	-	-	-
Instructional Materials	-	-	-	-
Contracted Services	-	50,000	68,000	80,889
Other:	-		-	-
Special Education	-	85,500	101,500	114,389
Supplemental Programs & Services				
Athletic Programs	-	-	-	-
Art & Enrichment Programs	-	1,000	1,360	1,618
Summer/Bridge School/Programs	-	-	-	-
After-School Programs	-	500	680	809
Community Service Programs	-	500	500	1,000
English Language Learner Programs	-	-	-	-
Music Programs	-	1,000	1,360	1,618
Tutoring Programs	-	-	-	-
Uniforms	-	-	-	-
Other:	-	-	-	-
Supplemental Programs	-	3,000	3,900	5,044
Library				
Librarian Salary & Benefits	-	-	-	-
Books & Other Reading Materials	-	500	680	809
Furniture	-	-	-	-
Computers/Software	-	-	-	-
Audiovisual Equipment	-	-	-	-
Other:	-	-	-	-
Library	-	500	680	809
Student Support Program & Services				
Nurse Salary & Benefits	-	10,400	10,400	10,400
Payroll Taxes	-	1,040	1,040	1,040
Health Supplies & Equipment	-	1,000	1,360	1,618

Many Hands Montessori School Budget	Pre-Opening	2014 Year One	2015 Year Two	2016 Year Three
Enrollment Estimate		**45**	**60**	**70**
Guidance Counselor Salary & Benefits	-	-	-	-
School Psychologist Expense	-	-	-	-
Voluneer Expense	-	-	-	-
Other: contracted services	-	3,000	4,080	4,853
Student Support	-	15,440	16,880	17,911
Facilities				
Rent/Lease/Mortgage		45,000	45,000	45,000
Maintenance Salaries & Benefits	-	-	-	-
Maintenance & Repair Expenses	-	4,000	4,080	4,160
Utilities	-	2,000	2,040	2,080
Telephone	-	1,000	1,250	1,250
Internet Services	-	600	600	600
Fire & Security	-	600	800	800
Snow Removal		800	800	800
Custodial Services	-	-	-	-
Custodial Supplies	-	1,500	2,040	2,427
Waste Disposal	-	2,000	2,720	3,236
Other: Oil	-	8,712	8,886	9,064
Facilities	-	66,212	68,216	69,416
Transportation & Food Service				
Busing Costs	-	31,876	43,351	50,576
Driver Salary & Benefits	-	-	-	-
Payroll Taxes	-	-	-	-
Field Trip Expense	-	3,000	4,080	5,477
Food Service Salaries & Benefits	-	7,200	10,400	10,400
Payroll Taxes	-	720	1,040	1,040
Food Service Supplies & Equipment	-	500	500	500
School Breakfast Expense	-			
School Lunch Expense	-	9,240	12,566	14,948
School Snacks Expense	-	-		-
Other: Busing Contigency	-	31,876	43,351	50,576
Transportation & Food Service	-	84,412	115,288	133,518
Administration & Support				
Directors' Salary	-	40,000	45,000	45,000
Payroll Taxes	-	4,000	4,500	4,500
Administrators' Salaries & Benefits	-	-	-	-
Payroll Taxes	-	-	-	-

Many Hands Montessori School Budget

	Pre-Opening	2014 Year One	2015 Year Two	2016 Year Three
Enrollment Estimate		**45**	**60**	**70**
Staff Salaries & Benefits	-	-	-	-
Office Supplies	-	2,000	2,040	2,081
Photocopy Expense	-	1,500	1,530	1,561
Administrative Computers/Software	-	1,500	500	500
Office Equipment	-	-	-	-
Postage & Shipping	-	500	510	520
Bookkeeping & Audit	1,000	5,000	5,100	5,200
Payroll Services	-	700	816	936
Banking Fees	-	60	60	60
Interest Expense	-	-	-	-
Legal Services	2,000	5,000	6,800	8,089
Liability & Property Insurance	-	5,000	6,800	8,089
Other Insurances	-	6,000	8,160	9,707
Directors' & Officers Insurance	-	6,000	6,120	6,242
Marketing	-	-	-	-
Grant Writing	-	-		
Board Expense	-	-	-	-
Staff Recruitment Expense	-	-	-	-
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Administration & Support	3,000	77,260	87,936	92,484
TOTAL EXPENSES	4,350	462,074	560,332	638,066
SURPLUS or (DEFICIT)	**150**	**(2,091)**	**64,110**	**103,439**
Per Pupil Expense		10,268	9,339	9,115
Total Salaries and Wages		177,600	215,800	245,800

	Maine Charter School Commission				**Enrollment Template**	
	Grade	Year One	Year Two	Year Three		
	Kindergarten	15	15	15		
	1st Grade	9	15	15		
	2nd Grade	9	10	10		
	3rd Grade	12	10	10		
	4th Grade	0	10	10		
	5th Grade	0	0	10		
	6th Grade	0	0	0		
	7th Grade	0	0	0		
	8th Grade	0	0	0		
	9th Grade	0	0	0		
	10th Grade	0	0	0		
	11th Grade	0	0	0		
	12th Grade	0	0	0		
		----------	----------	----------		
	Total	45	60	70		
	Est. Daily Avg.					
	Student Characteristics, Totals by Characteristic					
	Students residing outside the catchment area?	0	0	0		
	Students with low income status?	15	20	23		
	Students with special needs?	7	9	11		

Maine Charter School Commission			**Staffing Template**	
Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher lead	100	$ 30,000	
	Teacher lead	100	$ 30,000	
	Teacher	100	$ 30,000	
	Tech II			
Special Education	Special Ed Teacher	100	$ 30,000	
	Special Ed Teacher			
	Special Ed Tech			contracted service
	Therapist			contracted service
Supplemental Programs	Coach			
	Art Teacher			
	Music Teacher			
	ELL Teacher			
	Tutor			
Library Programs	Librarian			
Student Support	Nurse	50	$ 10,400	
	Guidance Counselor			contracted service
Facilities	Custodian			
	Maintenance Worker			
Transportation/Food Service	Bus Driver			contracted service
	Cafeteria Worker	50	$ 7,200	
	Cafeteria Worker			
Administration & Support	Head of School	100	$ 40,000	
	Curriculum Director			
	Finance Director			
	Receptionist			
	Admin. Assistant			
		Total	**$ 177,600**	

Maine Charter School Commission		Pre-Opening Cash Flow															
		July	August	Septembe	October	November	December	January	February	March	April	May	June		Total	Budget	Proof
Revenues																	
	Per-Pupil Allocation			-			-			-			-		-	-	-
	Federal Entitlement Funds														-	-	-
	Federal and State Grants														-	-	-
	Food Sales			-	-	-	-	-	-	-	-	-	-		-	-	-
	Fundraising Events				1,000		1,500				1,000		1,000		4,500	4,500	-
	Parent Contributions														-	-	-
	In-Kind Contributions														-	-	-
	Other: After school care			-	-	-	-	-	-	-	-	-	-		-	-	-
	Other				-	-	-	-	-	-	-	-	-		-	-	-
		---	---	---	---	---	---	---	---	---	---	---	---		---	---	---
		-	-	-	1,000	-	1,500	-	-	-	1,000	-	1,000		4,500	4,500	-
																-	
Expenses																-	
	Research & Planning														-	-	-
	Market Research														-	-	-
	Curriculum Development	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
	Application Costs					500									500	500	-
	Consultants														-	-	-
	Staff Recruitment														-	-	-
	Board Recruitment														-	-	-
	Website Development														-	-	-
	Marketing Materials														-	-	-
	Nonprofit Incorporation						850								850	850	-
	Admissions Lottery														-	-	-
	Other: background checks														-	-	-
	Other:														-	-	-
		---	---	---	---	---	---	---	---	---	---	---	---		---	---	---
	Research & Planning	-	-	-	-	500	850	-	-	-	-	-	-		1,350	1,350	-
															-	-	-
	Instructional Services														-	-	-
	Teacher Salaries & Benefits			-	-	-	-	-	-	-	-	-	-		-	-	-
	Payroll Taxes			-	-	-	-	-	-	-	-	-	-		-	-	-
	Substitute Salaries & Benefits			-	-	-	-	-	-	-	-	-	-		-	-	-
	Aides Salaries & Benefits														-	-	-
	Textbooks														-	-	-
	Classroom Supplies														-	-	-
	Classroom Furniture														-	-	-
	Classroom Equipment														-	-	-
	Academic Computers/Software														-	-	-
	Staff Development														-	-	-
	Travel & Conferences														-	-	-
	Montessori Certification														-	-	-
	Other:														-	-	-
		---	---	---	---	---	---	---	---	---	---	---	---		---	---	---
	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
																-	
	Special Education Services															-	

		July	August	Septembe	October	November	December	January	February	March	April	May	June		Total	Budget	Proof
	Teacher Salaries & Benefits														-	-	-
	Payroll Taxes														-	-	-
	Special Facilities/Equipment														-	-	-
	Curriculum														-	-	-
	Instructional Materials														-	-	-
	Contracted Services														-	-	-
	Other:														-	-	-
		---	---	---	---	---	---	---	---	---	---	---	---		---	---	---
	Special Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
																-	
Supplemental Programs & Services																-	
	Athletic Programs														-	-	-
	Art & Enrichment Programs														-	-	-
	Summer/Bridge School/Programs														-	-	-
	After-School Programs														-	-	-
	Community Service Programs														-	-	-
	English Language Learner Programs														-	-	-
	Music Programs														-	-	-
	Tutoring Programs														-	-	-
	Uniforms														-	-	-
	Other:														-	-	-
		---	---	---	---	---	---	---	---	---	---	---	---		---	---	---
	Supplemental Programs	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
																-	
Library																-	
	Librarian Salary & Benefits														-	-	-
	Books & Other Reading Materials														-	-	-
	Furniture														-	-	-
	Computers/Software														-	-	-
	Audiovisual Equipment														-	-	-
	Other:														-	-	-
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	Library	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
																-	
Student Support Program & Services																-	
	Nurse Salary & Benefits			-	-	-	-	-	-	-	-	-	-		-	-	-
	Payroll Taxes			-	-	-	-	-	-	-	-	-	-		-	-	-
	Health Supplies & Equipment			-			-			-			-		-	-	-
	Guidance Counselor Salary & Benefits														-	-	-
	School Psychologist Expense														-	-	-
	Volunteer Expense														-	-	-
	Other: Contracted Services			-	-	-	-	-	-	-	-	-	-		-	-	-
		---	---	---	---	---	---	---	---	---	---	---	---		---	---	---
	Student Support	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
																-	
Facilities																-	
	Rent/Lease/Mortgage														-	-	
	Maintenance Salaries & Benefits														-	-	-
	Maintenance & Repair Expenses														-	-	-
	Utilities														-	-	-
	Telephone														-	-	-
	Internet Services														-	-	-

	July	August	Septembe	October	November	December	January	February	March	April	May	June		Total	Budget	Proof
Fire & Security														-	-	-
Snow Removal														-	-	-
Custodial Services														-	-	-
Custodial Supplies														-	-	-
Waste Disposal														-	-	-
Other: Oil			-	-	-	-	-	-	-	-	-	-		-	-	-
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Facilities	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
															-	
Transportation & Food Service															-	
Busing Costs														-	-	-
Driver Salary & Benefits														-	-	-
Payroll Taxes														-	-	-
Field Trip Expense														-	-	-
Food Service Salaries & Benefits														-	-	-
Payroll Taxes														-	-	-
Food Service Supplies & Equipment														-	-	-
School Breakfast Expense														-	-	-
School Lunch Expense														-	-	-
School Snacks Expense														-	-	-
Other: Busing Contingency														-	-	-
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Transportation & Food Service	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-
															-	
Administration & Support															-	
Directors' Salary														-	-	-
Payroll Taxes														-	-	-
Administrators' Salaries & Benefits	-													-	-	-
Payroll Taxes	-													-	-	-
Staff Salaries & Benefits														-	-	-
Office Supplies														-	-	-
Photocopy Expense														-	-	-
Administrative Computers/Software														-	-	-
Office Equipment														-	-	-
Postage & Shipping														-	-	-
Bookkeeping & Audit												1,000		1,000	1,000	-
Payroll Services														-	-	-
Banking Fees	-													-	-	-
Interest Expense														-	-	-
Legal Services						1,000				1,000				2,000	2,000	-
Liability & Property Insurance														-	-	-
Other Insurances														-	-	-
Directors' & Officers Insurance														-	-	-
Marketing														-	-	-
Grant Writing														-	-	-
Board Expense														-	-	-
Staff Recruitment Expense														-	-	-
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Administration & Support	-	-	-	-	-	1,000	-	-	-	1,000	-	1,000		3,000	3,000	-
															-	
TOTAL EXPENSES	-	-	-	-	500	1,850	-	-	-	1,000	-	1,000		4,350	4,350	-

	July	August	Septembe	October	November	December	January	February	March	April	May	June		Total	Budget	Proof
SURPLUS or (DEFICIT)	-	-	-	1,000	(500)	(350)	-	-	-	-	-	-		150	150	-
Cash in bank projections	-	-	-	1,000	500	150	150	150	150	150	150	150				

Maine Charter School Commission				**Cash Flow Template**											
	2014-2015 School Year			**First Full Year**											
		July	August	September	October	November	December	January	February	March	April	May	June		Total
Revenues															
	Per-Pupil Allocation			104,371			104,371			104,371			104,371		417,482
	Federal Entitlement Funds														-
	Federal and State Grants														-
	Food Sales			1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290		12,900
	Fundraising Events	2,500	2,500			2,500			2,500						10,000
	Parent Contributions														-
	In-Kind Contributions														-
	Other: After school care			1,960	1,960	1,960	1,960	1,960	1,960	1,960	1,960	1,960	1,960		19,600
	Other				-	-	-	-	-	-	-	-	-		-
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		2,500	2,500	107,621	3,250	5,750	107,621	3,250	5,750	107,621	3,250	3,250	107,621		459,982
Expenses															
	Research & Planning														-
	Market Research														-
	Curriculum Development	250	250	250	250	250	250	250	250	250	250	250	250		3,000
	Application Costs														-
	Consultants														-
	Staff Recruitment														-
	Board Recruitment														-
	Website Development		500												500
	Marketing Materials														-
	Nonprofit Incorporation														-
	Admissions Lottery														-
	Other: background checks	1,000													1,000
	Other:														-
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	Research & Planning	1,250	750	250	250	250	250	250	250	250	250	250	250		4,500
															-
	Instructional Services														-
	Teacher Salaries & Benefits			7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500		75,000
	Payroll Taxes			750	750	750	750	750	750	750	750	750	750		7,500
	Substitute Salaries & Benefits			225	225	225	225	225	225	225	225	225	225		2,250
	Aides Salaries & Benefits														-
	Textbooks														-
	Classroom Supplies		2,000	200	200	200	200	200	200	200	200	200	200		4,000
	Classroom Furniture		2,000	2,000											4,000
	Classroom Equipment		3,000	200	200	200	200	200	200	200	200	200	200		5,000
	Academic Computers/Software			2,000			2,000								4,000
	Staff Development			1,000			1,000			1,000			1,000		4,000
	Travel & Conferences														-
	Montessori Certification				3,000										3,000
	Other:														-
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	Instructional Services	-	7,000	13,875	11,875	8,875	11,875	8,875	8,875	9,875	8,875	8,875	9,875		108,750

Special Education Services														
Teacher Salaries & Benefits			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500		25,000
Payroll Taxes			250	250	250	250	250	250	250	250	250	250		2,500
Special Facilities/Equipment		1,250	1,250											2,500
Curriculum														-
Instructional Materials														-
Contracted Services			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		50,000
Other:														-
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Special Education	-	1,250	9,000	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750		80,000
Supplemental Programs & Services														
Athletic Programs														-
Art & Enrichment Programs			500			500			-			-		1,000
Summer/Bridge School/Programs														-
After-School Programs			50	50	50	50	50	50	50	50	50	50		500
Community Service Programs									250			250		500
English Language Learner Programs														-
Music Programs			500			500								1,000
Tutoring Programs														-
Uniforms														-
Other:														-
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Supplemental Programs	-	-	1,050	50	50	1,050	50	50	300	50	50	300		3,000
Library														
Librarian Salary & Benefits														-
Books & Other Reading Materials			250			250								500
Furniture														-
Computers/Software														-
Audiovisual Equipment														-
Other:														-
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Library	-	-	250	-	-	250	-	-	-	-	-	-		500
Student Support Program & Services														
Nurse Salary & Benefits			867	867	867	867	867	867	867	867	867	867		8,667
Payroll Taxes			87	87	87	87	87	87	87	87	87	87		867
Health Supplies & Equipment			250			250			250			250		1,000
Guidance Counselor Salary & Benefits														-
School Psychologist Expense														-
Volunteer Expense														-
Other: Contracted Services			300	300	300	300	300	300	300	300	300	300		3,000
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Student Support	-	-	1,503	1,253	1,253	1,503	1,253	1,253	1,503	1,253	1,253	1,503		13,533
Facilities														
Rent/Lease/Mortgage		7,500	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750		45,000
Maintenance Salaries & Benefits														-
Maintenance & Repair Expenses			400	400	400	400	400	400	400	400	400	400		4,000
Utilities			200	200	200	200	200	200	200	200	200	200		2,000
Telephone			100	100	100	100	100	100	100	100	100	100		1,000

	Internet Services			60	60	60	60	60	60	60	60	60	60	600
	Fire & Security			60	60	60	60	60	60	60	60	60	60	600
	Snow Removal					100	150	200	200	150				800
	Custodial Services													-
	Custodial Supplies			150	150	150	150	150	150	150	150	150	150	1,500
	Waste Disposal		182	182	182	182	182	182	182	182	182	182	182	2,000
	Other: Oil			871	871	871	871	871	871	871	871	871	871	8,712
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	Facilities	-	7,682	5,773	5,773	5,873	5,923	5,973	5,973	5,923	5,773	5,773	5,773	66,212
Transportation & Food Service														
	Busing Costs			3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	31,876
	Driver Salary & Benefits			-	-	-	-	-	-	-	-	-	-	-
	Payroll Taxes			-	-	-	-	-	-	-	-	-	-	-
	Field Trip Expense				1,500						1,500		-	3,000
	Food Service Salaries & Benefits			600	600	600	600	600	600	600	600	600	600	6,000
	Payroll Taxes			60	60	60	60	60	60	60	60	60	60	600
	Food Service Supplies & Equipment		500											500
	School Breakfast Expense			-	-	-	-	-	-	-	-	-	-	-
	School Lunch Expense			924	924	924	924	924	924	924	924	924	924	9,240
	School Snacks Expense													-
	Other: Busing Contingency			3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	31,876
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	Transportation & Food Service	-	500	7,959	9,459	7,959	7,959	7,959	7,959	7,959	9,459	7,959	7,959	83,092
Administration & Support														
	Directors' Salary		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	36,667
	Payroll Taxes		333	333	333	333	333	333	333	333	333	333	333	3,667
	Administrators' Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
	Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
	Staff Salaries & Benefits			-	-	-	-	-	-	-	-	-	-	-
	Office Supplies			500	165	165	165	165	165	165	165	165	180	2,000
	Photocopy Expense			150	150	150	150	150	150	150	150	150	150	1,500
	Administrative Computers/Software			1,000	-	-	500	-	-	-	-	-	-	1,500
	Office Equipment													-
	Postage & Shipping			50	50	50	50	50	50	50	50	50	50	500
	Bookkeeping & Audit						-	2,500					2,500	5,000
	Payroll Services			70	70	70	70	70	70	70	70	70	70	700
	Banking Fees	5	5	5	5	5	5	5	5	5	5	5	5	60
	Interest Expense													-
	Legal Services			1,250			1,250			1,250			1,250	5,000
	Liability & Property Insurance			1,250			1,250			1,250			1,250	5,000
	Other Insurances			1,500			1,500			1,500			1,500	6,000
	Directors' & Officers Insurance			1,500			1,500			1,500			1,500	6,000
	Marketing													-
	Grant Writing													-
	Board Expense													-
	Staff Recruitment Expense													-
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	Administration & Support	5	3,672	10,942	4,107	4,107	10,107	6,607	4,107	9,607	4,107	4,107	12,122	73,593
	TOTAL EXPENSES	1,255	20,853	50,602	40,517	36,117	46,667	38,717	36,217	43,167	37,517	36,017	45,532	433,180

		SURPLUS or (DEFICIT)	1,245	(18,353)	57,018	(37,267)	(30,367)	60,953	(35,467)	(30,467)	64,453	(34,267)	(32,767)	62,088		26,802
		Beginning Balance	150													
		Cash in bank projections	1,395	(16,958)	40,060	2,793	(27,574)	33,379	(2,088)	(32,555)	31,898	(2,369)	(35,136)	26,952		

Maine Charter School Commission				**Cash Flow Template**											
	2015-2016 School Year			**First Full Year**											
		July	August	September	October	November	December	January	February	March	April	May	June		Total
Revenues															
	Per-Pupil Allocation			141,944			141,944			141,944			141,944		567,776
	Federal Entitlement Funds														-
	Federal and State Grants														-
	Food Sales	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433		17,200
	Fundraising Events	3,500	3,500			3,500			2,833						13,333
	Parent Contributions														-
	In-Kind Contributions														-
	Other: After school care			2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613		26,133
	Other				-	-	-	-	-	-	-	-	-		-
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		4,933	4,933	145,991	4,047	7,547	145,991	4,047	6,880	145,991	4,047	4,047	145,991		624,442
Expenses															
	Research & Planning														-
	Market Research														-
	Curriculum Development	255	255	255	255	255	255	255	255	255	255	255	255		3,060
	Application Costs														-
	Consultants														-
	Staff Recruitment														-
	Board Recruitment														-
	Website Development			510											510
	Marketing Materials														-
	Nonprofit Incorporation														-
	Admissions Lottery														-
	Other: background checks	333													333
	Other:														-
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	Research & Planning	588	255	765	255	255	255	255	255	255	255	255	255		3,903
															-
	Instructional Services														-
	Teacher Salaries & Benefits	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000		120,000
	Payroll Taxes	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
	Substitute Salaries & Benefits	249	249	249	249	249	249	249	249	249	249	249	249		2,993
	Aides Salaries & Benefits														-
	Textbooks														-
	Classroom Supplies		2,000	300	300	300	300	300	300	300	300	300	300		5,000
	Classroom Furniture			1,000			1,000								2,000
	Classroom Equipment			2,400	300	300	300	300	300	300	300	300	300		5,100
	Academic Computers/Software			2,940			2,500								5,440
	Staff Development			1,500			1,500			1,426			1,000		5,426
	Travel & Conferences														-
	Montessori Certification			4,070											4,070
	Other:														-
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	Instructional Services	11,249	13,249	23,459	11,849	11,849	16,849	11,849	11,849	13,275	11,849	11,849	12,849	162,029
Special Education Services														
	Teacher Salaries & Benefits	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
	Payroll Taxes	250	250	250	250	250	250	250	250	250	250	250	250	3,000
	Special Facilities/Equipment			500										500
	Curriculum													-
	Instructional Materials													-
	Contracted Services			6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	68,000
	Other:													-
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	Special Education	2,750	2,750	10,050	9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	9,550	101,500
Supplemental Programs & Services														
	Athletic Programs													-
	Art & Enrichment Programs			700			660			-			-	1,360
	Summer/Bridge School/Programs													-
	After-School Programs	57	57	57	57	57	57	57	57	57	57	57	57	680
	Community Service Programs			200			100			100			100	500
	English Language Learner Programs													-
	Music Programs			500			500			360				1,360
	Tutoring Programs													-
	Uniforms													-
	Other:													-
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	Supplemental Programs	57	57	1,457	57	57	1,317	57	57	517	57	57	157	3,900
Library														
	Librarian Salary & Benefits													-
	Books & Other Reading Materials			340			340							680
	Furniture													-
	Computers/Software													-
	Audiovisual Equipment													-
	Other:													-
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	Library	-	-	340	-	-	340	-	-	-	-	-	-	680
Student Support Program & Services														
	Nurse Salary & Benefits	867	867	867	867	867	867	867	867	867	867	867	867	10,400
	Payroll Taxes	87	87	87	87	87	87	87	87	87	87	87	87	1,040
	Health Supplies & Equipment			340			340			340			340	1,360
	Guidance Counselor Salary & Benefits													-
	School Psychologist Expense													-
	Volunteer Expense													-
	Other: Contracted Services			408	408	408	408	408	408	408	408	408	408	4,080
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	Student Support	953	953	1,701	1,361	1,361	1,701	1,361	1,361	1,701	1,361	1,361	1,701	16,880
Facilities														
	Rent/Lease/Mortgage	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000

	Maintenance Salaries & Benefits													-
	Maintenance & Repair Expenses	340	340	340	340	340	340	340	340	340	340	340	340	4,080
	Utilities	170	170	170	170	170	170	170	170	170	170	170	170	2,040
	Telephone	104	104	104	104	104	104	104	104	104	104	104	104	1,250
	Internet Services	50	50	50	50	50	50	50	50	50	50	50	50	600
	Fire & Security	67	67	67	67	67	67	67	67	67	67	67	67	800
	Snow Removal					100	150	200	200	150				800
	Custodial Services													-
	Custodial Supplies	170	170	170	170	170	170	170	170	170	170	170	170	2,040
	Waste Disposal	227	227	227	227	227	227	227	227	227	227	227	227	2,720
	Other: Oil	741	741	741	741	741	741	741	741	741	741	741	741	8,886
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	Facilities	5,618	5,618	5,618	5,618	5,718	5,768	5,818	5,818	5,768	5,618	5,618	5,618	68,216
Transportation & Food Service														
	Busing Costs	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	43,351
	Driver Salary & Benefits			-	-	-	-	-	-	-	-	-	-	-
	Payroll Taxes			-	-	-	-	-	-	-	-	-	-	-
	Field Trip Expense				2,040						2,040		-	4,080
	Food Service Salaries & Benefits	867	867	867	867	867	867	867	867	867	867	867	867	10,400
	Payroll Taxes	87	87	87	87	87	87	87	87	87	87	87	87	1,040
	Food Service Supplies & Equipment		500											500
	School Breakfast Expense			-	-	-	-	-	-	-	-	-	-	-
	School Lunch Expense	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	12,566
	School Snacks Expense													-
	Other: Busing Contingency	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	3,613	43,351
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	Transportation & Food Service	9,226	9,726	9,226	11,266	9,226	9,226	9,226	9,226	9,226	11,266	9,226	9,226	115,288
Administration & Support														
	Directors' Salary	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
	Payroll Taxes	375	375	375	375	375	375	375	375	375	375	375	375	4,500
	Administrators' Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
	Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
	Staff Salaries & Benefits			-	-	-	-	-	-	-	-	-	-	-
	Office Supplies	170	170	170	170	170	170	170	170	170	170	170	170	2,040
	Photocopy Expense	128	128	128	128	128	128	128	128	128	128	128	128	1,530
	Administrative Computers/Software			500	-	-		-	-	-	-	-	-	500
	Office Equipment													-
	Postage & Shipping			51	51	51	51	51	51	51	51	51	51	510
	Bookkeeping & Audit						-	2,600					2,500	5,100
	Payroll Services	68	68	68	68	68	68	68	68	68	68	68	68	816
	Banking Fees	5	5	5	5	5	5	5	5	5	5	5	5	60
	Interest Expense													-
	Legal Services			1,700			1,700			1,700			1,700	6,800
	Liability & Property Insurance			1,700			1,700			1,700			1,700	6,800
	Other Insurances			2,040			2,040			2,040			2,040	8,160
	Directors' & Officers Insurance			1,530			1,530			1,530			1,530	6,120
	Marketing													-
	Grant Writing													-

		Board Expense													-
		Staff Recruitment Expense													-
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		Administration & Support	4,496	4,496	12,017	4,547	4,547	11,517	7,147	4,547	11,517	4,547	4,547	14,017	87,936
		TOTAL EXPENSES	34,937	37,104	64,633	44,503	42,563	56,523	45,263	42,663	51,809	44,503	42,463	53,373	560,332
		SURPLUS or (DEFICIT)	(30,003)	(32,170)	81,358	(40,456)	(35,016)	89,468	(41,216)	(35,783)	94,182	(40,456)	(38,416)	92,618	64,110
		Beginning Balance	26,952												
		Cash in bank projections	(3,051)	(35,221)	46,137	5,681	(29,335)	60,133	18,917	(16,866)	77,316	36,860	(1,556)	91,062	

Maine Charter School Commission					**Cash Flow Template**										
		2016-2017 School Year			**First Full Year**										
			July	August	September	October	November	December	January	February	March	April	May	June	Total
Revenues															
	Per-Pupil Allocation				168,848			168,848			168,848			168,848	675,394
	Federal Entitlement Funds														-
	Federal and State Grants														-
	Food Sales		1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	20,067
	Fundraising Events		3,000	3,000			3,000			3,000		3,556			15,556
	Parent Contributions														-
	In-Kind Contributions														-
	Other: After school care				3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	30,489
	Other					-	-	-	-	-	-	-	-	-	-
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			4,672	4,672	173,569	4,721	7,721	173,569	4,721	7,721	173,569	8,277	4,721	173,569	741,505
Expenses															
	Research & Planning														-
		Market Research													-
		Curriculum Development	260	260	260	260	260	260	260	260	260	260	260	260	3,121
		Application Costs													-
		Consultants													-
		Staff Recruitment													-
		Board Recruitment													-
		Website Development			520										520
		Marketing Materials													-
		Nonprofit Incorporation													-
		Admissions Lottery													-
		Other: background checks	333												333
		Other:													-
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		Research & Planning	593	260	780	260	260	260	260	260	260	260	260	260	3,974
															-
	Instructional Services														-
		Teacher Salaries & Benefits	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
		Payroll Taxes	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
		Substitute Salaries & Benefits	312	312	312	312	312	312	312	312	312	312	312	312	3,741
		Aides Salaries & Benefits													-
		Textbooks													-
		Classroom Supplies		2,000	400	400	400	400	400	400	400	400	400	400	6,000
		Classroom Furniture			1,000			1,000							2,000
		Classroom Equipment			2,500	300	300	300	300	300	300	300	300	300	5,200
		Academic Computers/Software			4,471			2,000							6,471
		Staff Development			2,000			2,000			1,919			1,000	6,919
		Travel & Conferences													-
		Montessori Certification			5,189										5,189
		Other:													-
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		Instructional Services	14,062	16,062	29,622	14,762	14,762	19,762	14,762	14,762	16,681	14,762	14,762	15,762	200,520

Special Education Services														
Teacher Salaries & Benefits	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500		30,000
Payroll Taxes	250	250	250	250	250	250	250	250	250	250	250	250		3,000
Special Facilities/Equipment			500											500
Curriculum														-
Instructional Materials														-
Contracted Services			8,089	8,089	8,089	8,089	8,089	8,089	8,089	8,089	8,089	8,089		80,889
Other:														-
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Special Education	2,750	2,750	11,339	10,839	10,839	10,839	10,839	10,839	10,839	10,839	10,839	10,839		114,389
Supplemental Programs & Services														
Athletic Programs														-
Art & Enrichment Programs			800			818			-			-		1,618
Summer/Bridge School/Programs														-
After-School Programs			81	81	81	81	81	81	81	81	81	81		809
Community Service Programs			250			250			250			250		1,000
English Language Learner Programs														-
Music Programs			500			500			618					1,618
Tutoring Programs														-
Uniforms														-
Other:														-
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Supplemental Programs	-	-	1,631	81	81	1,649	81	81	949	81	81	331		5,045
Library														
Librarian Salary & Benefits														-
Books & Other Reading Materials			400			409								809
Furniture														-
Computers/Software														-
Audiovisual Equipment														-
Other:														-
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Library	-	-	400	-	-	409	-	-	-	-	-	-		809
Student Support Program & Services														
Nurse Salary & Benefits	867	867	867	867	867	867	867	867	867	867	867	867		10,400
Payroll Taxes	87	87	87	87	87	87	87	87	87	87	87	87		1,040
Health Supplies & Equipment			404			404			404			404		1,618
Guidance Counselor Salary & Benefits														-
School Psychologist Expense														-
Volunteer Expense														-
Other: Contracted Services			485	485	485	485	485	485	485	485	485	485		4,853
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Student Support	953	953	1,843	1,439	1,439	1,843	1,439	1,439	1,843	1,439	1,439	1,843		17,911
Facilities														
Rent/Lease/Mortgage	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750		45,000
Maintenance Salaries & Benefits														-
Maintenance & Repair Expenses	347	347	347	347	347	347	347	347	347	347	347	347		4,160
Utilities	173	173	173	173	173	173	173	173	173	173	173	173		2,080
Telephone	104	104	104	104	104	104	104	104	104	104	104	104		1,250

	Internet Services	50	50	50	50	50	50	50	50	50	50	50	50	600
	Fire & Security	67	67	67	67	67	67	67	67	67	67	67	67	800
	Snow Removal					100	150	200	200	150				800
	Custodial Services													-
	Custodial Supplies	202	202	202	202	202	202	202	202	202	202	202	202	2,427
	Waste Disposal	270	270	270	270	270	270	270	270	270	270	270	270	3,236
	Other: Oil			906	906	906	906	906	906	906	906	906	906	9,064
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	Facilities	4,963	4,963	5,869	5,869	5,969	6,019	6,069	6,069	6,019	5,869	5,869	5,869	69,416
Transportation & Food Service														
	Busing Costs	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	50,576
	Driver Salary & Benefits			-	-	-	-	-	-	-	-	-	-	-
	Payroll Taxes			-	-	-	-	-	-	-	-	-	-	-
	Field Trip Expense				3,000						2,477		-	5,477
	Food Service Salaries & Benefits	867	867	867	867	867	867	867	867	867	867	867	867	10,400
	Payroll Taxes	87	87	87	87	87	87	87	87	87	87	87	87	1,040
	Food Service Supplies & Equipment		500											500
	School Breakfast Expense			-	-	-	-	-	-	-	-	-	-	-
	School Lunch Expense	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	14,948
	School Snacks Expense													-
	Other: Busing Contingency	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	50,576
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	Transportation & Food Service	10,628	11,128	10,628	13,628	10,628	10,628	10,628	10,628	10,628	13,105	10,628	10,628	133,518
Administration & Support														
	Directors' Salary	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
	Payroll Taxes	375	375	375	375	375	375	375	375	375	375	375	375	4,500
	Administrators' Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
	Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
	Staff Salaries & Benefits			-	-	-	-	-	-	-	-	-	-	-
	Office Supplies	173	173	173	173	173	173	173	173	173	173	173	173	2,081
	Photocopy Expense	130	130	130	130	130	130	130	130	130	130	130	130	1,561
	Administrative Computers/Software			500	-	-		-	-	-	-	-	-	500
	Office Equipment													-
	Postage & Shipping			52	52	52	52	52	52	52	52	52	52	520
	Bookkeeping & Audit						-	2,700					2,500	5,200
	Payroll Services	78	78	78	78	78	78	78	78	78	78	78	78	936
	Banking Fees	5	5	5	5	5	5	5	5	5	5	5	5	60
	Interest Expense													-
	Legal Services			2,022			2,022			2,022			2,022	8,089
	Liability & Property Insurance			2,022			2,022			2,022			2,022	8,089
	Other Insurances			2,427			2,427			2,427			2,427	9,707
	Directors' & Officers Insurance			1,561			1,561			1,561			1,561	6,242
	Marketing													-
	Grant Writing													-
	Board Expense													-
	Staff Recruitment Expense													-
		---	---	---	---	---	---	---	---	---	---	---	---	---
	Administration & Support	4,511	4,511	13,095	4,563	4,563	12,595	7,263	4,563	12,595	4,563	4,563	15,095	92,484
	TOTAL EXPENSES	38,461	40,628	75,207	51,441	48,541	64,004	51,341	48,641	59,814	50,918	48,441	60,627	638,066

		SURPLUS or (DEFICIT)	(33,788)	(35,955)	98,362	(46,720)	(40,820)	109,565	(46,620)	(40,920)	113,755	(42,641)	(43,720)	112,942		103,439
		Beginning Balance	91,062													
		Cash in bank projections	57,274	21,318	119,680	72,960	32,140	141,705	95,085	54,165	167,920	125,279	81,559	194,501		

Key Budget Assumptions

Pupil Income:

MHMS estimated income is based off of RSU 14 current enrollment averages (see Public Funding Estimates table)
Year two and three budget estimates are adjusted for the increased enrollment % over year one as well as 2% annual inflation.

Fundraising:

Below are some planned fundraising events that will support our estimated revenue of $4,500 and $10,000 during preopening and year one. We already have a group of extremely motivated fundraising committee members who know the revenue goals and are excited to meet the challenge.

Car Washes
Holiday Movie Nights and Dinners
Craft Sales
Collaboration with local restaurants for "Support MHMS" nights
Weekend festivals
Combined Yard Sales
Raffle Sales

Before & After Care Program:

The schedule below supports our forecasted Before and After Care Program revenue. This program is designed for parents who work hours other than typical school hours. Our estimates are conservative and we hope enrollment in the program is much higher.

School Year	Students (15% of total enrollment)	Hrs per day	Total Daily Hours	Daily Rate	Total Daily Revenue	School Days	Total Revenue
2014-2015	7	2	14	$8	$112	175	$ 19,600
2015-2016	9	2	18	$8	$144	175	$ 25,200
2016-2017	11	2	22	$8	$176	175	$ 30,800

Salaries and Wages

1st year salaries & wages are annualized on the 1st year budget; however, only 10 months of expense are included in the 1st year operating cash flow

No health, dental or insurance benefits will be offered in the 1st year with hopes that this will be a viable option in year two or three.

If at the end of year one our cash position is such that bonuses can be paid, we will do so. Teachers are the most important asset and we need them to be happy so they can engage and captivate the children on a daily basis.

Special Ed Contracted Services:

The budgeted $50,000 in Contract Services is for special education techs and/or occupational or speech therapists dependant upon our enrollment demographic and their corresponding IEPs.

Bus Service:

Without knowing the exact route necessary for our school a specific estimate for our transportation needs was a challenge. Therefore, we have used the Maine State Transportation Cost per Student from year 2011-2012 and doubled it. Our hopes are that this estimate is high and we can form a good relationship with a local transpiration service to keep these costs down in year one.

Maine State Transportation Cost per Student
$ 708.35

Source:
http://www.maine.gov/education/const/trans/ed546_exp_inventory_fy11-12.pdf

Food Sales Support:

The schedule below supports our projected food revenue. We will be able to minimize food costs by having a professional caterer work part time the 1st year at minimum wage. As in most Montessori schools each family will be able to voluntarily participate in a "Family Snack Week" program where nutritious food will be provided by the pupil's family.

Meal plan	Estimated number of students	Estimated cost	Estimated daily revenue	Total Revenue
Free lunch	3	$0.00	$0.00	$0
Reduced lunch	4	$1.25	$5.00	$1,200
Full cost lunch	15	$3.25	$48.75	$11,700

MHMS Public Funding Estimates (Year 1)

	Grade	K-2				3rd Grade			
	RSU 14 Averages		34%	1%	15%		34%	1%	15%
Funding Category	**Calculation**	**K-2**	**Disadvantaged**	**Limited English**	**Special Education**	**3rd**	**Disadvantaged**	**Limited English**	**Special Education**
EPS Elementary Per-Pupil Rate		**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**	**$6,786**
Disadvantaged Student Allowance	0.15	$0	$1,018	$0	$0	$0	$1,018	$0	$0
Limited English Proficiency Allowance	0.5	$0	$0	$3,393	$0	$0	$0	$3,393	$0
Targeted Elementary Technology Allowance	97	$97	$97	$97	$97	$97	$97	$97	$97
Targeted Assessment Allowance	43	$43	$43	$43	$43	$43	$43	$43	$43
Targeted PreK-2 Allowance	0.1	$679	$679	$679	$679	$0	$0	$0	$0
Per-Pupil Transportation Rate	$553	$553	$553	$553	$553	$553	$553	$553	$553
Special Education Servicing Cost	1.277	$0	$0	$0	$8,666	$0	$0	$0	$8,666
Subtotal	-	**$8,158**	**$9,176**	**$11,551**	**$16,823**	**$7,479**	**$8,497**	**$10,872**	**$16,145**
Administrative Withholding by SAU	-1%	($82)	($92)	($116)	($168)	($75)	($85)	($109)	($161)
Charter Commission Fee	-3%	($245)	($275)	($347)	($505)	($224)	($255)	($326)	($484)
Total	-	**$7,831**	**$8,808**	**$11,089**	**$16,150**	**$7,180**	**$8,157**	**$10,437**	**$15,499**
Total Pupils	*45*	17	11	0	5	6	4	0	2
		$133,132	**$96,893**	**$0**	**$80,752**	**$43,079**	**$32,628**	**$0**	**$30,998**
		75% in K-2	**33**			**25% in 3rd**	**12**		

Grand Total	**$417,482**

Sources:
http://www.maine.gov/doe/charterschools/founders.html#fund

http://www.maine.gov/education/data/eps/fy14/index.html
RSU14

D.2 Financial Management

The Treasurer and Head of School at Many Hands Montessori School will develop and manage the chart of accounts and internal financial controls. Many Hands Montessori School will perform accounting period closing procedures, reconciliations, and generation of the corresponding financial reports in a timely matter at the end of each month. All reconciliations will be reviewed and approved by the Treasurer.

QuickBooks is the preferred accounting software for Many Hands Montessori School. Data exportation to Excel is simple, and from there the data can be formatted as necessary. The Head of School will be responsible for all student financials records and day-to-day bookkeeping. Payroll services will be outsourced to a reputable local company.

Internal financial controls will be based on the following key areas: Account Reconciliation, Segregation of Duties, and Purchasing Authorization. All budgeted expenses >$1,000 must receive board approval. All unbudgeted expenses >$250 must receive board approval. A monthly budget to actual report will be prepared for the board to track spending and revenue.

An annual external audit performed by an independent CPA firm will be scheduled. If possible, an interim audit fieldwork will be performed mid-year in our first year of operation to identify early any corrective actions that may need to take place.

D.3 Facilities

Many Hands Montessori School currently does not have a location secured for operation. Many Hands Montessori School will continue to diligently search for suitable properties, and sign a lease pending application approval from the Charter School Commission. Our chosen facility will comply with state and local health and safety requirements, as well as be fully accessible to people with disabilities. Many Hands Montessori School will seek a facility that will have the capacity to house 125 students, exceeding our K-8 long-term enrollment projections of 100 students.

The facility we decide upon will have ample classroom space for one Kindergarten classroom, one Lower Elementary classroom, one Upper Elementary classroom, one Middle classroom, and one Special Services Classroom. An office space for our Head of School, a nurse's office, and a reception area are also necessary. The facility will also have a working kitchen space, or a space that can be converted into a working kitchen space, a multipurpose arts room, a conference room, and ample and accessible bathrooms. There will be an outdoor area, suited for both recreation and gardening. Ample space for parking is needed.

The long-term goal for Many Hands Montessori School is to secure land with which to build upon. The vision is for a community barn raising, epitomizing our ideals of our local communities building a school for our children. We plan on seeking assistance from design students from Unity College, and would hope to secure donations of materials and labor in order to bring our dream to fruition.

Many Hands Montessori School strives to instill a personal and community responsibility within our students. Students will be held responsible for maintaining cleanliness in our classrooms and common areas. Age appropriate duties align with the Practical Life curriculum of Many Hands Montessori School, and help to instill a sense of pride in our school environment. More intense cleaning duties will fall to staff and parent/guardian volunteers, as needed. Grounds maintenance, including snow removal and lawn mowing, may require outside contracts if we are unable to gain volunteers for these responsibilities.

A possibility to lease the building that formerly housed The Real School in Windham had been broached during private meetings with Sandy Prince, Superintendent of RSU14, and selected School Board members. The group reacted positively to the idea of revitalizing an unused school building, and gaining additional revenue for the school district. In a further telephone conversation with Mr. Prince, Many Hands Montessori School learned that the building is unsuitable for occupancy, and for the foreseeable future will be used solely as storage for the school district.

Many Hands Montessori School has been in contact with Ben Smith, Planning Code Officer for the town of Windham. Mr. Smith has informed Many Hands Montessori School that upon choosing a Commercial District III (C3) facility, it will be necessary for the Town Planning Board approve our choice. Once the town issues its approval, Many

Hands Montessori School would ensure that all appropriate law enforcement codes are met: fire, water shed, zoning, health, and safety. If it is so determined that renovations need to occur in order to meet these codes, Many Hands Montessori School would either negotiate for the owner to make such renovations, or we would take on the necessary responsibilities ourselves.

Many Hands Montessori School has been working in partnership with a realtor to explore facilities options that would be suitable for our school, and comply with state and local health and safety requirements. Below are eight listings that Many Hands Montessori School will further explore and inspect for suitability upon approval of charter status. We would select, sign the lease, and make necessary renovations for our school facility in the immediate weeks following the Charter School Commission's approval.

Please reference Tab 33: Budget for the First Three Years to view our facilities cost estimates. Please also reference Tab 34: Room Schedule, and Tab 36: Schedule of Furnishings and Fixtures.

FOR LEASE : 359 ROOSEVELT TRAIL
Windham, Maine

NAI The Dunham Group is pleased to offer retail/office space for lease along Roosevelt Trail/Route 302 in Windham. Two suites are available that may be combined for a total of 3,059 SF. The building offers excellent exposure along busy Route 302.

Owner: Berzinis Realty, LLC

Property Type: Retail/Office

Building Size: 3,059± SF

Lot Size: 1.45± acres

Available Space: Up to 3,059 SF
Suite 1 - 1,967± SF
Suite 2 - 1,092± SF

Building Age: Completely renovated in 2013

Construction: Woodframe, shingled roof

HVAC: LP gas

A/C: window units

Lighting: Fluorescent

Electrical: 200 Amp

Flooring: Carpet/tile

Bathrooms: Two

FOR LEASE

$12.00/SF MG

NAI The Dunham Group
Commercial Real Estate Services, Worldwide.

The information contained herein has been given to us by the owner of the property or other sources we deem reliable. We have no reason to doubt its accuracy, but we do not guarantee it. All information should be verified prior to purchase or lease.

CONTACT INFORMATION
CHRIS CRAIG
207.773.7100
chriscraig@dunham-group.com
www.dunham-group.com

Utilities: Munipical water & private septic

Parking: Abundant on-site

Road Frontage: 200'±

Zoning: C III

Assessor's Reference: Map 12, Lot 67A

Parking: $3,380 (2012-2013)

NAI The Dunham Group
Commercial Real Estate Services, Worldwide.

Commercial Interesting Spot

Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1091328 **Status:** Current Kickout: No

16 depot street, Windham, ME 04062

List Price: $ 135,000
Original Price: $ 135,000
List Date: 05/06/13

Directions:

Neigh'd/Assoc: **Assoc. Fee /Mo:**

General Land Information

Year Built /-:	1950	**Road Frontage /-:**		**Surveyed/Seasonal:**	Unknown/No
Lot Size (Acr) /-:	0.250			**Water Body:**	
Zoning:	VC	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	Office	**Leases:**	
#Units/Floors:				**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**	2,136	**Office SF /-:**	2,136
Manfctrng SF /-:				**Warehouse SF /-:**	

SqFt Fin. Above Grade /-: 2136 SqFt Fin. Below Grade /-: 0 SqFt Fin. Total /-: 2136

Source of Square Footage: Public Record

Remarks

Ideal office-retail building. Can be in home business. Great value owner financing available to credit worthy buyers

Property Features

Primary Use: Flex, Freestanding Building, Mixed Use
Second Use:
Sale Inc.:
Style: Ranch
Basement Info: Full, Partial
Construction: Log
Found Mtrls:
Exterior: Log Siding
Roof: Shingle
Heat System: Forced, Hot Air
Heat Fuel: Gas-Natural
Water Heater: Tank
Cooling: No Cooling
Floors: Carpet, Wood
Amenities: Security System
Access. Amenities

Site Information - NOTE: Check Detail Screens for complete list of Features.

Site: Level, Open
Driveway: Gravel
Parking: On Site
Location: Business District
Restrictions:
Rec. Water:
View:
Roads: Paved
Transportation:
Electric: Circuit Breakers
Gas: Natural-On Site
Was Wtr Disp: Public
Water: Public
Veh. Storage: No Vehicle Storage
Equipment:

Tax/Deed/Community Information

Book/Page/Deed: 25112/12/ **Map/Block/Lot:** 38/49/D01 **Full Tax Amount/Yr:** $ 1662.00/ (2013)
School District: **Confidentiality Statement:** No

DOM Market Information

DOM: 150

Listing Contact Information

List Office: The Maine Real Estate Network 2484 **Office:** 207-774-4224
List Agent: Janis Dwinal 000205 **List Agt Ph:** 207-212-3299
List Agt Email: jandwinal@gmail.com **List Agt Cell:** 207-212-3299
CoList Agent: **CoList Email:**
CoList Agt Ph: SAF/BAF/TBF: 5.00% 5.00%
Virtual Tour:

Show Instr: Call Listing Broker

Internal Rmks / Contingency: Security system in place. Email jandwinal@gmail.com for showings.

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1080208 **Status:** Current

Kickout: No

704 Roosevelt Trail, Windham, ME 04062

List Price: $ 179,000
Original Price: $ 199,000
List Date: 02/06/13

Directions: Rt 35 north to Rt 302. Turn right. Property on right.

Neigh'd/Assoc:

Assoc. Fee /Mo:

General/Land Information

Year Built /-:	1930	**Road Frontage /-:**		**Surveyed/Seasonal:**	Yes/No
Lot Size (Acr) /-:	0.570			**Water Body:**	
Zoning:	C-1	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	General Commerc	**Leases:**	
#Units/Floors:				**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**		**Office SF /-:**	
Manfctring SF /-:				**Warehouse SF /-:**	

Remarks

Excellent development site with existing single family structure that could be converted into business office or other business venture. Has additional out building as well. 30,000 cars per day traffic count. See also MLS 1080202.

Property Features

Primary Use: Mixed Use
Second Use:
Sale Inc.:
Style: Bungalow
Basement Info: Crawl Space
Construction: Wood Frame
Found Mtrls:
Exterior: Vertical Siding
Roof: Shingle
Heat System: Forced, Hot Air
Heat Fuel: Oil
Water Heater: Electric
Cooling: No Cooling
Floors: Other Flooring
Amenities:
Access. Amenities

Site Information - NOTE: Check Detail Reports for complete list of Features

Site: Level
Driveway: Gravel
Parking:
Location: Business District, Intown
Restrictions:
Rec. Water:
View:
Roads: Paved, Public
Transportation:
Electric: Circuit Breakers
Gas: No Gas
Was Wtr Disp: Private
Water: Public
Veh. Storage: Off Street Parking
Equipment:

Tax/Deed/Community Information

Book/Page/Deed: 24631/57/ **Map/Block/Lot:** 54/1 **Full Tax Amount/Yr:** $ 2066.00/ (2012)
School District: **Confidentiality Statement:** No

Off Market Information

DOM: 239

Listing Contact Information

List Office: The Maine Real Estate Network 2806
List Agent: Mark Floor 001658
List Agt Email: [illegible]
CoList Agent:
CoList Agt Ph:
Virtual Tour:

Office: 207-642-2100
List Agt Ph: 207-415-6415
List Agt Cell: 207-415-6415
CoList Email:

SAF/BAF/TBF: / 2.50% / $500

Show Intr: Call Listing Broker

Internal Rmks /
Contingency:

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1098925 **Status:** Current Kickout: No

531 Roosevelt Trail, Windham, ME 04062

List Price: $ 199,000
Original Price: $ 199,000
List Date: 06/21/13

Directions: On Route 302 near intersection of Rainbow Lane.

Neigh'd/Assoc: **Assoc. Fee /Mo:**

General/Land Information

Year Built /-:	1965	**Road Frontage /-:**		**Surveyed/Seasonal:**	Unknown/No
Lot Size (Acr) /-:	1.060			**Water Body:**	
Zoning:	RM	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	General Commerc	**Leases:**	No
#Units/Floors:	1/			**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**		**Office SF /-:**	
Manfctring SF /-:				**Warehouse SF /-:**	

SqFt Fin. Above Grade /-: 3072 SqFt Fin. Below Grade /-: 1860 SqFt Fin. Total /-: 4932

Source of Square Footage: Public Record

Remarks

Used as an Odd Fellows Hall. Basement has a large open room plus a kitchen.

Property Features

Primary Use: Freestanding Building, Special Purpose
Second Use:
Sale Inc.:
Style: Other Style
Basement Info: Walk-Out
Construction: Wood Frame
Found Mtrls: Poured Concrete
Exterior: Vinyl Siding
Roof: Metal
Heat System: Forced, Heat Pump, Hot Air
Heat Fuel: Oil
Water Heater: Electric
Cooling: No Cooling
Floors: Concrete, Wood
Amenities: Attic
Access. Amenities

Site Information - NOTE: Check Detail Reports for complete list of Features.

Site: Level, Open
Driveway: Gravel
Parking: 11-20 Spaces
Location: Near Shopping
Restrictions: No Restrictions
Rec. Water:
View:
Roads: Paved, Public
Transportation:
Electric: Circuit Breakers
Gas: No Gas
Was Wtr Disp: Septic Existing On Site
Water: Public
Veh. Storage: Off Street Parking
Equipment:

Tax/Deed/Community Information

Book/Page/Deed:	2167/476/All	**Map/Block/Lot:**	48/28	**Full Tax Amount/Yr:**	$ 9999.00/ (12-13)
		School District:	RSU 14	**Confidentiality Statement:**	No

Off Market Information

DOM: 104

Listing Contact Information

List Office:	RE/MAX Allied 1020	**Office:**	207-892-2214
List Agent:	Thomas Noonan 002148	**List Agt Ph:**	207-892-2214 Ext.:113
List Agt Email:	[illegible]	**List Agt Cell:**	207-838-7851
CoList Agent:	Jay Sparrow 002150	**CoList Email:**	[illegible]
CoList Agt Ph:	207-756-5779	SAF/BAF/TBF:	[illegible]
Virtual Tour:			

Show Intr: Call Listing Broker

Internal Rmks / Contingency:

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1111028 **Status:** Current Kickout: No

120 Roosevelt Trail, Windham, ME 04062

List Price: $ 229,900
Original Price: $ 229,900
List Date: 09/19/13

Directions: From Windham/Westbrook line Rt. 302. West over Windham to #120 on left.

Neigh'd/Assoc: **Assoc. Fee /Mo:**

General/Land Information

Year Built /-:	1930	**Road Frontage /-:**	150	**Surveyed/Seasonal:**	Unknown/No
Lot Size (Acr) /-:	0.750			**Water Body:**	
Zoning:	C-3	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	General Commerc	**Leases:**	No
#Units/Floors:	1/1			**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**	2,000	**Office SF /-:**	2,000
Manfctring SF /-:	2,000			**Warehouse SF /-:**	2,000

SqFt Fin. Above Grade /-: 1444

Source of Square Footage: Public Record

Remarks

Perfect opportunity for in-home business. 2000 sq. ft. business center, with own driveway.1 property 2 buildings.Multi-use, multiple possibilities!Fenced yard/2 car garage. High traffic count, business is off 302. While-driveway to home is a dead end rd.

Property Features

Primary Use: Convenience Store, Day Care Facility, Freestanding Building
Second Use:
Sale Inc.:
Style: Cape
Basement Info: Daylight, Full, Unfinished, Walk-Out
Construction: Wood Frame
Found Mtrls: Poured Concrete
Exterior: Vinyl Siding
Roof: Fiberglass, Metal, Pitched
Heat System: Baseboard, Forced, Hot Water
Heat Fuel: Oil
Water Heater: Oil
Cooling: No Cooling
Floors: Laminate, Tile, Wood
Amenities: 1ST Floor Bedroom, Bathtub, Deck
Access. Amenities

Site Information - NOTE: Check Deed Records for complete list of Features

Site: Open
Driveway: Gravel, Paved
Parking: 11-20 Spaces
Location: Near Shopping, Rural
Restrictions:
Rec. Water:
View:
Roads: Paved, Public
Transportation:
Electric: Circuit Breakers
Gas: No Gas
Was Wtr Disp: Private, Septic Existing On Site
Water: Public
Veh. Storage: 2 Car, Attached, Auto Door Opener
Equipment: Cable, Internet Access Available

Tax Deed/Community Information

Book/Page/Deed: 27255/147/All **Map/Block/Lot:** 10/100/68 **Full Tax Amount/Yr:** $ 4190.00/ (13-14)
School District: RSU 14 **Confidentiality Statement:** No

Off Market Information

DOM: 14

Listing Contact Information

List Office: Keller Williams Realty 2008 **Office:** 207-657-4770
List Agent: Cathy Manchester 003471 **List Agt Ph:** 207-657-4770
List Agt Email: cathym@maine.rr.com **List Agt Cell:** 207-653-7653
CoList Agent: **CoList Email:**
CoList Agt Ph: SAF/BAF/TBF: 2 / 3.50% 2 / 3.50%
Virtual Tour: http://www.visualtour.com/showmlo.asp?lx=134&v=371389
Show Info: Call Listing Broker
Internal Rmks / Contingency: Call MAPASS at (888) 827-2775 or visit http://mapass.com/eas?ve=4367485 to schedule a showing

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1098119 **Status:** Current Kickout: No

17 Veterans Memorial Drive, Windham, ME 04062

List Price: $ 279,000
Original Price: $ 289,000
List Date: 06/18/13

Directions: Behind Windham Mall

Neigh'd/Assoc:

Assoc. Fee /Mo:

Basicall and Information

Year Built /-:	1988	**Road Frontage /-:**		**Surveyed/Seasonal:**	Unknown/No
Lot Size (Acr) /-:	1.100			**Water Body:**	
Zoning:	C-1	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	General Commerc	**Leases:**	
#Units/Floors:				**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**		**Office SF /-:**	
Manfctring SF /-:				**Warehouse SF /-:**	

Remarks

Currently used as a day care and rental property; previously a hair salon. Great investment property.

Property Features | Site Information NOTE: Check Detail Reports for complete list of Features.

Primary Use: Day Care Facility, Freestanding Building, Mixed Use
Second Use:
Sale Inc.:
Style: Cape
Basement Info: Daylight, Full, Walk-Out
Construction: Wood Frame
Found Mtrls:
Exterior: Wood Siding
Roof: Shingle
Heat System: Forced, Hot Water
Heat Fuel: Oil
Water Heater: Electric
Cooling: No Cooling
Floors: Carpet, Composition, Vinyl
Amenities:
Access. Amenities

Site: Level, Open
Driveway: Gravel
Parking:
Location: Business District, Near Shopping
Restrictions:
Rec. Water:
View:
Roads: Public
Transportation:
Electric: Circuit Breakers
Gas: No Gas
Was Wtr Disp: Septic Existing On Site, Private
Water: Public, Private, Well Existing On Site
Veh. Storage: No Vehicle Storage
Equipment:

Tax/Deed/Community Information

Book/Page/Deed: 17455/21/ **Map/Block/Lot:** 18/32 **Full Tax Amount/Yr:** $ 2550.00/ (2013)
School District: **Confidentiality Statement:** No

Off Market Information

DOM: 107

Listing Contact Information

List Office: Coldwell Banker Team Real Estate 2120 **Office:** 207-892-1600
List Agent: Kathleen McClelland 011851 **List Agt Ph:** 207-892-1600
List Agt Email: kmcclelland5@yahoo.com **List Agt Cell:** 207-653-8482
CoList Agent: **CoList Email:**
CoList Agt Ph: SAF/BAF/TBF: / 2.00% / 2.00%
Virtual Tour:

Show Intr: Call Listing Office, Key at Listing Office, Notice Required, Email Listing Broker
Internal Rmks / Contingency: Tenants on the first floor are unable to leave during showings due to health reasons.

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1041943 **Status:** Current Kickout: No

999 River Road, Windham, ME 04062

List Price: $ 289,000
Original Price: $ 329,000
List Date: 02/13/12

Directions: Property is 1/4 mile from the intersection of Route 302 & River Road on the left.

Neigh'd/Assoc: **Assoc. Fee /Mo:**

General Land Information

Year Built /-:	1989	**Road Frontage /-:**		**Surveyed/Seasonal:**	Yes/No
Lot Size (Acr) /-:	1.000			**Water Body:**	
Zoning:	C-1	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	General Commerc	**Leases:**	Partial
#Units/Floors:	3/1			**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**		**Office SF /-:**	
Manfctring SF /-:				**Warehouse SF /-:**	

SqFt Fin. Above Grade /-: 3584 SqFt Fin. Below Grade /-: 0 SqFt Fin. Total /-: 3584

Source of Square Footage: Public Record

Square Footage Other Source: SF is the total of 3 buildings

Remarks

THE BEST COMMERCIAL OPPORTUNITY IN YEARS!....Ideal location, highest traffic count, most versatile property, all the uses of C-1 zoning, 3 existing buildings, vehicle services, possible car wash, outside sales, office use, BEST EXPOSURE & GREAT SIGNAGE!!!

Primary Use: Flex, Car Wash, Industrial/Business Park
Second Use:
Sale Inc.: Other Sale Inclusions
Style: Other Style
Basement Info: Slab
Construction: Wood Frame
Found Mtrls:
Exterior: Vinyl Siding
Roof: Shingle
Heat System: Hot Air
Heat Fuel: Gas-Natural
Water Heater: Gas
Cooling: No Cooling
Floors: Other Flooring, Concrete
Amenities: Other Amenities
Access. Amenities

Site: Other Site, Level, Open
Driveway: Paved
Parking: 21+ Spaces, Paved, On Site
Location: Business District, Intown, Near Shopping
Restrictions:
Rec. Water: Nearby
View:
Roads: Paved, Public
Transportation:
Electric: Circuit Breakers
Gas: Natural-At Street
Was Wtr Disp: Septic Existing On Site
Water: Public
Veh. Storage: 4+ Cars, Attached, Auto Door Opener
Equipment: Other Equipment

Tax Data/Community Information

Book/Page/Deed: 22733/158/ **Map/Block/Lot:** 52/18 **Full Tax Amount/Yr:** $ 3721.00/ (2012)
School District: **Confidentiality Statement:** No

Off Market Information

DOM: 598

Listing Contact Information

List Office: Maine Realty 2000 1587 **Office:** 207-893-2000
List Agent: Bruce Ludka 001674 **List Agt Ph:** 207-776-1007
List Agt Email: **List Agt Cell:**
CoList Agent: **CoList Email:**
CoList Agt Ph:
Virtual Tour:

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Commercial/Industrial - AGENT SYNOPSIS

MLS#: 1078803 **Status:** Current Kickout: No

824 Roosevelt Trail, Windham, ME 04062

List Price: $ 1,290,000
Original Price: $ 1,425,000
List Date: 01/18/13

Directions:

Neigh'd/Assoc: **Assoc. Fee /Mo:**

General/Land Information

Year Built /-:	1988	**Road Frontage /-:**		**Surveyed/Seasonal:**	No/No
Lot Size (Acr) /-:	1.710			**Water Body:**	
Zoning:	Commercial 1	**Amt Wtr Frntge /-:**		**WF Owned/Shared /-:**	
WtrFrt:	No	**Class:**	Retail	**Leases:**	Yes
#Units/Floors:	8/1			**Annual Income:**	
Annual Expense:		**Traffic Count /-:**		**Max Floor Cap:**	
Ceil. Ht. /-:		**Retail SF /-:**		**Office SF /-:**	
Manfctring SF /-:				**Warehouse SF /-:**	

SqFt Fin. Above Grade /-: 16170

Remarks

Well-maintained shopping center offers excellent visibility and high traffic counts.

Property Features

Primary Use: Strip Mall
Second Use:
Sale Inc.:
Style: Other Style
Basement Info: Slab
Construction: Wood Frame
Found Mtrls:
Exterior: Clapboard
Roof: Composition
Heat System: Forced, Hot Air
Heat Fuel: Gas-Natural
Water Heater: Electric
Cooling: A/C Units
Floors: Carpet, Vinyl
Amenities: Sprinkler
Access. Amenities

Site Information - NOTE: Check Detail Reports for complete list of Features

Site: Level
Driveway: Common
Parking: 21+ Spaces, On Site, Paved
Location: Near Shopping, Retail Strip
Restrictions:
Rec. Water:
View:
Roads: Paved, Public
Transportation:
Electric: Circuit Breakers
Gas: Natural-At Street
Was Wtr Disp: Private
Water: Public
Veh. Storage: No Vehicle Storage
Equipment:

Tax/Deed/Community Information

Book/Page/Deed: 26909/274/ **Map/Block/Lot:** 71/1 **Full Tax Amount/Yr:** $ 15553.00/ (2013)
School District: **Confidentiality Statement:** No

Off Market Information

DOM: 258

Listing Contact Information

List Office: Magnusson Balfour Commercial & Business Brokers 2050 **Office:** 207-774-7715
List Agent: Craig Church 014494 **List Agt Ph:** 207-774-7715 Ext.:107
List Agt Email: [redacted] **List Agt Cell:** 207-318-6498
CoList Agent: **CoList Email:**
CoList Agt Ph: SAF/BAF/TBF: / 2.50% /
Virtual Tour:
Show Intr: Call Listing Broker
Internal Rmks /
Contingency:

Information Printed by: Carol Pike 001955 Printed: 10/03/13

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Tab 34: Room Schedule

Many Hands Montessori School currently does not have a location secured for operation. We have based our space allocation needs on the information provided by the Maine Department of Education, and estimate as follows:

One Kindergarten classroom, approximately 15 children, approximately 1,000 square feet
One Lower elementary classroom, approximately 30 children, approximately 800 square feet
One Upper elementary classroom, approximately 30 children, approximately 800 square feet
One Middle classroom, large enough to house approximately 30 children, approximately 800 square feet
One Special Services Classroom: approximately 250 - 800 square feet
One nurse's office: approximately 300 - 700 square feet
Head of School Office: approximately 150 - 300 square feet
Reception area: approximately 150 - 300 square feet
Conference room: approximately 150 - 300 square feet
Multipurpose arts room: approximately 1,200 - 1,400 square feet (including storage)
Food preparation space: approximately 950 square feet

(Source: Maine Department of Education, Space Allocation Workbook)

Tab 35: Facility Lease or Contract

Many Hands Montessori School has not yet secured a location for operation; there is no lease or contract to attach.

Tab 36: Schedule of Furnishings and Fixtures

Kindergarten Classroom

- Practical Life
    - Button frame with small buttons
    - Button frame with large buttons
    - Bow tying frame
    - Lacing frame
    - Hook and eye frame
    - Safety pin frame
    - Snapping frame
    - Zipping frame
    - Buckling frame
    - Shoe buttoning frame
    - Shoe lacing frame
    - Velcro closure frame
    - Shoe polishing brush
    - Small dust brush
    - Brassware set
- Sensorial
    - Smooth gradation board
    - Rough and smooth boards set
    - Rough gradation tablets
    - Smooth gradation tablets
    - Fabric box
    - Smelling bottles
    - Tasting exercise
    - Sound boxes
    - Baric tablets
    - Mystery bag
    - Blindfold
    - Thermic bottles
    - Thermic tablets
    - Knobbed cylinder blocks 1-4
    - Set of 4 knobless cylinders
    - Pink tower
    - Broad stair
    - Length rods
    - Geometric cabinet
    - Demonstration tray
    - Geometric form cards
    - Geometric form cards for the demonstration tray
    - Geometric form card cabinet
    - Geometric solids
    - Color boxes 1-4
    - Pressure cylinders
    - Contructive triangles
    - Binomial cube
    - Trinomial cube

    - Set of bells
    - Bell mallet
    - Bell music symbols
    - Table of Pythagoras
- Language
    - Metal insets
    - 11 dozen inset pencils (11 colors)
    - Set of 11 colored pencil holders
    - Holder for 3 pencils
    - Paper box
    - Inset paper bulk: 6 reams
    - Detective adjective exercise
    - Detective adjective exercise commands
    - Adjective labels for The Farm
    - Noun labels for The Farm
    - Unprinted cards for The Farm
    - The Farm
    - Animal names
    - Sandpaper letters: Print
    - Sandpaper letters: Cursive
    - Boxes for sandpaper letters
    - Phonogram booklets
    - Phonogram cards
    - Sandpaper capitals: print
    - Sandpaper capitals: cursive
    - Phonetic flash cards
    - Phonetic reading cards
    - Phonetic pictures and labels
    - Puzzle words
    - Individual reading materials
    - Greenboards blank: set of 2
    - Greenboards with lines and squares: set of 2
    - Greenboards with double lines and squeares: set of 2
    - Wooden boards: set of 2
    - Small blackboard eraser
    - Large moveable alphabet: print
    - Box for large moveable alphabet: print
    - Large moveable alphabet: cursive
    - Box for large moveable alphabet: cursive
    - Wooden moveable alphabet: print
    - Box for wooden moveable alphabet: print
    - Plastic grammar symbols in box
    - Paper grammar symbols in box
    - Template for grammar symbols
    - Grammar symbols box: 15 compartments
    - Grammar symbols box: 10 compartments
    - Paper grammar symbols replacement set
    - Noun symbol: plastic and paper
    - Article symbol: plastic and paper
    - Adjective symbol: plastic and paper
    - Numeral symbol: plastic and paper

    - Verb symbol: plastic and paper
    - Preposition symbol: plastic and paper
    - Adverb symbol: plastic and paper
    - Pronoun symbol: plastic and paper
    - Conjunction symbol: plastic and paper
    - Interjection symbol: plastic and paper
    - Auxiliary symbol: plastic and paper
    - Abstract symbol: plastic and paper
    - Participle symbol: plastic and paper
    - Copula symbol: plastic and paper
    - Spiritual symbol: plastic and paper
    - 3D wooden grammer symbols: set of 10 with tray
        - Noun
        - Article
        - Adjective
        - Numeral
        - Verb
        - Preposition
        - Adverb
        - Pronoun
        - Conjunction
        - Interjection
    - Grammar sense game
    - Reading/sentence analysis set
    - Template for sentence analysis
    - Reading analysis: first chart and box
    - Set of arrows and circles for sentence analysis
    - Sentence analysis working chart
    - Grammar boxes
    - Grammar filing boxex
    - Printed grammar cards
    - Unprinted grammar cards
    - Grammar command boxes
    - Xommand box in a natural finish
    - Explanation grammar boxes
- Mathematics
    - Number rods
    - Sandpaper numerals
    - Sandpaper numeral box
    - Teen boards
    - Teen bead box with individual beads
    - Tens board
    - Tens bead box with individual beads
    - Spindle box and spindles
    - Printed numerals and box
    - Red counters
    - Dot exercise, framed board
    - Dot exercise, laminated board
    - Dot exercise sheets
    - Water-based pens, black, set of 10
    - Box for large number cards

- Large number cards 1-1000, plastic
- Box for small number cards (4 or 8)
- Small number cards 1-3000, plastic
- Small number cards 1-9000, plastic
- Large number cards 1-9000, plastic
- Wooden square, per 10 pieces
- Wooden cube, per 10 pieces
- 45 golden ten bars in box, individual beads, glass
- 100 golden unit beads, individual beads, glass with holes
- Wooden tray with two unit cups
- Stamp game
- Set of printed arrows for the bead material with boxes
- Bead material, individual beads, glass
- Multiplication board set
- Addition strip board
- Subtraction strip board
- Small bead frame
- Large bead frame
- Long division
- Division tubes, plastic
- 100 green beads with plastic box
- 100 blue beads with plastic box
- 100 red beads with plastic box
- Unit division board
- Small skittles per 100
- Fraction circles
- Fraction circles stands
- Metal squares
- Metal triangles
- Addition working charts
- Subtraction working charts
- Multiplication charts
- Division charts
- Subtraction tables
- Addition tables
- Addition equations and sums box
- Subtraction equations and differences box
- Box of multiplication equations and products
- Division equations and dividends box
- Notation paper for the small bead frame
- Notation paper for the large bead frame
- Multiplication tables
- Division tables
- Table of Pythagoras
- Introduction to decimal quantity, individual beads, glass
- Introduction to decimal symbols
- Introduction to the decimal system, individual beads, glass
- Box with arithmetic signs
- Multiplication bead bar layout box, individual beads, glass
- Addition snake game, individual beads, glass
- Subtraction snake game, individual beads, glass

    - Clock with moveable hands
    - Clock exercises
    - 10 weights in wooden storage box
    - Small wooden scale
- Geography
    - Puzzle map of Europe
    - Puzzle map of North America
    - Puzzle map of South America
    - Puzzle map of Africa
    - Puzzle map of Asia
    - Puzzle map of Australia
    - Puzzle map of the world parts
    - Globe of land and water
    - Globe of the world parts
    - Flag stand
    - World flags
    - Cards for the world parts
    - Puzzle map of USA
- Biology
    - Botany cabinet
    - Leaf cards
    - Leaf cards cabinet
    - First set of botany cards
    - Name cards for first set of botany cards
    - Box for the first set of botany cards
    - Second set of botany cards
    - Name cards for second set of botany cards
    - Box for the second set of botany cards
    - Third set of botany cards
    - Name cards for third set of botany cards
    - Box for the third set of botany cards
    - Animal puzzle, horse
    - Animal puzzle, frog
    - Animal puzzle, fish
    - Animal puzzle, turtle
    - Animal puzzle, bird
- Music
    - Bells set
    - Bells keyboards
    - Bells staff board
    - Bells staff boards
    - Bells music signs and notes
    - Bell mallet
    - Bell damper
    - Bell music strip boards
    - Bell cabinet

Furniture and other fixtures:

- Child sized tables
- Child sized chairs

- Low book shelves –to provide enough shelving for all materials
- 10 work rugs
- 1 large elliptical rug
- Mirrors
- Shelving for library
- Easel
- Lamps
- Compost bucket
- Garbage can
- Hamper
- Dressing frame stand
- Stand for work rugs
- Stand for pink tower
- Stand for metal insets
- The Farm table
- Stand for Greenboards
- Bead material cabinet
- Puzzle map stand

Elementary Classroom

- Language
    - Metal insets
    - 11 dozen inset pencils (11 colors)
    - Set of 11 colored pencil holders
    - Holder for 3 pencils
    - Paper box
    - Inset paper bulk: 6 reams
    - Detective adjective exercise
    - Detective adjective exercise commands
    - Adjective labels for The Farm
    - Noun labels for The Farm
    - Unprinted cards for The Farm
    - The Farm
    - Animal names
    - Sandpaper letters: Print
    - Sandpaper letters: Cursive
    - Boxes for sandpaper letters
    - Phonogram booklets
    - Phonogram cards
    - Sandpaper capitals: print
    - Sandpaper capitals: cursive
    - Phonetic flash cards
    - Phonetic reading cards
    - Phonetic pictures and labels
    - Puzzle words
    - Individual reading materials
    - Greenboards blank: set of 2
    - Greenboards with lines and squares: set of 2

- Greenboards with double lines and squeares: set of 2
- Wooden boards: set of 2
- Small blackboard eraser
- Large moveable alphabet: print
- Box for large moveable alphabet: print
- Large moveable alphabet: cursive
- Box for large moveable alphabet: cursive
- Wooden moveable alphabet: print
- Box for wooden moveable alphabet: print
- Plastic grammar symbols in box
- Paper grammar symbols in box
- Template for grammar symbols
- Grammar symbols box: 15 compartments
- Grammar symbols box: 10 compartments
- Paper grammar symbols replacement set
- Noun symbol: plastic and paper
- Article symbol: plastic and paper
- Adjective symbol: plastic and paper
- Numeral symbol: plastic and paper
- Verb symbol: plastic and paper
- Preposition symbol: plastic and paper
- Adverb symbol: plastic and paper
- Pronoun symbol: plastic and paper
- Conjunction symbol: plastic and paper
- Interjection symbol: plastic and paper
- Auxiliary symbol: plastic and paper
- Abstract symbol: plastic and paper
- Participle symbol: plastic and paper
- Copula symbol: plastic and paper
- Spiritual symbol: plastic and paper
- 3D wooden grammer symbols: set of 10 with tray
    - Noun
    - Article
    - Adjective
    - Numeral
    - Verb
    - Preposition
    - Adverb
    - Pronoun
    - Conjunction
    - Interjection
- Grammar sense game
- Reading/sentence analysis set
- Template for sentence analysis
- Reading analysis: first chart and box
- Set of arrows and circles for sentence analysis
- Sentence analysis working chart
- Grammar boxes
- Grammar filing boxex
- Printed grammar cards
- Unprinted grammar cards

    - Grammar command boxes
    - Xommand box in a natural finish
    - Explanation grammar boxes
- Mathematics
    - Dot exercise sets
    - Box for large number cards
    - Large number cards 1-1000, plastic
    - Box for small number cards (4 or 8)
    - Small number cards 1-3000, plastic
    - Small number cards 1-9000, plastic
    - Large number cards 1-9000, plastic
    - Wooden square, per 10 pieces
    - Wooden cube, per 10 pieces
    - 45 golden ten bars in box, individual beads, glass
    - 100 golden unit beads, individual beads, glass with holes
    - Wooden tray with two unit cups
    - Stamp game
    - Set of printed arrows for the bead material with boxes
    - Bead material, individual beads, glass
    - Multiplication board set
    - Colored bead stairs, ten sets, individual beads, glass
    - Black and white bead stairs, 5 sets, individual beads, glass
    - Addition strip board
    - Subtraction strip board
    - Small bead frame
    - Large bead frame
    - Long division
    - Division tubes, plastic
    - 100 green beads with plastic box
    - 100 blue beads with plastic box
    - 100 red beads with plastic box
    - Unit division board
    - Small skittles per 100
    - Flat bead frame
    - Large fraction skittles
    - Skittle stand
    - Fraction circles
    - Fraction circles stand
    - Metal squares
    - Metal triangles
    - Instrument for the measurement of angles
    - The centesimal frame
    - Power of 3 cube
    - One cube, 27X27X27 cm, painted yellow
    - Power of two cube
    - Binomial cube
    - Trinomial cube
    - Geometric hierarchy of number
    - Geometric hierarchy of number cards
    - Small square root board
    - Patterns for square root

    - Algebraic peg board
    - Pegs for algebraic peg board
    - Checkerboard
    - Number tiles
    - Checkerboard beads, individual beads, glass
    - Decimal fraction exercise
    - Decimal fraction board (yellow decimal board)
    - Addition working charts
    - Subtraction working charts
    - Multiplication working charts
    - Division working charts
    - Subtraction tables
    - Addition tables
    - Addition equations with sums box
    - Subtraction equations and differences box
    - Box of multiplication equations and products
    - Division equations and dividends box
    - Notation paper for the small bead frame
    - Notation paper for the large bead frame
    - Multiplication tables
    - Control chart for 100 board
    - Control chart for the Pythagoras board
    - Division tables
    - Hundred board
    - Pythagoras board
    - Decimal checkerboard
    - Cut-out labeled fraction circles
    - Table of Pythagoras
    - Arithmetic trinomial cube
    - Volume box with 250 cubes
    - Cubing material
    - Decanomial paper
    - Volume box with 1000 cubes
    - Clear plastic envelopes
    - Multiplication bead bar layout box, individual beads, glass
    - Addition snake game, individual beads, glass
    - Elementary snake game, individual beads, glass
    - Clock with moveable hands
    - Clock exercises
- Geometry
    - Pink tower
    - Box with cubes for pink tower
    - Brown stair
    - Geometric cabinet
    - Demonstration tray
    - Geometric form cards
    - Geometric form cards for the demonstration tray
    - Geometric form card cabinet
    - Circle,squares, triangles
    - Inscribed and concentric figures, plastic
    - Inscribed and concentric figures, paper

    - Geometric solids
    - Geometric plane figures with box
    - Geometric solids basket
    - Geometric cards
    - Constructive triangles
    - Fraction circles
    - Metal squares
    - Metal triangles
    - Small triangles
    - Small trapezoid
    - Small quatrefoil
    - Inscribed and concentric figures, metal
    - Triangle inscribed in circle
    - Equivalent figures material
    - Theorem of Pythagoras
    - Instrument for the measurement of angles
    - Stand for height (centimeters)
    - Stand for height (inches)
    - Yellow triangles for area
    - Metal volume material
    - Square-based prism
    - Rhombic-based prism
    - Triangular-based prism
    - Set of two triangular-based prisms
    - Hexagonal-based prism
    - Divided hexagonal-based prism
    - Short square-based prism
    - Short triangular-based prism
    - Square-based pyramid
    - Triangular-based pyramid
    - Cylinder
    - Cone
    - Short cylinder
    - Sphere
    - Ellipsoid
    - Ovoid
    - Volume box with 250 cubes
    - Five yellow prisms
    - Volume box with 1000 cubes
    - Geometric stick material
    - Large working board geometric stick material
    - Roman arch
    - Fraction cabinet
- History
    - Clock with moveable hands
    - Clock exercise in box
    - Solaris
    - Naming days and months
- Geography and Earth Science
    - Command box in a natural finish
    - Cabinet of the USA

    - Cabinet of the world parts
    - Flags
    - Puzzle map of the world parts
    - Square-based prism
    - Five yellow prisms
    - Clear plastic envelopes
    - Box for the first set of botany cards
    - Globe of land and water
    - Globe of the world parts
    - World flags
    - Puzzle map of USA
    - Puzzle map of Europe
    - Puzzle map of North America
    - Puzzle map of South America
    - Puzzle map of Africa
    - Puzzle map of Asia
    - Puzzle map of Australia
    - Puzzle map of the world parts
    - Flag puzzle of the Americas
    - Flag puzzle of Europe
- Biology
    - Botany cabinet
    - First set of botany cards
    - Name cards for first set of botany cards
    - Box of the first set of botany cards
    - Clear plastic envelopes
    - Second set botany cards
    - Name cars for second set of botany cards
    - Box for the second set of botany cards
    - Third set botany cards
    - Name cards for third set of botany cards
    - Box for the third set of botany cards
- Music
    - Bells set
    - Bells keyboards
    - Bells staff board
    - Bells staff boards
    - Bells music signs and notes
    - Bell mallet
    - Bell damper
    - Bell music strip boards
    - Bell cabinet

Furniture and other fixtures:

- Child sized tables
- Child sized chairs
- Low book shelves –to provide enough shelving for all materials
- 10 work rugs
- 1 large elliptical rug
- Mirrors

- Shelving for library
- Easel
- Lamps
- Compost bucket
- Garbage can
- Hamper
- Dressing frame stand
- Stand for work rugs
- Stand for pink tower
- Stand for metal insets
- The Farm table
- Stand for Greenboards
- Bead material cabinet
- Puzzle map stand

Middle School Classroom

- teacher desk and chair
- 2 bookcases
- 1 trash can
- 1 compost bucket
- 2-6 person tables
- 12 chairs for 6 person tables
- 4-2 person tables
- 8 chairs for 2 person tables
- 3-4 person tables
- 12 chairs for 4 person tables
- 4 computer tables/desks
- 6 lounge chairs
- 2 end tables
- couch
- cubbies for 30 students

Teachers' Needs

- 2 desks
- 2 tables for work preparation
- 2 desk chairs
- 4 adult sized chairs
- 6 filing cabinets
- Staff mailboxes

Nurse's Office

- Desk, computer and phone
- Cot or bed for sick children to rest
- Handicap accessible bathroom with grab bar on side of toilet
- Eye wash station

- Soap dispenser/paper towel dispenser
- Locked storage system for medications
- Lockable mini refrigerator for medications
- Wall mounted sharps box
- Wall mounted glove holders
- Lockable filing cabinets
- Automated External Defibrillator (AED)
- Privacy screening (either ceiling mounted curtain or moveable privacy curtains)
- Cabinets and drawer system (at least 4 cabinets and 4 drawers) to hold first aid supplies

Reception Area

- Desk, computer, printer, and phone
- File cabinet, or other storage option

D.4 Transportation

The transportation plan for Many Hands Montessori School is currently under development. Once Many Hands Montessori School is approved as a public charter school, we will submit a Request for Proposal inviting transportation companies to bid on a contract of service.

The services and standards of performance that we would require in our RFP would include:

- Student pick up and drop off to be coordinated from hub locations to be determined once the resident locations of our enrolled students is known.
- Student pick ups and drop offs must occur on time, as determined by the school schedule.
- Service must include a similar range of adaptations required for children with disabilities as encountered in the traditional public school population and school transportation system.
- Drivers and vehicles must be school bus certified.
- Liability insurance must be present, consistent with the requirements for school bus transportation as stated in Title 29-A Maine Motor Vehicle Statutes.
- Safe transportation must be adhered to as defined in Title 20-A: Maine Education Statues, Title 29-A: Maine Motor Vehicle Statues, and DOE Rule Chapter 81: Uniform Standards for School Transportation in Maine.
- Compliance with all Federal Motor Carrier Administration (FMCSA), National Highway Transportation Safety Administration (NHTSA), Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) regulations relating to school transportation, school bus drivers, and school buses.

Many Hands Montessori School has been in contact with Michael Kelly, Transportation Director for RSU14, in order to open a dialogue about possibly contracting bus services for the academic year 2014-2015. He was open to the suggestion of utilizing existing resources within the district, and coordinating the Many Hands Montessori School transportation schedule around the pick up and drop off schedules of the existing district public schools. Mr. Kelly emphasized that this conversation needs further exploration in collaboration with Sandy Prince, Superintendent of RSU14, and that any decisions and contract negotiations would need to be discussed with and approved by Mr. Prince. Should Many Hands Montessori School become authorized to operate as a public charter school in Windham, we would resume exploratory conversations with Mr. Kelly and Mr. Prince, and likely submit a formal Request for Proposal to the district.

Many Hands Montessori School will have a professional, positive relationship with our transportation company and vehicle driver; clear expectations will be set for open communication and collaboration with our school. Many Hands Montessori School will ensure that the climate on the bus is safe and peaceful for our students. We will ensure

that the student management responsibilities, discipline, and authority of our vehicle driver align with the values of Many Hands Montessori School.

For our first year of existence, Many Hands Montessori School is planning on providing transportation solely for children who reside within our catchment area. Once the resident addresses of our school population is known, Many Hands Montessori School can work to organize parents outside of our catchment area, and assist them in forming carpool groups. We will also make every effort to provide families with information regarding viable transportation options, be it public buses, or private carriers that may be available to assist them.

Many Hands Montessori School will explore all transportation options available to us, including contracting with a transportation company and purchasing a type A school bus. We will make the choice that is best for our school and students, with safety, adaptability and financial responsibility in mind.

Tab 37: Transportation Plan

Many Hands Montessori School is in the process of developing a transportation plan. We have engaged in dialogues with a former Head of Department of Education Transportation Safety, and the Transportation Director of RSU14 in order to lay the groundwork for creating a transportation plan.

We have elected to use the state average for per pupil transportation costs when budgeting for the transportation of our students, as there are too many unknown variables at this point in our development to be provided with a more accurate cost estimate.

Upon charter approval and as our student population becomes known, Many Hands Montessori School will revisit talks in order to ensure a seamless transportation plan for our students.

D.5 Insurance

Many Hands Montessori School is prepared to obtain liability insurance coverage with a minimum of A-BEST rating upon charter approval. Many Hands Montessori School is also prepared to obtain adequate property insurance once a suitable location has been selected.

Many Hands Montessori School has opened insurance inquiries with Philadelphia Insurance Company via Chalmers Insurance Group, and also with O'Hearn Insurance Agency. We will continue to pursue these options as the development of our school progresses. Inquiries placed with Allstate Insurance and State Farm Insurance resulted in referrals to other agencies.

Many Hands Montessori School was able to obtain a preliminary insurance summary from Cross Insurance, the details of which are provided in Tab 38: Certificates of Insurance. As Many Hands Montessori School does not have a secured location, or secured staffing and student populations, it is emphasized that the quote provided is preliminary. Once more specific details are known, Many Hands Montessori School will revise our insurance requests and needs.

Tab 38: Certificates of Insurance

INSURANCE SUMMARY
PREPARED FOR:

Many Hands Montessori School
TBD
Windham, ME 04062

PRESENTED BY:
Cross Insurance
74 Gilman Road
Bangor, ME 04401
www.crossagency.com

ACCOUNT EXECUTIVE: Derek J Cashman

DATE OF SUMMARY: November 22, 2013

This is a coverage summary, not a legal contract. This summary is provided to facilitate your understanding of your insurance program. Please refer to the actual policies for specific terms, conditions, limitations, and exclusions that will govern in the event of a loss. Specimen copies of all policies are available for review prior to the binding of coverage. In suggesting policy limits, terms and conditions, we are depending on complete and accurate data provided by you and this proposal may not contain all insurance coverage that you may need. If there are areas that need to be evaluated prior to binding coverage, please bring these areas to our attention. Should any of your exposures change after coverage is bound, please inform us so proper coverage can be secured. We assume no response means no changes.
Please note this quotation as offered by the insurance company must be accepted by the effective date of coverage, otherwise it will be subject to renegotiation and may result in higher cost.

74 Gilman Road
P.O. Box 1388
Bangor, Maine 04402
Telephone: 207-947-7345 / 800-999-7345
Commercial lines fax: 207-941-0849
Internet address: www.crossagency.com

CROSS
INSURANCE
Where security meets strength.

COMMERCIAL PACKAGE POLICY

GENERAL LIABILITY:

Coverage Description		Limits
❖ Each Occurrence Limit:	$	1,000,000
❖ General Aggregate:	$	2,000,000
❖ Products & Completed Operations Aggregate:	$	2,000,000
❖ Personal & Advertising Injury:	$	1,000,000
❖ Fire Damage Legal Liability (Any One Fire):	$	300,000
❖ Medical Expense:	$	5,000
❖ Loss of Business Income – Actual Loss Sustained		Included
❖ Business Personal Property	$	25,000
❖ Equipment Breakdown		Included
EDUCATORS LEGAL LIABILITY (TEACHERS PROF.):	$	1,000,000
EMPLOYMENT PRACTICES LIABILITY	$	1,000,000
SEXUAL ABUSE/MISCONDUCT LIABILITY	$	1,000,000

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WORKERS' COMPENSATION POLICY

Coverage Description	Limits
❖ Employer's Liability – Each Accident	$500,000
❖ Employer's Liability – Disease-Policy Limit	$500,000
❖ Employer's Liability – Disease-Each Employee	$500,000

Workers' Compensation Rating Basis

Code	Classification	Estimated Payroll
❖ 8868	Professional Teachers: NOC	$290,000
❖ 9101	Other Employees: NOC	$ 30,000

COMMERCIAL AUTO POLICY

❖ Your initial year coverage for Hired & Non Owned vehicle liability would be included within your General Liability coverage package.

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DIRECTORS & OFFICERS

Coverage Form:	Limit
Each Occurrence Limit	$1,000,000

UMBRELLA POLICY

Coverage Form:	Limit
Limit of Liability	$1,000,000

SURETY BOND (CRIME) POLICY

Coverage Form:	Limit
Limit of Liability	$ 500,000

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PREMIUM SUMMARY

Coverage Description	Premium
❖ Commercial Package Policy	$ 6,000
❖ Directors & Officers	$ 1,500
❖ Umbrella Policy	$ 1,000
❖ Surety Bond (Crime Policy)	$ 500
❖ Workers Compensation	$ 3,800
TOTAL PREMIUM DUE	**$12,800**

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D.6 Food Service

Many Hands Montessori School will provide well-balanced, appealing lunches to our students. For our first year, we will solely provide lunches; breakfasts will be considered in future years. Many Hands Montessori School would like to implement a communal snack program that relies on families to provide snack for their child's classroom for either one or two weeks throughout the school year, ensuring daily classroom snacks year round. Many Hands Montessori School will take into consideration and exempt families who are unable to participate in this program due to financial limitations. For our first year, we do not plan on participating in the national school lunch program, as we are excited to provide an in-house food service program. We will evaluate and reconsider this option in future years.

The goal of Many Hands Montessori School is to become self-sustainable, growing and preparing food for our school community that has been cultivated on our own campus. In the middle school years, students will engage in elements of farming as an economic enterprise through the care of plants and animals, the maintenance of simple machines, the understanding of land use, and the operations of accounting, sales, personnel records, and working relations in ongoing projects. Students will have the opportunity to witness and participate in our food cycle, from tending of land, to growing, to harvesting and preparation. The farm curriculum provides both real and meaningful work that enables adolescents to discover how capable they are, recognize that they can make a meaningful contribution to their school and local communities. Elementary students will also have opportunities to participate in farming curriculum, aiding in providing healthy food choices for themselves and their peers.

Many Hands Montessori School will contract with a personal chef that specializes in serving local, nutritious, well-balanced meals. Lyndsay Stretch is a personal chef living in Windham, and a mother to three young children. Ms. Stretch is dedicated to public Montessori education, and is excited to provide a farm to school framework for ensuring the health and nutritional well-being of our students. Ms. Stretch has kept abreast of the guidelines of the national school lunch program, and will ensure that her menus either meet or exceed the dietary recommendations as set forth by the US government. Many Hands Montessori School will establish a school meal program based on fresh, whole, and, whenever possible, organic produce. School meals will be made from seasonal foods with a focus on buying locally or regionally. Foods will be free of trans fat and high-fructose corn syrup. Many Hands Montessori School will be a nut free environment, to protect the health of our school community who may have allergies to this product. We will also take into consideration any dietary allergies or special circumstances specific to our student body; this information will be gathered once our student population is determined.

Ms. Stretch aligns her nutritional philosophies with the Chez Panisse Foundation, who along with food visionary Alice Waters, developed a program called the Edible Schoolyard. The philosophies of this program are well suited for Many Hands Montessori School, and Ms. Stretch is passionate about incorporating food preparation

into our curriculum. Below are excerpts from a document titled *Principles of an Edible Education: A Vision for School Lunch*, written by the Chez Panisse Foundation:

> The Edible Schoolyard links an organic garden, a teaching kitchen, and the school's curriculum. The garden is a hands-on learning laboratory where lessons in math, history, writing, and other subjects come to life. The kitchen classroom provides a place where preparing and eating what students grow in the garden clarifies the connection between nature's cycles, the seasons, where our food comes from, and our relationship to food.
>
> Too often, school food is thought of simply as fuel rather than as central to our history and culture. Food can also be a vehicle for teaching to academic standards. Why not use food to make learning about math, reading, writing, history, and science more interesting? At the Edible Schoolyard, teachers bring to life classroom science lessons on cycles and systems through the example of the compost pile; they enliven studies in the history of ancient civilizations by growing, harvesting, winnowing, preparing, and eating ancient grains such as amaranth and quinoa. Those same grains can be used to make a 10-grain cereal and teach a lesson about health or on math and proportionality. The possibilities of integrating the garden and kitchen with lessons from across the curriculum are endless.
>
> The lunchroom is a natural classroom. Students participate in cooking while solving real-life problems that appear naturally in the cafeteria: How much waste does one school produce? Where does the waste go? What does it cost to create a delicious, healthy meal? Where does our food come from? Does it matter? Who decides what children eat for lunch? Each of these questions could be the basis for a hands-on assignment that begins in the cafeteria, enters into the academic classroom, and solves a real problem within the community.
>
> The surroundings [with which students share a meal] should be pleasant. Cooks and chefs are engaged. Teachers are at the table with students. Children are greeted by name. There is no chaos around the meal, because eating is part of the learning experience. The students understand that their food is precious and requires care and nurturing, that it comes from the earth, that it can be beautiful, delicious, wholesome, and affordable, and that there is enough of it for everyone. And they all sit to eat the food they have made, together. We have learned at the Edible Schoolyard that "if they grow it and they cook it, they will eat it."
>
> Following the meal, students participate in all aspects of recycling and cleanup. This kind of engagement is critical to shaping children's interest in food. We believe that when you engage them in these kinds of activities

from the earliest age, they'll be excited for life about salads, greens, and beans.

Availability of foods, variety, consistency, parent and student feedback, and budget will all affect the planning of the weekly menu. Menus will be planned out four weeks in advance, will be sent home, and posted on our website. Below is a sample weekly menu:

Monday
Bean and cheese quesadillas with homemade garden salsa, grilled zucchini and grilled peppers. Raw carrots with a black bean hummus, apple sauce and homemade tortilla strips

Tuesday
Ground turkey sliders on a fresh whole grain bun with roasted sweet potatoes, kale chips and homemade cranberry-apple sauce

Wednesday
Flat-bread with roasted tomato sauce and low fat mozzarella cheese, with an option of: kalamata olives, peppers, soppresata and spinach for toppings. Watermelon and a green salad with homemade dressing

Thursday
Local hard boiled eggs, white bean hummus, raw carrots, bell peppers, sweet peas, cucumber and cherry tomatoes with cheddar cheese slices, roasted pita chips and apple/pear slices.

Friday
Whole grain Quinoa pancakes with a banana/raisin compote, seasonal fruit and tofu smoothie with baked beet chips

Ms. Stretch will be a part-time employee of Many Hands Montessori School, working approximately 15-20 hours per week. She has graciously offered to provide her catering services for a minimum wage of $7.50 per hour; her yearly salary for the first year of operation is approximately $7,200. Many Hands Montessori School is anticipating food costs to be approximately $8,580 for our first year.

Many Hands Montessori School is projecting that approximately 50% of our student population will take advantage of our school lunch program. Based upon the income demographic census information of our catchment area, Many Hands Montessori School is estimating that approximately one third of our students would qualify for free or reduced lunches. Our preliminary estimates for the cost of lunch for our students for our first year in existence are:

Meal plan	Estimated number of students	Estimated cost	Estimated daily revenue	Estimated yearly revenue (including academic year and summer session)
Free lunch	3	$0	$0	$0
Reduced lunch	4	$1.25	$5.00	$1,200.00
Full cost lunch	15	$3.25	$48.75	$11,700.00

D.7 Closure Protocol

Should Many Hands Montessori School be required to close, we would do so in accordance with Article VII of the school's By-Laws:

> The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:
>
> All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

A detailed plan for school closure is documented in Tab 39: School Closure Template. Many Hands Montessori School would make every effort to ensure a smooth transition for students, parents, and the schools in which students would be transferred to. The Board of Directors would appoint a Transition Committee, in order to oversee the progress of transitioning students, and support the emotional well-being of our school community. Duties of the Transition Committee would include:

- Assisting families with placement and enrollment of their child(ren) in a new school that meets their educational and geographic needs
- Ensuring the smooth and timely transfer of student records to receiving schools
- Organizing informational meetings for both our local and school communities explaining the reason for the closure, and the steps and timelines for smooth student transitions to new schools

Frequent, clear communication between Many Hands Montessori School and its students, parents/guardians, and area superintendents would help ease what would undoubtedly feel like a very unsettling event. Direct mailings with each family affected by the closure would include the reasons for the school closure, an identification of potential appropriate replacement school(s) and the contact information for those schools, a timeline for immediate actions, and contact information for families to receive needed support from Many Hands Montessori School staff and administrators. All information would be made public in a press release, provided on our website, and frequent updates would be made to our public Facebook page.

All of Many Hands Montessori School's student, financial and asset records would be easily retrievable through secure computer access, and those records would be quickly and efficiently distributed to families, receiving schools, and governmental agencies upon closure.

Tab 39: School Closure Template

Maine Charter School Commission
CLOSURE PLAN
Tab 39.

Approved 7-3-12

3. *Documentation of Closure Action:*

Should Many Hands Montessori School be closed for any reason by the Many Hands Montessori School Governing Board, notice of such action shall be sent to the Maine Charter School Commission ("MCSC") and the Maine Department of Education ("DOE") within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the Many Hands Montessori School governing Board. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students;
- Maine Charter School Commission;
- The Maine Department of Education;
- The special education local plan area in which the school participates;
- The retirement systems in which the school's employees participate; and
- Collaborative partners in the local community.

Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
- The students' school districts of residence; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met toward graduation requirements.

In addition to the four required items above, notification to the DOE and MCSC will also include:

- A description of the circumstances of the closure; and

- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically;
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;
- Information on student completion of college entrance requirements for all high school students affected by the closure.

The Board of Many Hands Montessori School will announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. These districts can then assist in facilitating student transfers.

If a closure should occur it will happen at the end of an academic year as long as it is feasible to maintain a legally compliant program until then. If for some reason Many Hands Montessori School reverts to non-charter status, notification of this change will be made to all parties listed in this section.

2. School and Student Records Retention and Transfer:

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of our student records and policies. A formal request for records will be required from any school to which a student wishes to transfer. Our request for records regarding students transferring to Many Hands Montessori School will have a 30 day deadline.

Many Hands Montessori School will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for Many Hands Montessori School. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

Closure procedures for Many Hands Montessori School will include the following plans for the transfer and maintenance of school and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;
- Provision of a list of students in each grade level and the standards they have completed to the entity responsible for overseeing the closure;
- Provision of the students' districts of residence to the entity responsible for overseeing the closure; and

- Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for overseeing the closure, unless transferred to a different entity.

Submission of personnel records will include any employee records Many Hands Montessori School has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify Many Hands Montessori School and the Board if it is aware of any liabilities the school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the school has been closed or the school has had a status change.

an independent final audit will take place within six months after the closure of the school that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value; and
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

A plan for completing and filing of any annual reports will include the following sections:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited reports

These reports must be submitted to the DOE and MCSC in the form required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

4. Disposition of Liabilities and Assets:

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of Many Hands Montessori School as well as ensure disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any donated materials and property according to any conditions set

when the donations were accepted.

- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

After closure, assets of Many Hands Montessori School will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.