Peridot

Montessori Charter School

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Section I

Executive Summary

Peridot Montessori Charter School

Presented by the Stanwood Educational Foundation
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Physical address of school: TBD

School administrative unit in which the school will be located:
Options: RSU 24, Ellsworth, and/or Trenton

Intended opening date: August 29, 2016

Proposed grades & initial enrollment: PK–8, expect 151 of the 251 charter students, and 24 three-year-old preschool students

School Description

Mission Statement: Peridot Montessori Charter School (PMCS) inspires the pursuit of life-long learning using principles of the Montessori philosophy of education and human development. Serving children from early childhood through adolescence, we are committed to providing students in Hancock County educational opportunities that allow them to reach their fullest potentials. Maria Montessori's vision of education is realized through PMCS's goal to cultivate mindful and dynamic citizens of the world.

The Montessori method allows each student to work at their own pace in an enriched environment with specially trained teachers.

Application Certification

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

Signature _____ **Date** _____

Print Name _____ **Title: Board President**

Section II

A. Educational Plan

Peridot Montessori Charter School will use the Montessori philosophy and methodology as the structure of the program. We will include STEAM (Science, Technology, Engineering, Arts, and Mathematics) as part of the curriculum as it is taught in conjunction with our philosophy. We are committed to environmental studies, community service, and practicing grace and courtesy. We use a whole-child approach in facilitating each child's education: academic, physical, emotional, social, and values.

The Montessori curriculum is based on a three-year age grouping (3-6, 6-9, 9-12, 12-14, which correlates with pre-k-k, first–third grades, fourth–sixth grades, and seventh & eighth grades) in specially prepared environments, using Montessori didactic materials along with other materials compatible with the philosophy, and with specially trained teachers. This is a hands-on, project-based, nature-inspired educational approach that allows each student to develop in all areas at his/her own pace. We highly value a rigorous academic environment that allows students to excel in all areas academically, socially, emotionally, and physically.

Developing a strong sense of self, others, and the environment are also a key part of our educational program. We do this through peace education, community service, role-playing, and assisting the students in self-awareness.

We believe that early education has been proved to be beneficial for all children. This is why we include children from the age of three. The three-year-olds go through the lottery process for the four-year-old preschool seats and may choose to attend our preschool Montessori program.

Students are evaluated through our ongoing recording plan, based on our comprehensive scope and sequence aligned with the Maine Common Core Standards. We will use the comprehensive Montessori Compass program developed by the Montessori Foundation. This program has over 3000 lesson plans available with an ability to customize more, including portals for parents, students, and administration. Comprehensive reports are compiled three times per year. The students in grades three through eight will take the same end of grade tests along with the other Maine public school students.

Although we will offer before- and after-school care and summer camps that focus on many academic enrichment activities, it is important to note that our curriculum from

8:45 to 3:15 is also enhanced. We include many advanced and alternative educational options in every classroom as a regular part of the curriculum. So a student does not have to wait for the chapter on land forms. They may take that work out at any time and do the many extensions to the work as well. The teacher, monitoring the interest, might add extra extensions to the lesson to expand the educational opportunity.

A.1. Mission, Vision, Student Population, Community Served

Mission Statement:

Peridot Montessori Charter School (PMCS) inspires the pursuit of life-long learning using principles of the Montessori philosophy of education and human development. Serving children from early childhood through adolescence, we are committed to providing students in Hancock County educational opportunities that allow them to reach their fullest potentials. Maria Montessori's vision of education is realized through PMCS's goal to cultivate mindful and dynamic citizens of the world.

Vision:

Our vision is for PMCS to instill in every child a belief that they can contribute to their communities and to our understanding and care of the natural world. We envision a learning environment in which children experience school as a place where the lines between learning and doing melt away and where they actively experience the fulfillment of contributing to their communities, to nature, and to science in an atmosphere of mutual respect, respect for place, and respect for nature. Finally, we envision a learning environment in which the capacity of children to become lifelong learners is celebrated and supported. We believe that the best way to pursue this vision is by joining the developmental principles of Montessori with the practical and experiential principles of STEAM learning.

Student Population:

We will serve pre-kindergarten through eighth grade through the charter school. We will have a preschool for three-year-olds.

We will serve all the students in Hancock County interested in an individualized Montessori program.

Community Served:

Our catchment area is approximately a twelve miles radius around the southern part of Ellsworth. We have four drop off/pick up spots in the north, south, east, and west. Most drop off/pick up areas are in community centers.

The intended community are the students in Hancock County and families interested in relocating to our state, who are interested in an alternative education using the Montessori philosophy to follow each child, helping them fulfill their highest potential and working at their own pace in an enriched environment with specially trained teachers.

Tab 1. Catchment Area

The catchment area pick up/drop off places will be: the community playground center in Sullivan, the G & M Family Market in Holden on 1A, the Orland Community Center, and the community playground center in Town Hill.

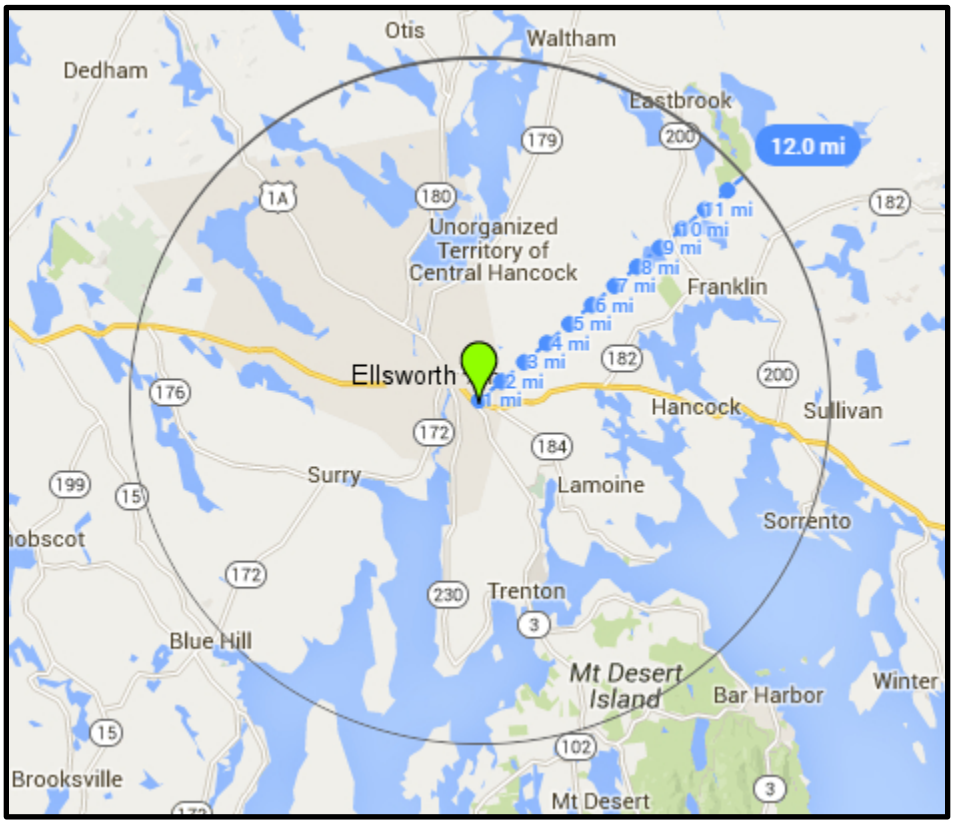

Figure: PMCS catchment map

A.2. Academic Program

Peridot Montessori will use the Montessori method and philosophy of education coupled with the compatible academic and developmental programs available for STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. The Montessori method allows each student to work at their own pace in an enriched environment with specially trained teachers.

Each classroom will have approximately 25 students in a three-year mixed age group. There will be three Early Childhood classrooms for 3–6 year olds, three Lower Elementary classrooms for 6–9 year olds (equivalent to first through third grades), three Upper Elementary classrooms for 9–12 year olds (fourth through sixth grade), and two Middle School classrooms for 12–14 year olds (seventh through eighth grade).

We will be using the proprietary software from Montessori Compass for our Common Core–aligned, comprehensive scope & sequence with matching record keeping and progress reports. This program not only enables parents to stay in touch with their child's teachers, but also informs parents of their child's academic pursuits in the classroom. Since our program is individualized, parents have not always had the opportunity to know their child's classroom activities before the formal progress reports. Montessori Compass gives parents more up to date information. While we are not able to include samples of the Montessori Compass program in this application due to formatting issues, information can be accessed online at http://montessoricompass.com/scope-and-sequence and http://montessoricompass.com/common-core to see its alignment with the common core.

We have included another Montessori scope & sequence in this application to assist in understanding what we will be offering.

Sample Lesson Plans:

A lesson from the Language curriculum in the Early Childhood (3–6) Classroom:

Picture Story Writing (Dictation)
adapted from the Centre for Guided Montessori Studies

Prerequisites:
• gluing lesson
• carrying a tray
• attention span sufficient to attend for the entire lesson
Materials:
• a basket of pictures cut from magazines
• glue stick or paste
• paper
• writing pencil (all words are written in pencil)
• tray to hold all parts
Objectives:
• Developmental aim: to show that spoken word may be written down
• Practical aim: preparation for reading and writing
Control of error: The teacher
Points of interest:
• The picture used, the telling of the story, watching the words written on the paper, hearing the rereading of the story
Language: the words used in the story
Age: 3 and up
Presentation:
1. Bring the work to the table.
2. Remove the paper and place it in the center of the table.
3. Have the child select a picture and paste in onto the top half of the paper.
4. Say, ”Tell me a sentence about the picture.”
5. Say, “Now I am going to write it down.”
6. Write the first word while saying it—stretching the word out to hear the component sounds.
7. Continue until all the words are written.

8. Read the story back touching under each word as you read it.
9. Invite the child to read the story with you.
10. Repeat step 8.
11. Invite the child to write his/her name or write the name yourself.
12. Place the finished paper in the appropriate place.
13. Replace the paper on the tray from a classroom source.
14. Replace the tray on the shelf.

Variations:

• Have a group of children talk about a picture. Then, invite each one to say something about it. Write their collective story.
• Have the child draw a picture and write his/her dictation based on the picture.
• Write a memory from a field trip or special program.

Extensions:

• Have the child trace your writing with a colored fine point marker.
• Trace over just one letter or word.
• Invite the child to write about the picture.

A lesson from the Math curriculum in the Lower Elementary (6–9) Classroom:

Large Bead Frame: Multiplication
(Montgomery Montessori Institute Mathematics Album)

Materials:

Large bead frame

Notation paper and pencil

Objective:

To understand of the use of the large bead frame in performing multiplication.

To reinforce the concepts of the relative positions of the hierarchies, and changing from one hierarchy to another.

A last step before abstraction multiplication.

Point of Interest:

The Large Bead Frame is similar to the Small Bead Frame, but with seven wires across representing number categories up to units of millions. This material is used only for multiplication.

Presentation:

1. Introduction

- Point out the families of numbers on the right side of the frame.
- Introduce notation paper for the large bead frame, relating categories to beads.
- Proceed as in Small Bead Frame lesson. Teacher counts beads and writes on paper. Clear the frame. Invite child to count beads and write to 1,000,000. Point out relationship of zeros and fill them in on child's series of numbers.
- Write a number of the notation paper for the child to make on the frame. The child should begin with units and put a finger on each category on the paper as the number is made. If the child does not do this, demonstrate yourself. Fill the page with numbers for the child needs quite a few to become acquainted with the last four lines. This step should not be rushed.

2. Static Multiplication

Child must have worked with the blind multiplication chart.

- Write a problem with a four digit multiplicand and unit multiplier.
- Clear frame. Place your finger on each category as you multiply. Begin with units.

  "Two times three units is six units." Slide six unit bead to the right of the frame.

  "Two times four tens is eight tens." Slide eight ten beads to the right of the frame.

  Continue in the same manner for all the categories.

  Answer is on the right. Count and write.

3. Dynamic Multiplication

Proceed as static multiplication. Show dynamic, e.g. "Three times four units is twelve." Place twelve on the frame.

For the tens category, ask the child for the answer of the simple problem e.g. "Three time seven equals _____?"

Be careful to point to the placement of the tens numeral on the blue line and say, "twenty one tens."

Slide two hundreds and then one ten to the right. Note: always slide the larger category first.

Exercises/Extensions:
As presentations. Write problems for the child gradually, putting the multiplicand in 10,000 and above. Stay with a unit multiplier. Work toward children writing their own problems.

Professional Development: The teachers will have 10 workdays per year, five of these will be either on campus or off campus continuing education opportunities along with the yearly review of the school policies and procedures. There are several opportunities to attend regional and national conferences. For teachers with state certification, we would like these teachers to take the Montessori training at their age level. The fourth through sixth grade teachers must take the first through third grade program first, so their program takes two years to complete. For all others, it is a one year program. There are universities that will offer a Master's Degree for this work.

Teacher Assistants must take the 20 hour Montessori Assistant Training within the first year of employment. This will be offered in house at least once a year. This course will be approved for continuing education credits.

Technology: The school will have a comprehensive technology plan spearheaded by our board technology committee. We will have internet access throughout the campus. We are fortunate to have technology board members able to secure inexpensive hardware and software for the school.

As a school committed to STEAM, we intend to offer many opportunities for students to learn things such as coding and drafting, as possible. As a Montessori school, we intend to offer technology where it is developmentally appropriate, when a student is ready for the abstraction of the concept. This means, we will still teach math with manipulatives before a student uses a computer program.

Maintenance: It is our custom to only keep complete and lovely "work" out on our shelves for students. The same is true for operational hardware and software. Any materials that are not complete and functional are removed from the environment until they are repaired or replaced. We will keep a line item in our budget for repairs and replacements. This is also an opportunity for fundraising.

A.3. Special Students

Our Overall Plan for Students with IEPs, 504s, English Language Learners, Gifted and Talented, and At Risk Students

First, it must be noted that a major reason for starting the school is to help disenfranchised students. We want to be there for all students, identified or not, wishing for a more individualized educational program. That being said, a valued aspect of the individualized nature of the Montessori program is that all learners are able to work at their own pace. So gifted and talented students may move ahead, not waiting for their peers, and not having to redo lessons learned if they have already proved mastery.

English Language Learners are able to continue learning with the hands-on materials while mastering the language. Students with a Romance mother tongue are generally speaking within three months. Japanese speakers usually take longer, averaging around six months. Another benefit to the program is that the students speak with each other throughout the day, thus giving the ELL student more language practice.

ELL students will be identified during the admissions process. Students will not be required to take state tests or will be given modified tests until the teachers deem the student's English is strong enough to adequately be able to represent the students knowledge.

Students with 504's or IEP's are generally served in the classroom with a special education teacher working along with the regular teacher, modifying programs as needed, giving extra help, and putting special "work" into the classroom geared for the targeted students, but available for all students.

A teacher with a Maine 282 and 020 certification will be hired to co-teach in our combined fourth through eighth grade class the first year. If we have fifteen (15) incoming students with IEPs from other school systems than this teacher will be able to work full-time as our Special Education Director, and we will hire another teacher to co-teach in the classroom for the upper grades. The Executive Director is also 282 Certified.

(We just found out that one of our past students with Down's Syndrome was accepted into a college this year. This student was served in a regular Montessori classroom with extra support staff.)

Tab 2. **Special Education Procedural Safeguards**

It is Peridot Montessori's firm commitment to all families to provide a free and appropriate education for all of our students. Many of our staff and board members have been advocates for people with special needs in their personal and professional lives. We work with parents so that they understand their rights and the rights of their child, and are involved with ensuring a learning environment suited to their child's needs.

We encourage parents to seek outside experts or advisors and bring them to any official or unofficial meeting the school holds to assess their child and determine the best educational supports for their child. These are team meetings and all voices will be heard.

For all students deemed in need of further evaluation, after several different types of interventions have been tried in the classroom, in-house academic testing will be scheduled, and other testing deemed necessary by the team, will be contracted out to the appropriate licensed professional.

As with all files, student records are kept locked or password protected, files must be signed out/in, parents always have non-editing access to their child's files, and all confidential information is shredded when no longer needed.

Parents will receive the following electronically every year, unless they request a hard copy:

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.

Tab 3. **Referral/Pre-referral for students with Disabilities Policies (IHBAA)**

It shall be the policy of Peridot Montessori Charter School to refer all students suspected of having a disability that requires special education to the Individual Education Plan [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 regardless of the results of the initial child find activities, but after completion of the general education intervention process. Any such referral should be made in accordance with procedures that may be approved by the Stanwood Educational Foundation Board.

Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the office.. It shall be signed and dated by Special Education Director or designee, thereby indicating the date of the receipt of that referral.

The Executive Director, in consultation with the Director of Special Education, may develop procedures for referral and the use of general education interventions within the school, and may from time to time amend those procedures as necessary.

References: Me. Dep't of Educ. Reg. Ch. 101, §§ II (17), III, IV (2)(D), (E), V(4)(A) (July 2011)

Tab 4. **Referral/Pre-referral Procedure**

Student Evaluations

Teachers must keep records on each student enrolled in his/her class. A written evaluation of the child's performance needs to be given to the parents at least three times a year. Evaluations should be on the forms provided by Peridot Montessori Charter School. If a teacher chooses to use an alternate form for evaluation of the child, the form must be pre-approved for use by a member of the Administration. Evaluations should be based on individual mastery of skills. In addition to the written evaluations, a teacher should be available at least three times a year for parent/teacher conferences. Written evaluations must be filed in the student's

cumulative folder in a timely fashion. Final yearly evaluations need to be in the student files before the final paychecks are distributed.

Teachers who wish to refer a child for further evaluation by our Special Needs Program, must follow the referral policy described in section 13.4, "Special Needs Students."

Students

As a Maine Public School, Peridot Montessori Charter School is required to provide special services to any child that has been determined to be eligible for such service. The following is Peridot Montessori Charter School's Policies and Procedures regarding students with special needs.

Referral

- Parent and teacher concerns are brought to the attention of the administration and special education program. The administration and/or special education coordinators will then make suggestions to the parents and teachers regarding the child, including a current medical screening to rule out any medical reason for the concern.
- If concerns still exist after a medical screening and suggested strategies are carried out, then the teacher will be asked to do a formal observation of the child, monitoring the child's social, emotional, intellectual, and physical behaviors in the classroom environment. The teacher will then meet with the parents to discuss these observations. If the teacher and parents agree that there is an area of concern, then the regular education teacher and parents will ask the special education coordinator to become involved.
- The special education coordinator will notify the parents of a screening, citing the specific areas of concern.
- The screening is then done and documented by the special education coordinator. The screening will include, but is not limited to: contact with parents and regular education teachers, an observation by special educator, a review of attendance, a review of previous test results, medical history, and social, cultural, and environmental history. The screening will also include strategies for the regular education teacher to use in the classroom, with a time line for those strategies.

Referral

- The teacher will meet with the parents to discuss strategies that he/she has tried in the classroom. The parents will then decide with the regular education teacher whether further involvement by the special education program is necessary.

- After 10 days' prior notification, the regular classroom teacher, special education coordinator, parents and a school representative will meet to discuss the screening, strategies suggested and implemented, and decide whether to refer the child for evaluation of the child by the special education program. The decision of this meeting will be documented, giving the reasons for evaluation, and signatures of all present.

Evaluation

- Parents agree to evaluation and sign a Permission to Evaluate form.
- Required evaluations are done according to Maine Procedures Manual for Exceptional Children in accordance with each student's individual needs and required testing. The testing is evaluated for purposes of identification for particular types of disabilities, including: behaviorally/emotionally disabled, deaf-blind, preschool delayed atypical, hearing impaired, mentally disabled, multi-handicapped, and severely/profoundly mentally challenged, pregnant students, specific learning challenged, speech-language impaired, traumatic brain injured, and visually impaired.
- The parents are given 10 days prior notification to meet to review the results of the evaluation.

Determination of Eligibility

- A meeting is held comprising of an IEP (Individual Education Plan) team consisting of parents, regular education teachers, special educator, and an administrator, plus parents representatives. The team discusses evaluation results and whether the child qualifies for special education according to the federal guidelines for each type of disability. This meeting will occur no later than 90 days from the date of referral.
- If the child is eligible for service, an IEP is developed. The IEP documents the strengths and needs of the child, results of testing/evaluations, and any previous assessment results to make placement decisions. Special considerations are made to include behavior problems, limited English proficiency, blindness or visual disabilities, deafness or special communications needs, and the possible need for assisting technology. Parents will be invited to this conference 10 days prior to the conference. For an initial IEP, a record of prior approval for placement and consent to place a child should be made by the parents.
- According to child's needs, the particular type(s) of services are decided including interventions, accommodations, and modifications. A decision regarding related services is made which includes types of services, amounts and duration of services. These services may include speech/language therapy, occupational therapy, physical therapy, adaptive physical education, counseling, transportation, and others.

- An IEP is written that includes the child's present levels of performance, measurable annual goals and short-term objectives, related services, explanations of the extent to which the student will participate with non-disabled students, testing modifications, dates of services, transition plan if 14 years of age, how and when progress will be measured and then reported. An extended school year will be considered and documented as to type, amount and duration of extended services.
- The services of the IEP shall begin within 30 days of the determination that a child has a disability and implemented as soon as possible after the IEP meeting.
- The IEP is made available to all teachers who are responsible for providing services to the child.
- An annual review of the IEP is made and parents are invited to meet at any other time during the duration of the IEP that they have concerns they would like to address.
- Change of placement, change in services, and exiting from program are all dealt with via an IEP meeting.
- IEP files are kept confidential and in a secure location.
- Prior notice and consent to disclose information from parents is obtained before disclosure of any special records pertaining to the child.
- Parents have all the rights contained within the Hand-book of Parent Rights of which they are given a copy upon signing permission to evaluate.
- A continuum of services is considered for each child and the placement is made into the least restrictive environment for that child that allows for maximum contact with non-disabled peers during the school day. The settings considered for placement are the regular classroom, a resource classroom, a separate self-contained classroom, a separate setting public, a separate setting private, a public residential facility, a private residential facility, a hospital or homebound setting.
- All teachers giving special education services have to hold a ME licensure for special education.

Reevaluations

- Parents are given notice of reevaluation and sign permission to reevaluate.
- Reevaluations are conducted using assessments per DOE Procedures manual, as well as any other assessment needed to address the particular needs of an individual student.
- All assessments are completed, and a meeting with the regular education teacher, special education teacher, parents and an administrator or representative is held to go over the results of the reevaluation. Parents will be notified of this meeting at least 10 days prior to the meeting.

- The reevaluation shall occur 3 years after initial placement or most recent reevaluation.

- The IEP team will determine at this meeting whether continued placement, change in placement, or exiting from special programs is necessary.

Other Considerations

- When a student arrives at Peridot from another LEA with an existing IEP, there is contact with the previous school system to request records. If the records arrive within a week, then the student is added to NEO and the special needs student headcount. The records are reviewed and IEP meetings are convened when necessary to address any problems or deficiencies in records. If records for special needs students do not arrive within a week than an IEP meeting is to be convened to write a temporary placement IEP.

- Internal audits of special student records are con-ducted biannually as a self-assessment to keep records in compliance and improve procedures of special education monitoring. The order of the IEP files is the same as the audit order for each specific type of dis-ability.

- All special education files are placed in a secure, confidential place. The only people allowed access to these records are school personnel giving services to these students and parents of these students. Anyone who accesses records is required to keep records confidential and secure and sign the records out and sign them in. All records are labeled confidential.

- A database is kept on all special needs students. This database consists of IEP due dates of each student, three year reevaluation due dates for each student, and classroom modifications for each student. This database is updated twice a year, once after the first semester of the school year and the second time at the end of the school year.

- All IEP meetings conducted consider the placement of the student in the least restrictive environment. At least two different settings for services are considered. The reasons why the setting is chosen are documented as well as why other settings are not chosen for services. The extent to which each student participates with non-disabled peers, if any, is documented. A full inclusion setting, pullout and resource setting, as well as homebound setting is offered along the continuum. The student is placed in the setting where their needs will be best be met. When a child's needs cannot be addressed in a regular classroom, a pullout resource setting or self contained resource setting is considered for that child.

- Technical assistance for staff training and records compliance is attained through DOE Exceptional Children's Division.

Tab 5. **Child Find Policy (IHBAC)**

Peridot Montessori will hold our lottery for four-year-olds when children are two years old so that the children are able to enroll in our three-year-old preschool program, if they wish. Therefore, we will need to make parents aware of our program as early as possible. To do this, we intend to get the information in the hands of all the pediatricians, children's gyms, the office of Children and Family Opportunities, and any other groups working with babies and young children.

Once a two-year-old has been enrolled in our program to attend when they are three or four, we can assist in evaluating if the child could benefit from any early interventions. We will be able to assist any family needing auxiliary services.

We conduct monthly educational meetings for parents. Children of parents accepted to the program in February will be welcome to all parent meetings prior to their first day of school

We have observed that the more consistent the parents are with the school's philosophy and discipline, the easier it is for the child to transition to the school environment. Research supports that the earlier the intervention to a potential learning challenge, the less burdensome the challenge is for the child and adult. Children with learning disabilities have been shown to overcome their obstacles by as much as 80% when interventions were implemented by or before age three. The older the children are when interventions are started, the less effect the interventions will have. This is in keeping with Montessori's observations of the sensitive periods of development.

Legal Reference: 34 CFR ~ 300.125 (1999) ME DOE Reg. ch. 101 ~ 7.1 to 7.10 (1999)

Adopted 8/2015

Tab 6. **Grievance Procedures for Persons with Disabilities Policies (IHBAL)**

ADA Section 504/Title II grievance procedures provide for the prompt and equitable resolution of complaints pursuant to and in accordance with 34 C.F.R § 104.7(b) and 28 C.F.R § 35.107(b).

The Americans with Disabilities Act (ADA) provides that no qualified individual with a disability be denied access to or participation in services, programs, and activities of a public entity. PMCS strives to maintain the highest standards of integrity and fairness in

its policy of nondiscrimination on the basis of disability and has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by the ADA and Section 504 of the Rehabilitation Act of 1973. Individuals who believe they have been discriminated against on the basis of disability by may file complaints pursuant to the following procedures.

Any person, or representative of a person, with a disability may request a review of services or treatment of said person with the direct authority in charge. In the case of the school, that would generally be the teacher in charge at the time.

If a situation is not resolved with the above process, the person, or representative, may bring the situation, either academic or otherwise, to the administration for mediation, generally including the Special Education Director.

If mediation is not satisfactory, the person, or representative may bring the situation to the Stanwood Educational Foundation Board. All board decisions will be final with regards to the school's actions.

The grieved parties are welcome to take situations outside the school to the legal system. Please note: PMCS was set up to address the individual needs of all children. We know that the best interest of the child does not always mean the same thing to all people. It is our intention to help all students to achieve their personal best, and feel good about themselves while achieving that.

Adopted: 8/2015

Tab 7. **Notification of Rights Under FERPA**

Peridot Montessori's standards will exceed the legal requirement that parents and students receive and sign for a copy of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. ~ 1232g:34 CFR Part 99), by working with families so that the law is understood in relation to their child.

Notifications of FERPA will be in the Parent Handbook, which must be signed and is on our website; and discussed by our teachers during the parent teacher meetings.

Note: All student records must be signed out and in, and are kept locked in the office. All electronic records are password protected. Parents always have non-editing access to their child's records.

A.4. Assessment

We will use the assessment tool that comes with the comprehensive record-keeping system aligned with our Montessori scope and sequence, which is aligned with the Maine Learning/Common Core Standards, by Montessori Compass. This aligns our formal and informal progress reports for parents and administrators to use in keeping track of student progress with the teacher, with the scope and sequence.

The Montessori materials are made to be self-correcting. Generally, teachers assess student progress while evaluating what they need next on an ongoing basis. This way, students who need to move ahead more quickly are not held back. Students in need of more review may be introduced to the concept with another material, which will assist in reteaching and provide practice without boredom. Sometimes they just need repetition.

Students will take the Maine Comprehensive Assessment tests. We will use the MEA in Science, the PAAP, and the Access for ELL or alternative. We do not teach to the test. We have found that when we align our curriculum with the assessment tools, it is not necessary to teach to the test. However, we do give students “practical life” practice with test taking strategies.

As seen in sample assessments, greater emphasis is placed on how the whole child is progressing overall, more than just in academics. Our goal is to inspire life-long learners. To accomplish this, the child must learn how to decode, encode, analyze, evaluate, research, communicate verbally and in written form, and calculate. However, they must also be able to collaborate; work in teams; use meaningful and respectful insights and be able to take care of themselves, others, and their environments. To do this, we nurture the whole child, present meaningful “work”, and give the child lots of opportunities for small successes on which to build their strong foundations. We measure success by the child’s desire to come to school and engage with the materials, teachers, and peers. We find children engaged in meaningful “work” are naturally able to support their own learning.

We rarely retain a child. If at the end of a three year cycle we feel the child is not emotionally ready for the next level, we will recommend keeping a student in the same class for another year (equivalent to kindergarten, third grade, sixth grade, and eighth grade). Since our students work academically at their own pace, we do not feel that holding them back for academic shortfalls is necessary. Since we work closely with our parents throughout the year, this is usually a group decision that does not come as a shock to anyone if it is deemed appropriate for the child, at the end of the school year.

Comprehensive Mapping and Record Keeping:

As indicated earlier, we intend to use the comprehensive mapping and record-keeping program from Montessori Compass. This program allows us to have a uniform Montessori program throughout the school while meeting the needs of each individual child. Please note their samples at:

http://montessoricompass.com/scope-and-sequence and http://montessoricompass.com/common-core to see its alignment with the common core.

Inserted here are **examples** of a broad based Montessori scope and sequence and a comprehensive progress report for a 3–6 year old class:

Sample Scope & Sequence

NEAR NORTH MONTESSORI SCHOOL
Curriculum Scope & Sequence

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Introduction

This document was created to help the reader understand the scope and sequence of the Near North Montessori School curriculum. It is designed to demonstrate the continuum of knowledge from one developmental level to the next and to illustrate the depth of each subject area. At NNMS, we prepare our students for life by offering them a rigorous academic program that develops important skills for success such as creativity, communication, critical thinking, independence, confidence, and resilience. Dr.Montessori referred to this approach as “Educating the Whole Child,” that is, catering to each student’s academic, physical, emotional, spiritual, and moral development. Montessori’s developmental approach recognizes that each child reaches certain milestones at different stages. As such, the Montessori lessons are presented to students when they are developmentally ready and have mastered certain prerequisite activities.

We hope that this Curriculum Scope and Sequence document also provides you with a common language for Montessori exercises to better communicate and understand the work your child is doing in the classroom, leading to more robust conversations between students, parents, and faculty.

Dr. Montessori’s Five Great Lessons

Dr. Montessori uses the Five Great Lessons at the elementary levels as an introduction to all topics, providing a “big picture” to demonstrate how the sciences, art, history, language, and geography are interrelated. Students are then introduced to increasing levels of detail and complexity within these broad areas.

THE STORY OF CREATION OF THE UNIVERSE describes how minerals and chemicals formed the elements; how matter transforms to three states of solid, liquid, and gas; how particles joined together and formed the earth; how heavier particles sank to earth’s core and volcanoes erupted; how mountains were formed and the atmosphere condensed into rain, creating oceans, lakes, and rivers. Students are introduced to lessons in physics, astronomy, geology, and chemistry. For example, they learn about light, heat, convection currents, gravity, galaxies, planetary systems, Earth’s crust, volcanoes, erosion, climate, and physical geography. THE STORY OF THE COMING OF LIFE explains how single-cell and multi cell forms of life became embedded in the bottom of the sea and formed fossils. The Paleozoic, Mesozoic, and Cenozoic periods are traced beginning with the kingdom of trilobites and ending with human beings. A timeline shows the beginning of invertebrates, followed by fish and plants, then amphibians, reptiles, and birds and mammals. This is the basis for lessons in chemistry, nutrition, categories of animals and plants, care and requirements of different animals, and their interrelationship within an ecological system. Students are introduced to formal scientific language of zoology, botany, and anthropology.

THE STORY OF HUMANS introduces human beings and their unique endowments of intellect and will. The aim is for the children to imagine what life was like for early

humans. This is the basis for lessons in prehistory and the emergence of ancient civilizations. Students are introduced to an analytical tool to compare cultures, and how climate and topography influence culture and political geography.

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

THE STORY OF NUMBERS emphasizes how human beings needed a language for their inventions to convey measurement and how things were made. The story describes how the Sumerians and Babylonians had a number system based on 60, which is the reason for our 60-second minute and 60-minute hour. Greek, Roman, and Chinese numbers are introduced, and how Arabic numerals are similar to numbers found in a cave in India from 2,000 years ago. The Indian numerals had something that no other number system had, the zero. This is the basis for learning mathematics, which is integrated into all studies. For example, large numbers are needed when measuring time and space in astronomy, negative numbers are needed when measuring temperature changes, and triangulation was needed to reestablish property boundaries after the Nile flooded Ancient Egypt.

4

Developmental Characteristics

0-3

6-36 months

First Plane of Development

During this stage of development, children have a unique ability to absorb knowledge quickly and effortlessly. Maria Montessori referred to this as the "absorbent mind." These children are sensorial explorers and learn through the senses; therefore all experiences within the classroom are hands on. This concrete experience of learning by doing is essential to the child's development as it enriches his understanding of new concepts. Also during this stage, the child has a natural passion to want to be engaged in activity that will be meaningful and purposeful. The child wants to be an active participant within his community of family and classmates.

3-6
3-6 year-old
First Plane of Development In the 3-6 classroom, the ultimate goal for each individual is to achieve concentration, self regulated behavior, independence, confidence, and an interest in learning about his/her world. During this time of development, children continue to be in the stage of the “absorbent mind,”what Maria Montessori referred to as a child’s unique ability to absorb knowledge quickly and effortlessly. Children take great joy and pride in real and purposeful work, and in their ability to contribute to their community as active and helpful participants. These children continue to learn through the senses. All experiences within the classroom engage use of the hands, are purposeful and are accompanied by mental concentration. Social development is fostered in the Montessori environment with children of at least three ages (3-6 year olds), allowing them to develop helping, caring, and sympathetic relationships with others in natural, real-life situations.
6-9
6-9 year-old
Second Plane of Development
During this stage of development, we see the development of the “reasoning mind” where the 6-9 child has an unusual desire to know the reasons of things. Because there is a great thirst for knowledge, we offer the second plane child many seeds of knowledge and use of the power of imagination to captivate his interest and do further research to allow these seeds to germinate. The 6-9 student is also very interested in morality and what society (the child’s own group) considers to be right and wrong. Students explore the wider society outside of family by learning and experimenting with social order among their peer groups. This allows for opportunities to practice grace and courtesy and develop resilience. Students in this plane of development enjoy working with others so collaborative projects and group work is encouraged in the classroom. This provides students with the opportunity to learn to listen and respect the ideas and thoughts of others in their group.
5
9-12
9-12 year-old
Second Plane of Development
During this stage of development, children are interested in the exploration of a wider society. The 9-12 year-old begins an attitude of detachment from the home environment and a continued interest in morality. Students in this stage move from concrete representation to abstract thinking. They bring order to various disconnected facts and are able to think hypothetically. No longer focused on right and wrong, good and bad, the Montessori student now seeks to understand the motivation behind

behavior, and when confronted with moral issues, the student seeks to imagine and develop possible solutions.

12-14

12-14 year-old

Third Plane of Development

During the third plane of development, adolescents experience significant cognitive, physical, emotional, social, and moral growth. The adolescent is a study in contradictions: energetic yet slothful, concerned about others yet egocentric, desiring autonomy yet seeking adult help. Adolescents spend significant time finding their identity and searching for who they are and who they want to become.

The three most significant areas of intellectual development at this time are:

• metacognition (the ability to think about one's thinking)
• hypothetical reasoning (the ability to consider the "what ifs?")
• abstract reasoning (the ability to grapple with enormous complex concepts such as democracy, revolution, and integrity)

6

Practical Life

0-3

Practical life activities link the home environment to the school environment and develop everyday life skills through real and purposeful work. Practical life lessons are interesting to the child, who takes pride in meaningful work, contributing to the development of meeting her own needs and the needs of the community. These lessons are designed to meet developmental goals for the child such as refining fine motor skills, helping gain greater control over movements, fostering a sense of order, building concentration, and promoting independence.

Practical life exercises include learning:

HOW TO CARE FOR ONESELF

• Dressing / undressing
• Preparing a snack
• Pouring water
• Practicing with utensils
• Practicing independent use of the toilet

HOW TO CARE FOR THE ENVIRONMENT

• Sweeping
• Mopping
• Setting a table
• Flower arranging
• Folding fabric

HOW TO PRACTICE POLITE SOCIAL INTERACTIONS,
KNOWN AS GRACE AND COURTESY LESSONS

• How to appropriately get someone’s attention
• How to let someone know how you are feeling
• How to ask for help

3-6

Practical life activities continue to build on the home-school continuum, as the child develops everyday life skills through real and purposeful work. These activities form the foundation for all other work in the environment. The goals of practical life lessons are to promote the development of a child’s concentration, coordination, independence, and sense of order. Practical life activities further aid in a child’s development of logical thought, ability to sequence and explore spatial relationships, and promote cultural awareness and adaptation. Practical life exercises are indirectly preparing children for later exercises in reading and writing.

Practical life exercises include learning:

HOW TO CARE FOR ONESELF

• Dressing / undressing
• Hand washing
• Food preparation
• Sewing

HOW TO CARE FOR THE ENVIRONMENT

• Table scrubbing
• Polishing
• Dusting
• Flower arranging
• Dish washing

HOW TO PRACTICE POLITE SOCIAL INTERACTIONS,
KNOWN AS GRACE AND COURTESY LESSONS

• How to greet someone
• How to ask for help
• How to ask to join in a game
• How to problem-solve and form positive social interactions

6-9

Practical life activities in this plane help the child to navigate the physical and social world he is entering. Activities now include learning the social norms of a group, planning work and managing short-term projects.

Practical life exercises include learning:

• Conflict resolution skills
• Organizational skills
• Gardening
• Cooking
• Baking
• Science experiments

• Care of the environment
• Care of self
• Grace and courtesy
• Movement
• Silence (reflection)
7
9-12
Practical life activities in 9-12 focus on care of self, care of environment and living things, cooperation, and continued practice of grace and courtesy. Students feel a greater sensitivity to their surroundings, so activities begin to take the children outside of the classroom through community service projects.
Practical life activities teach:
• A means to an end
• Cultural awareness
• A sense of success
• Organizational skills to plan and run fundraisers, to coordinate school-wide events and programs, food drives, involvement in local and global charities and organizations
• Gardening skills to plant and harvest produce
• School outreach, role modeling and mentoring
• Building projects such as sets, greenhouses, indoor and outdoor environments
• Cottage enterprises such as salad bars, lemonade stands, dances, and holiday stores
• Planning functions
12-14
Purposeful work and real-life learning takes place within the classroom environment as well as beyond the walls of the school building. Practical life is extremely important to the adolescents' work, as they continue to acquire real-life skills that will help them develop into independent young adults.
Practical life exercises include:
• Grace and courtesy
• Daily community jobs
• Farmessori work
• Weekly council meetings
• Standardized testing
• Eighth grade jobs
• Seventh grade internships
• Public speaking
• Self care
• Leadership
• Public speaking
• Teamwork
• Budgeting and cooking

• Time management and executive functioning
• Conflict resolution
• Utilizing public transportation and weekly trips into the city (Flex Fridays)
• Woodshop and use of tools
MICRO-ECONOMIES
• Sandwich Shoppe, a student owned and student-run business
• Market Stand
• Community Exchange
• Community service
8
Sensorial
0-3
The sensorial materials are hands-on activities that allow the child to explore the world in a concrete way through the various senses. The sensorial materials help develop a child's hand-eye coordination, fine/large motor skills, spatial awareness, object permanence, and classification skills. The materials help to refine a child's senses so that he can
better clarify, classify, and define the materials and experiences within his various environments.
These sensorial experiences deepen a child's understanding of his world.
Sensorial exercises include:
• Puzzles
• Block manipulatives (pink tower, brown stairs, cylinder blocks)
• Gardening
• Color exploration
• Sound exploration
• Sorting exercises
3-6
The sensorial curriculum engages a child's natural tendency to explore the physical world around him through the involvement of all his senses. The sensorial materials are puzzle-like materials that allow the child to refine the many sensorial impressions that they have experienced. These impressions are classified and organized in the mind. The goal of the sensorial area is to aid in the refinement of the five senses through manipulation and exploration of concrete materials, so the child will have a better understanding of his world. Sensorial activities focus on and
include:
• Visual sense: visual discrimination of dimension, form and color through block manipulatives, color tablets,
geometric shapes

• Tactile sense: discrimination of texture, temperature and weight through sorting, matching, and measuring activities
• Auditory sense: discrimination of volume and pitch through sound cylinders
• Sense of taste: discrimination of tastes such as sour, sweet, bitter, and salty through food preparation and specific lessons on taste
• Sense of smell: discrimination of smell through natural elements such as herbs, food, and flowers through food preparation, Farmessori visits, and specific lessons on smell

Many of the 0-6 sensorial materials lay a foundation for later work in Geometry, a subset of Mathematics, which is presented at the 6-9, 9-12, and 12-14 levels.

9

Mathematics & Geometry

0-3

Math is learned indirectly at this level through one to one correspondence activities, such as counting out place settings for snack. Some children may work with additional activities that build a greater understanding of quantity and symbol (1-10).

3-6

The Montessori math curriculum is presented to children first through concrete materials that allow for hands-on exploration of a concept. The goals of the math curriculum are quite extensive, beginning with an understanding of quantity and symbol, progressing to place value and experiences with the four operations of mathematics (addition, subtraction, multiplication, and division). When children at this level demonstrate a concrete understanding of these math concepts, they may be ready to move on to the more advanced exercises in memorization, abstraction, and fraction work.

NUMBERS 1-10

One to one correspondence, quantity, symbol and sequence of numbers one through ten are taught through the use of materials such as rods, spindles, and cards/counters (numeration with objects).

DECIMAL SYSTEM

Categories of unit, ten, hundred, and thousand are introduced with bead materials. The processes of addition, subtraction, multiplication, and division are experienced with the manipulation of the materials, giving the impression of the four operations in math.

TEENS AND TENS

The teens are introduced through the manipulation of gold beads, colored beads, and cards to represent quantities and symbols of numbers 11 through 19. Numbers in the tens are explored with the emphasis on the change from nine to the next ten (e.g., 39-40) by building the numbers with beads and cards. Bead chains provide concrete practice in counting and recognizing numbers and patterns. Exercises using the chains include the introduction to multiples of numbers and the concept of squaring and cubing.

MEMORIZATION WORK

The exploration of math facts occurs through a series of beads and boards work, offering repetition. Further understanding of math facts occurs as children memorize math facts in addition, subtraction, multiplication, and division.

PASSAGE TO ABSTRACTION

Some children move to abstraction in math through the use of an abacus-like bead frame, enabling the child to perform math operations with very large numbers.

FRACTIONS

Students may begin manipulation and exploration of fraction inset materials through introduction to the language and writing of fractions and their relationships to each other.

10

6-9

The mathematics curriculum introduces mathematics concepts, number theory, and computation through the use of Montessori materials (sometimes referred to as manipulatives), which allow the children to practice in order to gain understanding.

GREAT LESSON

• The Story of Numbers

NUMERATION

• Formation of numbers
• Attach quantity to symbol
• Place value to millions
• Reading numbers
• Study of other number systems

OPERATIONS

• Static and dynamic addition with and without materials
• Static and dynamic subtraction with and without materials
• Static and dynamic multiplication with and without materials
• Static and dynamic division with and without materials
• Memorization of math facts for each operation
• Introduction to commutative, associative, and distributive laws of mathematics with materials

MULTIPLES

• Introduction, concept, and practice with materials
• Skip counting with and without materials

SQUARING / CUBING

• Introduction, concept, and practice with materials

MEASUREMENT

• History/introduction, concept, practice of linear measurement
• Money - coin identification, adding coins, making change
• Metric measurement

• Customary measurement
• Measuring circles, cylinders and time
FRACTIONS
• Introduction and identification using materials
• Equivalence of fractions
• Operations with fractions with like denominators
GRAPHS
• Introduction to bar, line, and picture graphs
PROBLEM-SOLVING SKILLS
• Word problems using the operations
COORDINATING GRAPHING
• Solving equations using addition or subtraction
• Solving equations using multiplication and division Montessori exposes the children to concepts of geometry with manipulatives that allow children to visualize and interact manually with concepts.
GREAT LESSON
• The Story of Geometry
CONCEPTS
• Point, line, surface, solid
• Similarity, congruency, equivalence
LINES
• Definition, position, and types of lines using the nomenclature booklets and materials
ANGLES
• Definition, types, and measurement of angles
POLYGONS
• Definition and types of polygons using the nomenclature booklets materials
• Further study of triangles
9-12
At 9-12, mathematics instruction continues to use Montessori materials, but the goal is abstract understanding.
INTRODUCTION
• The Story of the History of Numbers and Numeration (including the history of measurements)
WHOLE NUMBERS AND NUMERATION
• Complete all whole number operations, (including long multiplication and division abstractly)
• Review hierarchical values, expanded notation, comparison,rounding, and estimating
MULTIPLES
• Greatest common factor, least common multiple, prime, and composite numbers
• Using prime factorization

PROBLEM SOLVING SKILLS
• Commutative, associative, and distributive operations
• Rules of divisibility
• Review odd and even numbers
FRACTIONS
• Review concept, equivalence
• Types of fractions, including proper, improper, and mixed
• Operations using and reducing fractions
DECIMALS
• Equivalency, comparing, ordering, and renaming fractions as decimals; learning all four operations abstractly
MEASUREMENT
• Liquid capacity
• Measuring length
• Perimeter
• Area
• Area of parallelogram, triangle, and prism
• Volume of a rectangular and triangular prisms
• Measuring circles, cylinders, and time metric measurement
RATIOS AND PERCENTS
• Ratios as fractions, decimals, and percentages
• Percentages as fractions, as decimals, percent of number

9-12 (continued)
STATISTICS AND PROBABILITY
• Construct, read, and interpret tables, and graphs of all types,
• Understand mean, median, range, mode, frequency, and tree diagrams
GRAPHS
• Reading and constructing pictographs
• Bar graphs and line graphs
ALGEBRA READINESS
• Powers of numbers
• Squares and cubes
• Exploration of other number bases, squaring of binomials and trinomials, cubing of binomials and trinomials, prealgebra
• Square roots
• Concept, concrete exploration,writing through to abstraction
• Order of operations, basic equations
• Working with integers, scientific notation, rational numbers
• Problem-solving and logical reasoning

• Translations, slides, reflections, symmetry, tessellations, graphs and other displays, coordination of graphs and equations
• Patterns leading to division, integer division, division of fractions
• Division with negative numbers

Geometry continues to be taught with Montessori manipulatives and tactile demonstrations. Emphasis is placed on connecting the physical experience with understanding of the abstract concept.

POINTS, LINES AND ANGLES

• Parallel lines
• Intersecting lines
• Measure angles
• Name triangles by looking at angles and sides
• Name solid figures by faces, vertices, and edges

12-14

The 12-14 mathematics curriculum is closely aligned with the University of Chicago math curriculum. It is a logical continuation of the students' work and studies in the Montessori 6-9 and 9-12 programs. Students take what they have learned concretely in prior levels and apply that information abstractly, consolidating all of their mathematical knowledge and experiences. Geometry is a subset of the math curriculum. It provides excellent opportunities for practicing logic, reasoning, and proofs.

PREPARATION FOR ALGEBRA

• Problem-solving techniques
• Order of operations
• Squares, cubes, roots
• Estimation
• Probability and statistics
• Range, median, mean, average
• Fractions, decimals, percents: equivalency and conversion
• Negative numbers, zero, and absolute value
• Ratio and proportions
• Factors and multiples
• Graphs and other displays
• Powers, exponents
• Logic
• Measurement and scale
• Commutative and distributive properties
• Number lines

ALGEBRA

• Describing patterns with variables
• Translating words into algebraic expressions and vice versa

• Variables and equations
• Solving equations
• Equations with negative numbers
• Equations with a negative variable
• Single step equations
• Multi-step equations
• Coordinate graphs and equations
• Quadratic equations
• Functions and lines
• Slope, x-intercept, y-intercept
• Algebra through geometry

APPLICATIONS OF MATHEMATICS

• Micro-economies and economics
• Research and data analysis
• Cooking
• Technology
• Timeline work and time management
• Word problems

GEOMETRY

• Lines: nomenclature and classification
• Angles: identifying, measuring, bisecting
• Triangles: nomenclature, classification according to sides and angles, equivalence proof
• Quadrilaterals: nomenclature, classification, equivalence proof
• Circles: nomenclature, relationships, circumference, diameter, area
• Spheres: volume
• Pythagorean Theorem
• Polynomials
• Perimeter and area, volume
• Translations, slides, reflections, symmetry-tessellations
• Algebra through geometry

Language

0-3

In the parent/infant and toddler communities, we focus on receptive and expressive language. Receptive language refers to what the child can understand, such as following directions. Expressive language refers to what the child is able to communicate with words and/or gestures. Language is found in all areas of the environment; however, we have a specific language are that focuses on several goals to aid in the child’s development. The curriculum is designed to enrich a child’s

vocabulary and bring awareness to the structure of language. The language materials aid in independence, helping students learn how to use language appropriately and have their needs and thoughts understood. Language is also enriched through music, stories, and poems.

Language Exercises Include:

• Reading books
• Singing songs
• Naming language objects and picture cards
• Matching objects to corresponding pictures
• Daily conversations

3-6

The language curriculum supports a child's development in three aspects: spoken, written, and reading. The language curriculum is quite extensive, with various goals in each of these subsets. Spoken language curriculum helps the child perfect his ability to communicate and express himself appropriately with others. Written language curriculum goals are to develop a child's ability to analyze sounds, recall their associated symbol, and formulate words. Cursive writing is taught at the 3-6 level, and cursive letters are presented to students through various language materials. The goals of the reading curriculum are to break down the symbols into sounds, and find meaning and context through deciphering words, sentences and eventually short stories.

Spoken Language Lessons Include:

• Enrichment of vocabulary: learn new names of objects and classify them through tangible objects and picture cards
• Lessons to practice and simulate social situations dramatically
• Stories, songs, and poems to give the child opportunity to appreciate literature
• Oral sound games: initial sounds, ending sounds, middle sounds, words with objects

Written Language Lessons Include:

• Sandpaper letters: beginning with consonants and vowels then progressing to phonograms
• Written sound games: initial sounds, ending sounds, middle sounds with the moveable alphabet
• Constructing words with letters, then phrases and sentences, and finally paragraphs and stories
• Preparation of the hand through progression of materials: metal insets, chalkboards, unlined word-paper, lined word-paper, lined sentence-paper, lined story-paper

Reading Lessons Include:

• Phonetic reading through matching object games, command games, and reading various materials (i.e., cards, sentences, books)
• Phonograms: writing, reading, and spelling

• Puzzle words (sight words)
• Grammar and parts of speech through the use of concrete objects and games
• Word study: antonyms, synonyms, homonyms, singular and plural
• Sentence analysis: exploring how the order and placement of phrases affects the meaning

6-9

Language is integrated into all areas of the curriculum. It is primarily focused on reading fluency, writing, and oral expression.

THE GREAT LESSON

• The Story of Language

GRAMMAR AND SYNTAX

• Parts of speech with grammar boxes: noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, and interjection
• Extensions with parts of speech
• Beginning sentence analysis: subject, predicate, and direct object
• Word study: root words, prefixes, suffixes, compound words, word families, synonyms, antonyms, homophones, and singular/plural nouns
• Dictionary skills

WRITING PRACTICE

• Cursive handwriting lower and upper case
• Punctuation rules: period, question mark, exclamation point, beginning comma work
• Capitalization rules: sentence, proper name, titles, “I,” holidays, months, and days
• Beginning paragraph skills
• Sentence construction
• Spelling rules: contractions, phonograms, and puzzle words
• Editing and rewriting a final composition

13

WRITTEN COMPOSITION

• Research writing
• Creative writing
• Story writing
• Poetry writing
• Letter writing
• Journal writing

BEGINNING READING SKILLS

• Continued phonics, letter to sound relationships
• Basic sight / word recognition
• Additional reading support with an emphasis on first-year readers

READING COMPREHENSION

• Reading for meaning and content

• Story elements
• Literature discussions including Junior Great Books
• Daily individual reading for practice and enjoyment
• Reading aloud to children
SPELLING
• Short vowel sounds
• Long vowel sounds
• Consonant blends
• Words ending in -ed or -ing
• Unstressed vowels
• Silent letters
SPOKEN LANGUAGE
• Presenting oral reports
• Sharing poetry and stories
9-12
Language builds on reading fluency and foundational writing skills to focus on comprehension of texts. Written expression is emphasized.
READING APPLICATIONS
• Compare details, examine cause and effect, use text features, charts and graphs to glean the author's purpose.
• Characters, setting, plot sequence, speaker, theme, dialects, literary form, and vocabulary use are examined.
ORAL INTERPRETATION
Public speaking, drama sessions, debates, seminars, plays, skits, and oral presentations.
GRAMMAR
• Advanced Function of Words (all parts of speech including Verb Conjugations)
• Sentence Analysis: adverbial extensions, attributives, predicate nouns, predicate adjectives, prepositional phrases
SPELLING
• Dependable spelling patterns
• Contractions, phonograms, puzzle words
• Commonly misspelled words
• Spelling strategies
GRAMMAR
Mechanics: colon, semicolon, punctuation rules, contraction, run-on sentences, note taking, paraphrasing, summarizing, topic sentences, sentences structure, paragraph construction, and editing
EDITING

Reports, journals, letters, diary, invitations, letter writing, proposals, book reports, myths,
fables, descriptive writing, short stories, poetry, plays, biographies, and summaries

READING

• All literary genres including historical fiction, biographies, fantasy, poetry, Newberry Award Winners, adventure, classics, myths, mysteries
• Junior Great Books (interpretive reading and discussion)
• Novel study

THE WRITING PROCESS

Process writing with several drafts of a single work edited and evaluated until a publishable product is constructed (prewriting, drafting, editing, revising, publishing).

12-14

Language in the 12-14 level is about finding one's voice and making that voice heard. Students find their voice by exploring many types of reading and writing. They make their voice heard by perfecting how they communicate their thoughts.

READING

Literature is chosen to best complement the curriculum unit at hand. Books include, but are not limited to: Lord of the Flies, Of Mice and Men, A Tree Grows in Brooklyn, A Raisin in the Sun, 1984, A Farewell to Manzanar,The Grapes of Wrath, Persepolis

• Previewing and comprehending
• Finding context clues and inferences
• Determining the author’s main purpose and big idea
• Determining saliency
• Summarizing and predicting
• Character motivation
• Drawing conclusions
• Comparing two or more pieces

LITERARY TECHNIQUES

• Fiction: poetry, novels, short stories, graphic novel, science fiction, classics, historical fiction, mythology, folk tales, mystery/suspense, drama/plays
• Non-fiction: editorials, advertising, periodicals, auto/biography, news sources, blogs, science texts, biased writing

GRAMMAR AND LANGUAGE ARTS

• Parts of speech
• Punctuation
• Proofreading and editing
• Usage
• Spelling rules
• Vocabulary

WRITING

• Writers' Workshop
• Figurative language: metaphor, simile, personification, etc.
• Active vs. passive voice
• Point of view, narration
• Paragraphs and transitions
• Writing formats
• Prewriting or brainstorming techniques
• Elements of storytelling: characters, setting, dialogue, conflict, resolution, and descriptive detail
• Fiction: stories, plays, comics
• Non-fiction: autobiography, letters, articles, speeches, interviews, travelogues, resumes, children's books, how to manuals, thank you notes
• Expository
• Summarizing
• Five-paragraph essay
• Letters to the editor
• Persuasive essay
• Demonstrative essay
• Research, thesis, and supporting points

ORAL LANGUAGE

• Presentation skills
• Listening skills

14

History

0-3

History is introduced indirectly through books and by learning the daily schedule. Children are very much in the present moment at this age and flourish with predictable schedules and routines.

3-6

For the young child, the focus is on developing awareness and understanding of the concept of the “passing of time.”

Activities include:

• Introduction to calendar
• Awareness of seasonal changes
• Beginning of clock study: o’clock, half-past, quarter till, quarter past
• Introduction to the three fundamental tenses: past/present/future
• Experience of personal history via birthday celebrations/ personal timelines

6-9

History is shared through stories based on the contributions of all of humanity.

GREAT LESSON

• The Story of Human Beings
TIME
• Timeline of life
• Earth history with the clock of eras and the black strip
• BC/AD timeline
• Calendar – study of year, month, week, day including personal timelines
• Clock study: o'clock, half-past, quarter to, quarter past
HUMAN STUDIES
• Fundamental needs of humans
• Introduction to various civilizations and cultures
• Appreciation for human contributions

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9-12
History is shared by stories but explored in greater depth through inquiry-based research.
REVIEW OF TIMELINE OF LIFE
• Paleozoic, Mesozoic, Cenozoic, and Neozoic eras
• Timeline of early humans
• Significance and characteristics of early humans, beginning with Australopithecus
• Timeline of lower Paleolithic Age
• Timeline of upper Paleolithic Age
• Introduction to early civilizations
• History timelines
• Fundamental needs of humankind
• Chart
AMERICAN HISTORY
• American History Timelines
• Three Branches of Government
• U.S. Presidents
• Pledge of Allegiance
• Illinois History
• Chicago History
STUDY OF CIVILIZATIONS
• What are the characteristics of a civilization?
• History of question charts
• Study of a civilization (research)
• Archaeology/anthropology
• Growth of culture, migration, exploration
COSMIC AUTOBIOGRAPHY

An in-depth research project done by 6th grade students that begins with the Big Bang and ends with their own life story.

12-14

The 12-14 curriculum is a two year integrated program incorporating literature, history, cultural and social studies, current events, research projects, and Flex Fridays. Throughout the two-year cycle, students explore a variety of historical topics under the broad umbrellas of government/constitution, revolution, movement of people, Chicago history, and economics.

GOVERNMENT AND CONSTITUTION

• Systems of government
• The early United States
• The Constitution and founding documents
• Federalism and the balance between states and nation
• The branches of government; checks and balances
• How laws are made
• Political parties, elections, voting
• Important Supreme Court decisions

REVOLUTION

• Causes and effects (intended and unintended)
• Topics include: United States, France, Chinese Cultural, Cuba, Haiti, Iran, industrial, social movements
• Commonalities of revolutions

MOVEMENT OF PEOPLE

• Types of migration
• Causes and effects
• Topics include: age of exploration, westward expansion in the US, urbanization and the growth of cities, suburbanization and gentrification, the immigrant experience on Ellis Island, forced migration, Trail of Tears, Japanese internment, the Great Migration of African-Americans, Chicago immigration, recent issues of immigration, social movements

CHICAGO HISTORY

• Important people
• Important events
• Chicago neighborhoods
• Art and architecture

ECONOMICS

• Types of economic systems
• The Stock Market
• The role of government
• Banking

• Consumerism: political and ecological footprints
• The global economy
• Poverty, unemployment, and hunger
CURRENT EVENTS
• Reliability and accuracy of sources
• Determining salient parts and summarizing

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Geography
0-3
Geography is introduced indirectly at this level through activities such as exploring a globe ball, singing cultural songs, reading books, and making cultural snacks or celebrating cultural traditions of classmates.
3-6
The goal of the geography curriculum at this level is to bring an awareness to children of the physical features of the earth, through presentations of land/water formations and concrete exploration of maps. Also, the curriculum brings an awareness of other cultures around the world through pictures, objects, and stories.
PHYSICAL GEOGRAPHY
• Study of land and water forms, such as lakes, islands, peninsulas, gulfs, isthmus', and straits
EXPLORATION OF GLOBES,
MAPS, AND FLAGS
• Naming and distinguishing shapes and placement of continents, countries, states, and oceans
• Making of maps and books of flags to encourage repetition and familiarization with the geography materials
CULTURAL GEOGRAPHY
• Children/families of the classroom are encouraged to share their own cultural stories and/or experiences with their classmates
• Connections between physical and cultural geography are made through pictures, objects, and stories of other people, places, products, plants, animals, homes, clothing, transportation, arts, and crafts
6-9
Geography is introduced through oral lessons with tactile materials to allow repetition.
GREAT LESSON
• The Story of our Universe
SOLAR SYSTEM
• Planets, stars, constellations

• Relationship between the sun and earth
COMPOSITION OF THE EARTH
• Layers of the earth
• Land and water forms
• Formation of mountains and volcanoes
• Types of rocks

STATES OF MATTER
• Solid, liquid, gas
• Further extensions with experiments
PHYSICAL GEOGRAPHY
• Identifying countries, cities, capitals, land and water features with pin map materials
• Making maps
• Using an atlas
• Researching and presenting information
SCIENCE EXPERIMENTS
• Introducing the scientific method by observing, writing, and evaluating
17
9-12
Geography is tied into both the history and science curricula.
POLITICAL GEOGRAPHY
• Map skills: imaginary lines, equator, latitude, longitude, political, physical, road maps
INTRODUCTORY LESSON: THE STORY OF THE UNIVERSE
• Imaginary island
• Functional geography
• Astronomy: black holes, galaxies, life cycle of a star (sun)
• Composition of the earth
• Further studies of the lithosphere including continental drift
• Mountain building, faults, plate tectonics
• Work of wind: winds, winds and seasons, rain caused by winds, ocean currents, erosion, energy
• Work of water: work of rivers, rain, work of oceans, glaciers, water cycle
12-14
Students engage in geography through its five themes: location, place, movement, human environment interactions, and region. Students study political and physical geography within the context of all curricular areas. Geography is closely connected to history, science, and the Farmessori. It helps students find their place in the world, as well as understand all of its interdependencies.
Activities and lessons include:
• Preparation for canoe trips, the DC/NY trip, and the 7th grade trip

• Current events: relating geography to topics under discussion
• World religions: tracing the geographical spread of religious groups and the relationship of geography to the conflicts among religious groups
• Movement of people: tracing the path of various national and ethnic groups as well as patterns of settlement
• Chicago neighborhoods: exploring the history and current status of Chicago's communities.
• Flex Friday trips into the city, including map reading

Within the context of the science curriculum, geography includes:

• Earth science
• Climate and weather
• Environmentalism and sustainability
• Farmessori

Science

0-3

Science is introduced indirectly at this level through activities such as cooking, books, picture cards, exploring living/non-living, magnetic works, and weather.

3-6

The goals of the science curriculum are to offer concrete exploration of the physical and life sciences to further classify the child’s understanding of his world.

PHYSICAL SCIENCE LESSONS

INCLUDE

• Magnetism
• Buoyancy
• Weather

LIFE SCIENCE LESSONS

• Scientific classification: living/non-living, plant/animal, vertebrate/invertebrate
• Introduction to invertebrates and the animal kingdom: mammal, reptile, amphibian, fish, bird
• Observation and care of classroom pets
• Botany: naming and experiences with leaf shapes, plants, trees, and flowers
• Observations and care of classroom plants

6-9

6-9 students explore science with hands-on demonstrations and experiments.

GREAT LESSON

• The story of the coming of life

ZOOLOGY

• The five kingdoms
• Animal kingdom with animal story material and reference books

• Vertebrate/invertebrate
• Classification by phylum and class
• Research
• Observation and care of animals, pet visits
• Nature walks and field trips
BOTANY
• Story of plants
• Needs of plants
• Parts and functions: leaf, root, stem, flower, fruit, and seed
• Research
• Observation and care of plants
• Outdoor/indoor gardening
• Nature walks and field trips
SCIENCE EXPERIMENTS
• Introduction to the scientific method by observing, writing, and evaluating
19
9-12
Science is based on hands-on inquiry with a focus on scientific language and principles.
CHEMISTRY
• Atoms, molecules, compounds, bonding, experimentation
• Matter and Energy
• Conservation of matter, conservation of energy, properties of matter, experimentation
LIFE SCIENCES
• Five kingdom classification
• Review of five kingdom classification followed by research of kingdoms
ZOOLOGY
• Vital functions, comparative study: nervous system, reproduction, circulation, respiration, nutrition, skeletal
• Animals (chordates vs. non-chordates)
• Tracing the genealogy of an animal
• Adaptations/biomes/food chains
• Predator/prey
HUMAN ANATOMY
• Introduction to the cell, genetics, and systems of the human body: skeletal, muscular, respiratory, circulatory, digestive, reproductive, excretory, nervous, endocrine
BOTANY
• Classification of kingdom plantae, vital functions of the plant (second level), research of ‘classes’ in kingdom plantae, research the genealogy of a
plant, nature walks, observations of animals in their natural habitats, field trips
TREE OF LIFE

• Taxonomy of all living organisms

RESEARCH

• Science experiments: writing, performing, evaluating
• Nature Walks/ observations/ field trips

GEOLOGY

• Properties of rocks and minerals
• Land forms

ELECTRICITY

• Static and current electricity

12-14

The two-year cycle in the 12-14 science classroom is primarily a laboratory-centered science course, with links to geography, sustainability, and the Farmessori.

CHEMISTRY

• The Periodic Table
• States of matter
• Atomic structure
• Chemical and physical change
• Volume, mass, density
• Equations for chemical reactions

ENERGY, MACHINES, AND PHYSICS

• Magnets, electromagnets, compasses
• Parallel circuits
• Electricity and static electricity
• The six basic simple machines
• Bridges

SOUND AND LIGHT

• The nature of waves
• Sound waves
• Methods of sound production
• Electromagnetic spectrum
• Analysis of color
• Reflection and refraction of light
• Human vision

HEALTH AND BIOLOGY

• Cells and their functions
• DNA
• Heredity investigations
• Evolution
• Body systems
• The human brain

• Diseases
• Diet and nutrition
• Reproduction and human sexuality
• Ecosystem and the interaction between organisms
EARTH SCIENCE
• Climate
• Weather patterns
• Land and water forms
• The water cycle and erosion
• The rock cycle
• The human impact on the environment
• The layers of the earth
• Tectonic plates
ASTRONOMY
• The planets, galaxies, and universe
• The sun and moon
• The life cycle of a star
SCIENCE FAIR
• The scientific method
ONGOING
• Student work in the Farmessori
• Mathematical analysis as a part of each science topic
• Field trip experiences to the Museum of Science and Industry with special classes relating to science topics under study
• Application of technology in data analysis and research
• Discussion of ethical, political, and historical issues surrounding science topics
• Current events in science: discussion of journal articles on science topics in the news
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Spanish
0-3
Spanish is spoken by the assistant teacher throughout the morning through informal, everyday language, books, and songs.
3-6
Spanish is spoken by at least one Spanish-speaking adult in the classroom throughout the day in a natural manner. Small group Spanish lessons are offered spontaneously in the mornings to all children. Third-year students have a half-hour of dedicated Spanish lessons 3-4 times a week in the afternoons.
Cultural Knowledge Exercises Include:
• Celebrate special events (i.e., Cinco de Mayo, Dia de los Muertos)
• Listen and respond through vocabulary

• Creative expression through songs and stories
• Learn about Spanish-speaking countries, flags, and geography
Linguistic Knowledge Exercises Include:
• Follow simple directions
• Oral and hands-on practice with general vocabulary: colors, feelings, articles of clothing, and foods
6-9
Spanish is taught three times a week for 30 minutes. The emphasis is on speaking. Students continue to build on the basics of the Spanish language using visual materials so the younger students can touch and manipulate them as they learn to make complete sentences. Throughout the 6-9 years, students learn vocabulary, pronunciation, grammar, and sentence structure. Our lessons also help students develop listening comprehension, speaking, reading, and writing skills.
First level:
VOCABULARY TOPICS
• Clothes
• Places
• Time expressions
• Nuclear family
• School
• Animals
• Numbers up to 50
• Alphabet
SPEAKING
• Use longer sentences
• Dialogues using yes or no questions
• Express likes or dislikes
GRAMMAR
• Introduction to reflexive verbs, double verb sentences with gustar and querer
• Mastery of negative, introduction to subject pronoun omission
READING AND WRITING
• Recognition of Spanish sounds, beginning writing, spelling
• Basic reading
Second level:
VOCABULARY TOPICS
• Sports and recreation
• Accessories
• Means of transportation
• People
• Weather

• Geography
• Spanish-speaking countries
• Movies
• Music
SPEAKING
• Engage in dialogues by using questions
• Provide descriptive and argumentative statements
• Compare and contrast
GRAMMAR
• Noun/adjective agreement
• Possession, interrogatives
• Practice of basic conjugation with regular verbs
• Introduction to near future tense, ir
• Expressions with hacer
• Conjugations, pero and porque
READING AND WRITING
• Reading more complex sentences
• Answering questions in written form
Third level:
VOCABULARY
• Days of week
• Body parts
• Physical description of the classroom
• Detailed weather forecast
• Shopping
• Expressions of feeling
• Health
• Numbers up to 100
SPEAKING
• Detailed descriptions of day-today situations
• Begin to express needs
• Demonstrate comprehension of simple auditory cues such as intonation and gestures

GRAMMAR
• Introduction to singular personal pronoun usted and plural personal pronouns
• Expressions of feeling with tener and estar
• Learning of infinitives
READING AND WRITING
• Begin writing in paragraphs
• Complete transition to reading without visual symbols
• Emphasize spelling and accurate pronunciation

9-12
Spanish is taught two to three times a week for seventy-five minutes each. Lessons include speaking, listening, reading, and writing. Students learn the language through games, songs, chants, books, conversations, and skits.
Fourth Level:
VOCABULARY
• Spatial prepositions
• Professions
• Schedules
• Size and quantity
• Time
SPEAKING
• Engage in discussions with more than two students
• Colloquialisms
• Expanded ability to compare and contrast
• Identify, state, and understand feelings and emotions
GRAMMAR
• Formal presentation of conjugation of plural forms
• Further practice of reflexive forms
• Indirect speech
• Polite form of querer
• Idioms with tener, estar, and hacer
• Relative pronouns quien(es) and que
READING AND WRITING
• Reading and writing without the support of visuals
• Writing imagined stories
• Reading Spanish books
• Compose lists, postcards, menus, and short letters
• Comprehend main idea in various media such as announcements, posters, advertisements
Fifth – Sixth Levels
VOCABULARY
• Art
• Clothing
• Extended family
• Food and drinks
• Eating habits
• Money
• Household places and objects

• Print and media
• School
• Seasons
• Detailed time
• Tourism
• Topography

SPEAKING

• Emphasis on conjugation of irregular verbs
• Infinitives as verb complements
• Polite commands
• Possessive adjectives
• Object pronouns
• Formal presentation of articles and gender
• Comparisons of inequality and possession

READING AND WRITING

• Dictation
• Identifying phonemes through spelling
• Perform written narratives
• Translating texts
• Writing guided compositions
• Interpret media such as tickets and brochures

12-14

The Spanish curriculum emphasizes language not only as a tool for communication, but as a means of developing awareness of appreciation for people of other cultures, as well as for the community of humankind.12-14 Spanish classes meet two to three times a week for forty-five minutes each. Classes are conducted in Spanish and students have the opportunity to speak, listen, read, and write in each class. The 12- 14 Spanish students use textbooks that include conversation, vocabulary specifics, grammar, and cultural information. In addition, the students memorize and perform skits, sing songs, celebrate holidays from Latin America, cook popular dishes, and go out in the city of Chicago.

TOPICS

• Physical and personality
• Characteristics
• Family
• Feelings
• Likes and dislikes
• Daily routines
• Shopping
• Making plans

• Interests and hobbies

SPEAKING SKILLS

• Talk about why and when something happens
• Describe physical and personality characteristics
• Make phone calls
• Describe past events
• Talk about future plans

READING/WRITING SKILLS

• Read, analyze and write increasingly complex short stories
• Interpret real life content within context (movie posters, letters, menus, public information signs)

GRAMMAR

• Conjugate ser versus estar
• Conjugate in the simple past
• Basic reflexive verbs
• Possessive pronouns

OPTIONAL SERVICE/IMMERSION TRIP

12-14 students and parents have an opportunity to travel to Honduras during spring break to volunteer at an orphanage, while being immersed in Spanish language and Honduran culture.

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Technology

0-3, 3-6, 6-9

While technology was not a part of Dr. Montessori's curriculum when it was developed over 100 years ago, today it has become an important tool in the lives of our students today. Our goal is to educate children so that they reach their inherent potential and prepare our students for life; therefore, it is incumbent upon us to review technology as a tool in the Montessori classroom. Students at the 0-3, 3-6 and 6-9 levels are developing skills critical to healthy brain function, such as eye-hand coordination, motor planning, memory, and understanding the nuances of non-verbal cues. All of these skills are best mastered through real and concrete learning experiences. In addition, the young child learns best when all senses are engaged in learning and experiences are both real and reciprocal in nature. For these reasons, use of technology is limited in the classroom until students reach the 9-12 level when technology is fully embraced as an effective teaching, research, and presentation tool.

9-12

At this level students develop and master terminology and identification of key hardware components. Teachers and children use technology as an extension of classroom resources and an avenue to practice and present skills learned in all areas of the curriculum.

KEYBOARDING
• Use of finger positioning in all letter rows
• Refinement of skills with technology, punctuation, numbers, and symbols
• Use of shortcut keys
• Use of Mavis Beacon software
WORD PROCESSING
• Introduction of basic word processing skills using iWork Pages and Google documents
• Page and text formatting
• Use of spell check software
• Insertion of clip art
• Copy and paste functions
• Introduction to graphic effects and page layout
• Formatting an outline
SPREADSHEET SKILLS
• Introduction to basic spreadsheet skills using iWork Pages and Google documents
• Generate and format line, circle, and bar graphs representing real data
PRESENTATIONS SKILLS
• Introduction to presentation skills using iWork Keynote and Google Presentations
• Creation of basic slideshows using themes and layout options
• Slideshow customization using colors, effects, text formatting and clip art
• Create kiosk style presentations in Microsoft Excel with button and page transitions
NETWORKING
• Introduction to network, including logging-on, saving, and opening existing files from personal and shared drives
• Sixth graders get Google.doc accounts and use Google apps to be prepared for 12-14
INTERNET
• Review of browser and internet vocabulary
• Addition of websites to favorites list
• Use of various search engines in research
PROGRAMMING
• Design and implement a variety of LOGO language programs using MicroWorlds EX
• Introduction to basic animation principles using MicroWorlds EX
• Introduction to game design
• Introduction to MIT's Scratch programming language
• Introduction to Alice scripting
GRAPHICS
• Creating graphics using tools, palettes, and effects in TuxPaint
• Manipulate and edit photos and graphics in Pixlr online photo editor
• Introduction to 3D modeling using Google Sketch Up
MEDIA

• Introduction to video production using iMovie
• Introduction to animation principles using Anime Studio
• Introduction to audio creation and production using Garageband and Audacity
INTERNET SAFETY AND MEDIA LITERACY
• Introduction to Digital Literacy and Citizenship using the Cybersmart curriculum
• Privacy and security
• Cyberbullying
• Creative credit and copyright
• Self-image and identity
• Digital footprint and reputation
• Introduction to the language and principles of media analysis using resources from the Action Coalition for Media Education
23
12-14
Technology enhances the 12-14 curriculum by allowing teachers to present material in a more dynamic way and students to give back that information in a more engaging way. It allows students to gain a broader, deeper and clearer understanding of curriculum. After learning the basics of technology in 9-12, the 12-14 students put these skills to use. Students are permitted to use privately-owned notebook computers and each classroom has several laptops and iPads for students to check out. Much of the work started in 9-12 continues in 12-14: lessons on internet safety, media literacy, graphics, and a wide variety of presentation skills. In addition, students learn:
• Use of search engines
• Online safety and etiquette
• Google docs
• Prezi
• Powerpoint presentations
• Electronic portfolios
• Blogs
• Robotics
• iWork and iLife software and Google Apps for Education
• iMovie
• Smartboard
• Flipped classrooms
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Fine Arts
0-3
Art and Music are introduced at this level in stimulating and creative ways, both in small

groups with music and individual lessons with art. The goals of the art and music curriculum foster self expression, concentration, development of gross/fine motor skills, and refinement of the senses.

Music activities include:

• Singing songs
• Listening to music
• Exploration with musical instruments Art exercises include:
• Painting: watercolor (fine motor) and easel (large motor)
• Drawing
• Gluing
• Cutting
• Clay work
• Sewing
• Weaving

3-6

Art and Music appreciation continues at the 3-6 level through both creative opportunities and through formal lessons. Music is offered through singing songs, listening to a variety of music, and more formal lessons are introduced through the bells and other rhythm instruments. The art materials offered allow students to explore and work at their own pace, using a variety of media to stimulate choice and innovation.

Music activities include:

• Bells: use of the Montessori bells in the classroom environment for tone matching and composition.
• Rhythm: introduction to beat of music through instruments and/or composed music; children work with rhythm sticks or simple instruments.

Art exercises include:

EXPLORING AND CREATING

• Exploration and creative expression are fostered through various media available in the classroom: coloring, drawing, painting at an easel, watercolor painting, clay/sculpture, collage, sewing, and weaving.

APPRECIATION

• Children are encouraged to look at their own work and appreciate the art works of known artists as well.

6-9

The fine arts are incorporated in many other areas of the classroom. Children are encouraged to express themselves creatively through the arts. Dr. Montessori recognized the importance of the hand-brain connection and its positive impact on learning. Our students have access to an open studio for ceramics, music classes, and classroom instruction and materials.

MUSIC RHYTHM

• Perform, identify, and create rhythmic phrases
• Using rhythmic cards to show note values and rests.
• Rhythmic games
INSTRUMENTAL
• Accompaniment with barred and non-barred instruments
• Frame drums
• Recorders in 3rd year
VOCAL
• Melodic development of vocals
• Simple sight-reading
• American folk songs
• International music and
movement
PERCUSSION
• Body percussion
• Introduction of ostinati
MOVEMENT
• Composed movement
• Folk dance
• Improvisation
IMPROVISATION
• Orff instruments for vocal improvisation
• Movement improvisation
MUSIC APPRECIATION
• Listening examples from
American artists
• Music from Africa, Brazil, Cuba,
Puerto Rico, India, and Europe
ART
In 6-9, the curriculum builds upon
the three areas of art: Aesthetics,
Creative Expression, and Art
History, previously introduced in
3-6.

6-9 (continued)
AESTHETICS
• Identification of visual elements
• Observations in the environment
CREATIVE EXPRESSION

• Acquisition of basic skills using art media for drawing, painting, collage, printmaking, and sculpture
• Artistic interpretation based on imagination and personal interpretations
• Intentional choices of lines, colors, and other visual elements
• Creation of two- and three dimensional art

9-12

The upper elementary-aged student is developmentally ready delve deeper into the fine arts curriculum. Children develop greater fine motor skills which enable them to learn and apply a variety of art and music techniques. The students use a variety of art media to broaden their learning and share their finished work. The fine arts aid in the development of self-esteem through increased skill and means of self-expression.

MUSIC RHYTHM

• Perform, identify, and create rhythmic phrases
• Continue using rhythmic cards in more complex variations

INSTRUMENTAL

• Introduce accompaniment using barred instruments, beginning with pentatonic scale, introduction of modes

VOCAL

• Greater melodic development of vocals, use of solfege to increase musical literacy, and simple sight-reading
• Folk background as springboard for Motown and contemporary American styles

PERCUSSION

• Begin with rhythmic pieces using body percussion to start moving and add instruments such as drums and non-pitched percussion
• Introduction of ostinati, drum circles, bucket drumming, and creating an ABA song form

MOVEMENT

• Sequences to music, composed movement, folk dance

IMPROVISATION

• On Orff instruments, begin with limited pitch, building to more complex vocal improvisation and movement improvisation

MUSIC APPRECIATION

• Listening examples: Chicago Orchestra concerts

ART

Students in the 9-12 level continue to explore art concepts and techniques studied in 6-9 but in greater depth.

AESTHETICS

• Increased awareness of subtle visual qualities in the natural and constructed environment and art
• Application and refinement of perceptual skills developed in earlier grades

• Identification and analysis of more subtle and complex visual relationships, including light, color, texture, form, proportion, space, distance, and balance

CREATIVE EXPRESSION

• Creation of more complex works with greater attention to expressive intentions
• Use of design concepts for specific purposes

ART HISTORY

• Study of select styles, historical eras, and specific artists

ART CRITICISM

• Perception and description of the subject matter, including visual elements and mood
• Expression of opinions about art with thoughtful response to others' opinions
• Students see and discuss styles and types of artwork from varied cultures and periods

12-14

12-14 students further develop the skills and techniques learned in their elementary experience. They are introduced to more advanced techniques and more sophisticated approaches to fine arts. The fine arts are often used within all other areas of the curriculum for students' projects.

MUSIC

• Band
• Electives

MUSIC APPRECIATION AND
FIELD TRIPS

• Local theaters and productions
• Symphony Hall
• Lyric Opera

MOVEMENT

• Dance and choreography
• May Mayhem
• Folk dances, composed and
improvised movement

AESTHETICS

• Application of skills and concepts acquired at previous levels
• Color, line, shape, and other visual elements
• Proportion, visual rhythm, and balance

CREATIVE EXPRESSION

• Sketching
• Two- and three- dimensional art
• 'Zines
• Cartooning and graphic novels
• Collage

• Mixed media
• Videos and photos
• Painting
• Screen printing
• Pottery
• Charcoal drawing

ART APPRECIATION AND FIELD TRIPS

• Outdoor art and sculpture
• Art Institute of Chicago
• Museum of Contemporary Art
• The Chicago Architecture tour

ART CRITICISM

• Examination of art with additional focus on critical analysis based on perception of the subject, visual design, artist's use of materials, historical periods, and art from different cultures.

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Physical Education & Movement

0-3

Children at this age need many opportunities to learn how to move their bodies and work towards refinement of large muscle control and small muscle control, with the goal of attaining more coordinated movements, independence, and confidence.

LARGE MOVEMENT EXERCISES

• Dance
• Walking across a balance beam
• Carrying heavy objects
• Walking carefully around the classroom and work spaces

FINE MOTOR MOVEMENTS

• Various activities exercising pincer grasp
• Squeezing works exercising whole hand

DEVELOPMENTAL GYM

• Occasionally, toddler children may visit this program for large motor, and circuit exercises

3-6

At the 3-6 level, children continue to be given numerous opportunities for movement throughout the day. They are given the experiences to develop and refine their movements in the classroom and also through our Developmental Gym program on a daily basis. Weekly, third year children attend a Brain Dance class to foster mind-body exercises. Through these various experiences, children's self-image, personal, and social development are fostered. Also, children are building an awareness of their body in space through parallel play and group play, building self control to regulate their

behavior appropriately for success in community life: taking turns, following directions, sharing, listening, and safety of self and others.

CLASSROOM ACTIVITIES TO REFINE CONTROL OF MOVEMENT

• “The line” in the classroom allows children to practice control of various movements such as: hopping, balancing, galloping, marching/walking in different directions, starting/stopping on command.

• In small or large group gatherings, children may explore rhythm in relation to physical education through clapping and moving to a specific beat.

• Children develop hand-eye coordination and fine motor skills through various curricular areas in the classroom.

DEVELOPMENTAL GYM ACTIVITIES TO REFINE CONTROL OF MOVEMENT

• Through a circuit of activities, children are refining hand-eye coordination and large motor skills. Such exercises include: stretching, ball work (throwing, catching, tossing, kicking), and cross-lateral movement exercises.

BRAIN DANCE

• Third year students take part once a week in a 45-minute class of dance and movement, focusing on cross-lateral coordination, motor refinement, and body control.

6-9

Classes in physical development at the 6-9 level are offered twice a week and focus on learning how to move through space in a coordinated manner. Students participate in cooperative group play to develop team-building skills, learn rules of games, and improve confidence in their motor skills.

MOVEMENT SKILLS & MOVEMENT KNOWLEDGE

• Move in different directions at varying speed; locomotor skills such as hop and gallop on nonpreferred foot, slide, travel in relationship to various objects (over, under, behind, through)

• Demonstrate body movement at different levels, balancing and dodging while moving, roll, toss and catch, stationary kick skills, strike with hand

• Combine basic skills into sequential actions: combine ball handling with walk/jog for basketball, baseball, soccer, and other games

• Skills to develop strength, endurance, and flexibility leading up to physical fitness test and mile run

• Dancing and rhythms

SELF-IMAGE, PERSONAL, AND SOCIAL DEVELOPMENT

• Appreciate importance of aerobic exercise and its effect on heart fitness, and learning the basics for a healthy lifestyle, developing a sense of teamwork, helping and supporting peers Beginning in 6-9, children have one long rotation in the pool during gym class.

SURVEY SWIM I

• Safety topics

• Swim skills
SWIM ACTIVITY DAYS
• Basic life saving
• Water polo
• Snorkel
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9-12
Students at the 9-12 level participate in gym class twice a week with an additional class every other week. Through team sports, students develop accuracy and speed, teamwork, and camaraderie. The goal is for each student to see themselves as an athlete in some aspect of physical education and develop positive self-esteem and respect for their healthy bodies.
MOVEMENT SKILLS & MOVEMENT KNOWLEDGE
• Throw and catch with increasing accuracy, strive to master previously learned skills such as dodge, roll, catch, kick, engage in cooperative group activities as well as competitive organized games
• Develop knowledge of sport specific skills and game rules; know the importance of teamwork and cooperation; play fair with peers; recognize the value of sports in understanding other cultures; participate in warm-up activities
• Sports: kickball, soccer, flag football, ultimate frisbee, floor hockey, cooperative games, and battleball, relays, basketball skills including drills and lead-up games, volleyball, tumbling, rope climbing
• Physical fitness test and distance running
• Square dancing
SELF-IMAGE, PERSONAL, AND SOCIAL DEVELOPMENT
• Learning to understand self control, health, and wellness for oneself
• Teamwork and camaraderie: helping and supporting one another
• Activities that help students to have fun
• Feel good and gain self-confidence
COMPETITIVE SPORTS
• Basketball for 6th grade (boys and girls)
• Feel good and gain self-confidence
SURVEY SWIM II
• Safety topics
• Swim skills
SWIM ACTIVITY DAYS
• Water polo
• Snorkel
12-14

Special attention is given to the physiological condition of adolescence. Previously learned skills are further developed including movement skills, team sports, self-image, basic first aid, core strength, coordination, persistence, personal and social development. Students have physical education class four times per week.

INTERSCHOLASTIC SPORTS

Near North Montessori School has the following sports teams: co-ed track; boys flag football; boys and girls volleyball, basketball and soccer; a swim team; and water polo. Emphasis is on sportsmanship, skill development, and learning to put forth one's best effort within the context of a team endeavor.

Outdoor Education

6-9

Children travel to Wisconsin during the last week of school to participate in an overnight camp experience. The students develop skills in independence and collaborative learning. Children build a meaningful connection with the natural world and have hands-on experiences that deepen their interest and knowledge of subject areas presented throughout the year.

BENEFITS

• Develop confidence
• Deepen interpersonal skills through communal living
• Greater exposure to children outside their classroom
• Social bonding through shared experience

ACTIVITIES

• Nature study
• Fishing
• Cooperative games
• Canoeing
• Archery
• Arts and crafts
• Theater games
• Free play

9-12

Children travel to the Nature's Classroom Institute in East Troy, Wisconsin to spend five days in an immersive environmental education program. The students work with experts in the areas of sustainability and environmental science to develop a deeper understanding of the natural world and its interdependencies.

BENEFITS

• Instruction from specialized experts
• Holistic approach to environmental learning
• Increased need to work collaboratively

• Opportunity to relate to peers in a unique setting
ACTIVITIES
• Team building challenges
• Historical simulations
• Analysis of food consumption/waste
• Interaction with small farm including animals
12-14
Students spend a significant amount of time outdoors at this level. These outings include canoe trips, rock climbing trips, Flex Fridays, community service, Chicago neighborhoods visits, and the 8th grade trip to Washington, DC and New York City.
BENEFITS
• Resilience and perseverance
• Team work
• Self-confidence
• Community building
• Leadership
ACTIVITIES
• Map reading
• Use of public transit
• Canoeing and kayaking
• Menu planning and budgeting
• Campfire cooking
• Outdoor games
• Care of self
• Grace and courtesy on public transit, on city sidewalks, and in restaurants
30
Farmessori & Sustainability
0-3
Students are introduced to sustainable practices through their daily routines in the classroom environment, instilling early stewardship to the care of our earth.
GREEN ACTIVITIES
• Students recycle materials such as paper and plastic.
• Teachers plant seeds with the students.
• Students see the cycle of organic material from consumption to seeds to plants and back again to food.
• Through snack time, students learn about compostable materials and compost foods.
• Consistent observing and tending to plants' needs for watering are part of the children's daily experiences.
3-6

Students adhere to sustainable practices in the everyday life of the classroom, broadening their awareness and sense of responsibility and relationship to the earth. The ultimate goal is for students to become active stewards of the earth and to gain a greater understanding and appreciation for our relationship to the larger ecological environment.

GREEN ACTIVITIES

• Maintaining a vermiculture box / worm bin
• Contributing snack and lunch refuse to compost bins
• Recycling
• Conservation of water and raw materials
• Bird feeders
• Consistent observing and tending to plants' needs for watering are part of the students' daily experiences.

FARMESSORI

• Compost from classrooms used in Farmessori planting projects.
• Third year 3-6 students visit the Farmessori twice a month and receive guided lessons from our Urban Farm Coordinator.
• Vegetable seeds are planted and grown for use during the school year.
• Bulbs planted by the children in the fall at school are used for enjoyment and education in the spring.

6-9

Children at the 6-9 level are exposed to the needs and functions of plants in their classrooms. Having the opportunity to apply lessons learned in the classroom to a real life context of raising food from the seed to the table is a powerful learning experience. Hands-on learning promotes interest and retention of key concepts. Understanding the fundamental need for food is a goal for the 6-9 child.

THE FUNDAMENTAL NEEDS OF HUMANS CHART

• Augmented with a section on energy
• Illustrates that energy can come from many sources
• Energy sources need to be tapped in different ways
• Significant differences between renewable and non-renewable sources
• Booklets on energy are designed to parallel the other Fundamental Needs booklets
• All Fundamental Needs of Humans Chart booklets are moved to reusable, washable cloth folders

SUSTAINABILITY ACTIVITIES

• Composting
• No waste lunches
• Energy conservation
• Recycling
• Gardening

COMMITMENT TO
• Renewable resources
• Benefits of local farming
• Farm-to-table
• Food cycle
31
9-12
The 9-12 students understand the functions and classifications of plant life and the interconnectedness of the living world. The students explore the practical lessons of food production. Awareness is raised in areas of sustainable growing and consumption habits. The students gain practical lessons in botany as well as an understanding of how to make responsible and considered choices as consumers.
SUSTAINABILITY ACTIVITIES
• Students envision and draw possible extensions of the Ecozoic Era, imagining what a sustainable life may be like in the next 50 years.
• Students expand on the needs of the Time Line of Life: food, clothing, transportation, shelter, defense, and technology, especially regarding communication
• Composting
• Gardening
• Recycling
• Food deserts
• Healthy neighborhoods
• Farm as a community organizing tool
• Systems and interdependencies

12-14
The 12-14 students learn about sustainability through hands-on work at the Farmessori. A combination of intellectual thought and physical labor help them better understand the delicate interconnectedness between humans and the environment. The Farmessori is closely connected to the 12-14 science curriculum, including earth science, interdependencies, and botany.
SUSTAINABILITY ACTIVITIES
• Micro-economy with an eco-friendly focus on self-sustaining projects
• Ongoing composting and recycling projects
• Rain barrel workshops
• Greenhouse work
• Gardening and Farmessori work
• Maintenance of the Farmessori chickens and bees
• Honey harvesting and production
• Use of Google docs and technology to reduce paper usage
• Use of public transportation or walking on Flex Fridays

• Food cycles
• Connecting Sandwich Shoppe and the Farmessori
• Construction of the outdoor classroom
• Construction of the brick oven

Diversity & Inclusion

Diversity, in its most simple form, means difference. At NNMS, diversity includes race, ethnicity, religion, family composition, family traditions, sexual identity, ability, and socioeconomic status. While we seek to respect all differences that community members find meaningful, we ultimately believe that our diversity at NNMS is possible because of a key similarity: shared values. All students of different religions, race, and ability experience equity in education because of a shared respect for learning and an environment in which ideas are freely exchanged. At NNMS we seek to understand diversity through the eyes of a child. We offer each child "windows" and "mirrors." Windows are those moments that allow us to understand and acknowledge the realities of others' experiences. An environment of windows allows community members to interact with and form deep bonds with people who are different from themselves, allowing them to explore beyond their own experiences. Mirrors are those moments in which we see our own lives, experiences, preferences, and culture reflected back to us. An environment of mirrors, in which all members of our community experience the validation and security of interacting with others who are similar to them, is part of what creates the relaxed environment so important to learning and building community. Windows and mirrors support the Montessori practice of educating through experience, exploration and collaboration, and further the Montessori ideal of education as a path to global justice and peace. We also work with the idea of being allies to one another in the classroom and in the school. This can take many forms, such as speaking up when antisocial remarks are made or resolving conflicts in thoughtful ways. Students as allies demonstrate and value diversity and inclusion. Working with each age group according to their developmental readiness, topics of diversity and anti-bias curriculum are introduced. Topics also arise spontaneously from the students' own interactions and independent studies. Teachers build on these opportunities, supporting the children's development of cross-cultural competence. What is important about diversity is that it offers a way to affirm the self and a way to understand others. The following goals were developed by Louise Derman-Sparks in her book, Anti-Bias Curriculum. They are a starting point for the toddler, 3-6, and 6-9 classrooms.

GOALS OF ANTI-BIAS
CURRICULUM

GOAL 1

Each child will demonstrate awareness, confidence, family pride, and positive social identities.

GOAL 2
Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
GOAL 3
Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
GOAL 4
Each child will demonstrate empowerment and the skills to act as an ally, with others or alone, against prejudice and/or discriminatory actions. As the students get older and move through the 9-12 and 12- 14, the curriculum includes projects that focus on the history and causes of oppression and of social justice movements. Such work for this age group can be formative in their growing identity as members of the wider society.

Sample: 3–6 Progress Report

Not in its original format, and not including Art, Music, & PE

Children's House Progress Report
Name:
Birthday:
Guide:
Reporting Period:

	1st term	2nd term
Absent		
Tardy		

The purpose of this report is to communicate with parents the development of the whole child as we see it within the classroom. The psychological, social and emotional characteristics are what we focus our efforts on in the Montessori classroom.

This Progress Report contains:

- An assessment of your child
- Ways to support your child's learning

If you have any concerns or questions, please arrange for a conference with the Guide to discuss them. Please continue to take an active role in your child's education. Together, we can meet the needs of each and every child.

Key: ¤ = presented
< = working on
∆ = independent

A child's work is to create the man he will become. An adult works to perfect the environment but a child works to perfect himself.

Maria Montessori

Independence

Independence is the ultimate goal in the classroom because through independence the human potential of the child is fulfilled and the result is joyous.

	1	2
Exploration of environment		
Care of self		
Care of environment		
Able to follow simple direction 1-2 steps		
Able to follow complex directions 3+ steps		

Communication

Hand in hand with independence is communication. Since the child in the first plane of development is in a sensitive period for language, this is carefully fostered in the Children's House classroom.

	1	2
Uses language to express needs & wants		
Appropriately seeks help when needed		

Interacts cooperatively with peers		
Interacts well & cooperatively with adults		
Tries to resolve conflicts appropriately		
Shares thoughts & ideas		
Enjoys helping others & sharing knowledge		
Follows verbal direction individually		
Follows verbal direction in group		

Work Characteristics

Children's House children come into the classroom with the purpose of forming the individual. As they begin to reap the benefits of the environment they delve into this inner work.

	1	**2**
Ability to choose activities		
Focus during chosen activity		
Completion of task		
Follow through with presented materials		
Follows classroom routines		
Cares and respects materials		
Uses time constructively		
Prefers familiar work		
Seeks out new work		

Order

Another sensitive period for children in the first plane is that of order. Children require consistency and in this find their own inner organization.

The Montessori classroom aims at providing an environment conducive to this sensitive period.

	1	2
Ability to organize work independently		
Demonstrates a sense of order in their work		
Can follow the sequence of an activity		

Movement

Children between the ages of 3 and 6 go through a sensitive period for movement. Development of skills in this area comes through opportunity and is part of each and every activity in the Montessori classroom.

	1	2
Grasps accurately		
Crosses the mid-line		
Pincer accurately		
Users appropriate pencil grasp		
Holds scissors correctly		
Cuts accurately		
Demonstrates body/space awareness		
Gross Motor		

Sensorial

All learning occurs through the senses. The sensorial materials invite the children to explore and discriminate by way of color, size, shape,

temperature, smell, touch, and sound. Well-developed senses prepare the mind and set the child on the road for life-long learning.

	1	2
Colors:		
Primary		
Secondary		
Color Grading		
Shapes:		
2-dimensional		
3-dimensional		
Visual Discrimination		
Auditory Discrimination		
Smell Discrimination		
Taste Discrimination		

Language

In Montessori, the acquisition of language occurs through different means. Through isolating the sounds that letters make and tracing their shape on sandpaper, the children learn to build words and simultaneously develop fine motor skills using the natural circular motion of cursive writing. Almost magically, the world of language takes the child by the hand.

Reading	1	2
Pre-Reading Skills		
Matching		

Sequencing		
Sorts & classifies objects/information		
Rhyming		
Listens to story and can retell parts		
Reading Skills		
Recognizes letters in Manuscript		
Recognizes letters in Cursive		
Initial sounds		
Final sounds		
Short vowel sounds		
Long vowel sounds		
Reads simple sentences		
Recognizes own: First name Last name		
Dolch List/Puzzle Words		
Compound Words		

Writing	**1**	**2**
Traces		
Draws		
Appropriately forms letters in Manuscript		
Appropriately forms letters in Cursive		
Writes first name		

Writes full name (using lower case letters w/initial capital)		
Writes words		
Writes sentences		
Writes independently using phonetic spelling basis		
Attempts to write numerals		
Appropriately forms numerals		

Grammar	1	2
Nouns		
Verbs		
Prepositions		
Adjectives		
Adverbs		
Pronouns		
Conjunctions		
Interjections		

Mathematics

The child can visually see and physically feel the materials throughout their work. They are self-correcting and allow for much repetition. This helps the child move from the concrete to the abstract. The materials are sequenced, manipulative, precise, and orderly to assist the child in the acquisition of a solid math foundation.

	1	2

Counts objects 1-10		
Recognition of numbers 1-10		
Counts 11-20		
Recognition of numbers 11-20		
Counts 20-100		
Recognition of numbers 20-100		
Recognizes Greater/Less than		
Decimal System		
Addition:		
Static (w/o carrying)		
Dynamic (w/ carrying)		
Multiplication:		
Static (w/o carrying)		
Dynamic (w/ carrying)		
Subtraction:		
Static (w/o carrying)		
Dynamic (w/ carrying)		
Division:		
Static		
Dynamic		
Fractions		
Time		
Money		

Culture

The world of the child in the first plane of development is home, school, and anywhere their family takes them. The Montessori environment exposes the child to world-wide traditions and cultures through hands-on activities, art, music, and food.

The children have been exposed to the following checked areas. They are acquiring knowledge to explore and learn even further.

Geography

1 2

Sandpaper & painted globes
Cultural diversity
Land forms:
Lake:Island
Gulf:Peninsula
Strait:Isthmus
Bay:Cape
Lake System:Archipelago
The Continents
Maps & puzzles
Maps & labels

Physical Science

1 2

States of matter: Solid, Liquid, Gas
Water
Light
Air
Sound
Heat
Rocks
Weight
Weather
Magnetism
Friction
Planets

Zoology

1 2

Caring for the animals in their environment
Living/Non-Living
Vertebrates/Invertebrates

External Parts of Vertebrates

Fish
Amphibian
Reptile
Bird
Mammal

Botany

Caring for plants in their environment
Trees: parts, types, shapes
Roots: parts, types, shapes
Flowers: parts, types, shapes
Plants: parts, types, shapes
Leaves: parts types, shapes
Seeds: parts, types, shapes
Gardening: planting, growing, harvesting

Comments:

Tab. 8

Performance Measures (Indicators)

TAB 8

Charter School Name: Peridot Montessori Charter School

Indicator and Measure
Target
Documentation to be Provided by School

<u>Student Academic Proficiency: State Assessments</u>
Measure 1: Proficiency on State Assessments in reading.

80% Year 2
90% Year 5

Student Academic Proficiency: State Assessments
Measure 2: Proficiency on State Assessments in math.

76% Year 2
90% Year 5

Student Academic Proficiency: School Selected Assessments
Measure 1: Growth on school selected standardized test in reading.

Mastery to skills to grade level on Montessori Compass Rubric
80% Year 2
90% Year 5

Student Academic Proficiency: School Selected Assessments
Measure 2: Growth on school selected standardized test in math.

Mastery of skills to grade level on Montessori Compass Rubric
80% Year 2
90% Year 5

Student Academic Proficiency: School Selected Assessments

Student Academic Proficiency: School Selected Assessments
Measure 4: Proficiency on school selected standardized test in reading.
Mastery to skills to grade level on Montessori Compass Rubric
80% Year 2
90% Year 5

Student Academic Proficiency: School Selected Assessments
Measure 5: Proficiency on school selected standardized test in math.
Mastery to skills to grade level on Montessori Compass Rubric
80% Year 2
90% Year 5

Student Academic Proficiency: School Selected Assessments
Measure 6: Proficiency on school designed assessment program measuring reading growth

Mastery to skills to grade level on Montessori Compass Rubric
80% Year 2

90% Year 5

Student Academic Growth: State Assessments
Measure 1: Same cohort growth on State Assessment in ELA

Mastery to skills to grade level on Montessori Compass Rubric
80% show growth Year 2
90% show growth Year 5

Student Academic Growth: State Assessments
Measure 2: Same cohort growth on State Assessment in math

Mastery to skills to grade level on Montessori Compass Rubric
80% show growth Year 2
90% show growth Year 5

Student Academic Growth: State Assessments
Measure 3: Successive cohort growth on State Assessment in ELA

Mastery to skills to grade level on Montessori Compass Rubric
80% show growth Year 2
90% show growth Year 5

Student Academic Growth: State Assessments
Measure 4: Successive cohort growth on State Assessment in math

Mastery to skills to grade level on Montessori Compass Rubric
80% show growth Year 2
90% show growth Year 5

Achievement Gaps
Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.

All students with proficiency or growth gaps will receive further assessments and assistance

Achievement Gaps
Measure 2: Gaps in proficiency and growth between major student subgroups on school selected assessment

All students with proficiency or growth gaps will receive further assessments and assistance

Achievement Gaps

Student Attendance
Measure 1: Average Daily Attendance Rate

Any student with eight (8) or more absences will be assigned a team to assist in barriers to school attendance.

Student Enrollment
Measure 1: Maintaining student enrollment throughout the year.
Any student with eight (8) or more absences will be assigned a team to assist in barriers to school attendance.

Student Enrollment
Measure 2: Student re-enrollment from one year to the next
Students will be asked to re-enroll before the last week in February - the lottery date.

Student Enrollment
Measure 3: Student enrolled continuously for multiple years

Enrollment is tracked daily. Exit questionnaires are given to all parents withdrawing a student.

Financial Performance and Sustainability
Measure 1: Budget versus actual revenue and expenditures

To be evaluated monthly

Governance Board Performance & Stewardship
Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations

Board as real time access to accounts. Monthly reported is submitted by the ED and entered into the public minutes.

Adequacy of Facilities Maintenance in Support of Program

Measure 1: Facility meets State standards

All licenses, reports, and inspections are maintained and displayed.

Transportation & Food Service
Measure 1: Record of costs and student utilization
Costs are recorded and analyzed monthly for efficiency.

Transportation & Food Service
Measure 2: Record of costs and student utilization

If we have a food service: students participate and generally enjoy the healthy food.

School Social and Academic Climate
Measure 1: Instances of bullying, harassment, or other abusive practices.

All instances are recorded and reported

School Social and Academic Climate
Measure 2: Confidential survey of parents, staff, and students.

Yearly parent/student surveys are conducted. Exit questionnaires are requested.

Parent and Community Engagement
Measure 1:

Number of parents in Parent/Faculty Association

Parent and Community Engagement
Measure 2:

Number of business donating to our auction

Parent and Community Engagement
Measure 3:

Amount of positive press about the school and students
P/CSC/Monitoring/Monitoring-Perf. Indicators/4-2015 BLANK
School Performance Measures.
Parent and Community Engagement
Measure 4:

Number of parents expressing satisfaction with our program.
P/CSC/RFP TABS EXH A-E/ TAB 8 Performance Measures.

A.5. School Climate and Discipline

We have one basic rule: Each person in the school is expected to respect themselves, others, and the environment. We use the query method to help each person decide if their behavior is respectful, especially to themselves.

The Montessori curriculum has always included grace and courtesy. We teach peace education on a regular basis. We believe that often disputes arise when students do not have the language needed to overcome differences. Therefore, we teach and practice through role-playing using language that will assist in conflict resolutions.

In the younger classrooms the students use a “peace rose” as a “talking stick”. The person holding the rose may approach another student to discuss a situation. The other student is taught that they must listen to the student with the rose without interrupting. Once the first student has said their piece, then the other student is given the rose and allowed to speak. The students are to pass the rose back and forth until they have resolved their issue. Once they have come to a conclusion, they are to hold the rose together and pronounce “We declare peace.” The rose is put back on the shelf and the students resume their work.

In most older classrooms, the students have a peace table, usually with an object that can be easily held to indicate who has permission to speak at that point. They are to sit together to work out their differences until a solution that is acceptable to both parties is reached.

With all students, if they come to an impasse, they may ask for a teacher’s assistance to help sort out the situation. The teachers do not get involved unless they are asked, or if the volume gets too loud for the situation, the students may be asked to use their inside voices. The teachers practice active listening with the students and teach them how to listen carefully to what others are saying as well. All conflicts are teachable moments. The teacher may witness an event that s/he will bring to meeting time to teach how to resolve a conflict. Giving the students effective language to use and letting them role-play when emotions are not involved.

Another part of our culture is to garner an agreement with the students at the beginning of each year as to how they expect themselves and others to interact in the classroom

and on the school grounds. We remind the students daily for at least the first three months, what they have decided is the way they would like to interact. When a teacher does have to remind a student of a negative behavior, they are only pointing out what the student already agreed was the desired behavior. Therefore, the students are considered in control and the teachers are there to help remind them.

If behaviors get out of control and a student needs some extra help, we rely on logical consequences to situations. When needed, a student may be expected to make restitution for their behavior. For example, a student decides to act out in class, disturbing everyone's work. Gentle reminders and redirection has not changed the persistent disruptive behavior. The teacher may point out to the student privately that their behavior has taken a lot of instructional time away from the other students. The student and the teacher may agree that the student will do some extra research on a topic of interest to the class and present their findings. This helps the student "pay" back the time he used, and gives him the extra attention he seems to need, in a positive form.

We endeavor to keep students busy with self-chosen activities ("works") which they enjoy, therefore leaving little time for errant behaviors. In rare cases, however, a child will be out of sorts with themselves. In these cases, we may send a child home for the rest of the day to regain their composure. We do not make this punitive, and we remind the student that they are welcome back tomorrow when they are feeling better.

In very extreme situations, a student may be asked to seek professional medical help before returning to campus. In such cases, a team of teachers, parents, administrators, and other professionals, will convene to map out the best course of study for the student.

As with all schools, if a student puts themselves or others at perilous risk, such as, but not limited to, bringing firearms or weapons to school, or continually threatening others on campus, a student may be expelled. In such cases, the student will have the right of appeal with the school board. The school board's decision will be the final say.

Although we do not have a "no tolerance" policy, it is our responsibility to keep all children and staff safe.

Staff training and support: The staff is considered the experts helping the students navigate their social and emotional issues during the day. The staff have sectional meeting three (3) times a month to discuss various issues, including student behavior, or concerns for a particular student. At times, the teachers may feel that they would like extra support evaluating a particular child's behaviors. Teachers and administrators

work together for all students in the school. If an issue arises that the staff feel is beyond their scope, they will request a meeting with the parents to discuss what further steps would be wise to take next. This may include consulting other experts, including, but not limited to medical staff. We work with the families until an issue is resolved.

Teachers may receive additional training through their continued education classes to stay updated on the latest information about child support techniques. However, the Montessori training is generally very thorough.

Family Involvement: Family involvement is very important to us. Parents are able to stay informed of their child's progress through the Montessori Compass program. The parents may call or email the teachers, or request meetings at any time during the year. There are three (3) formal meetings. Parents may observe in the classroom using the observation guidelines. Parents are encouraged to join the Parent/Faculty Association dedicated to supporting the school in various ways and gathering families together throughout the year. The ED has an open door policy and welcomes conversations with all parents about any issues that might arise and endeavors to respond to each issue as swiftly as possible or is able to explain why we operate the way we do. The school also will conduct exit interviews.

Along with the education nights that the school provides, we would like to have several opportunities for families to have "fun raising" activities, like school fairs, game nights, picnics, and other non-academic events.

Emergencies: If an emergency arises that requires the removal of students from the campus, the emergency procedures that the teachers have and have practiced will be carried out. The children will be conducted to a pre-arranged, safe place and their parents will be contacted as time permits.

Laws, rules, and regulations: The ED and the board take the responsibility to make sure that all laws, rules, and regulations are adhered to in all aspects of running the school, maintaining the charter, retaining licenses and permits, and taking care of the business aspect of running the school. The board and ED may delegate actions, but will take responsibility to follow up that the appropriate actions were taken.

Tab 9. School Discipline Policy

Discipline

Our school rules are

- **Respect yourself**
- **Respect others**
- **Respect the materials and the environment**

These rules are easy for children to understand and help children build confidence in their ability to successfully function in the school environment.

Overview:

Each person in the school is expected to **respect themselves, others, and the environment**. We use the query method to help each person decide if their behavior is respectful, especially to themselves.

The Montessori curriculum has always included grace and courtesy. We teach peace education on a regular basis. We believe that often disputes arise when students do not have the language needed to overcome differences. Therefore, we teach and practice, through role-playing, language that will assist in conflict resolutions.

In the younger classrooms the students use “a peace rose” as a “talking stick”. The person holding the rose may approach another student to discuss a “situation. The other student is taught that they must listen to the student with the rose without interrupting. When the first student has said their peace, then the other student is given the rose and allowed to speak. The students are to pass the rose back and forth until they have resolved their issue. Once they have come to a conclusion, they are to hold the rose together and pronounce. “We declare peace.” The rose is put back on the shelf and the students resume their work.

In most older classrooms, the students have a peace table, usually with an object to hold to indicate who has permission to speak at that point. They are to sit together to work out their differences until a solution that is acceptable to both parties is reached.

With all students, if they come to an impasse, they may ask for a teacher’s assistance to help sort out the situation. The teachers do not get involved unless they are asked, or if the volume gets too loud for the situation. At this point, the students may be asked to use their inside voices. The teachers practice active listening with the students and teach them how to listen carefully to what others are saying. All conflicts are teachable moments. The teacher may witness an event that can be presented at meeting time to

teach how to resolve a conflict. This gives the students effective language to use and lets them role-play when emotions are not involved.

Another part of our culture is to encourage the students to develop an agreement at the beginning of each year outlining how they expect themselves and others to interact in the classroom and on the school grounds. We remind the students daily for at least the first three months about what they decided was the way they would like to interact. When a teacher does have to remind a student of a negative behavior, they are only pointing out what the student already agreed was the desired behavior. Therefore, the students are considered in control and the teachers are there to help remind them.

If behaviors get out of control and a student needs some extra help, we rely on logical consequences to situations. When needed, a student may be expected to make restitution for their behavior. For example, a student decides to act out in class, disturbing everyone's work. Gentle reminders and redirection has not changed the persistent disruptive behavior. The teacher may point out to the student privately that their behavior has taken a lot of instructional time away from the other students. The student and the teacher may agree that the student will do some extra research on a topic of interest to the class and present their findings. This helps the student "pay" back the time he used, and gives that child the extra attention he seems to need, in a positive form.

We endeavor to keep students busy with self-chosen activities ("works") which they enjoy, therefore leaving little time for errant behaviors. In rare cases, however, a child will be out of sorts with themselves. In these cases, we may send a child home for the rest of the day to regain their composure. We do not make this punitive, and we remind the student that they are welcome back tomorrow when they are feeling better.

In very extreme situations, a student may be asked to seek professional medical help before returning to campus. In such cases, a team of teachers, parents, administrators, and other professionals will convene to map out the best course of study for the student.

As with all schools, if a student puts themselves or others at perilous risk, such as, but not limited to, bringing firearms or weapons to school, or continually threatening others on campus, a student may be expelled. In such cases, the student will have the right of appeal with the school board. The school board's decision will be the final say.

Although we do not have a "no tolerance" policy, it is our responsibility to keep all children and staff safe.

Redirection: Our discipline policy is founded on a belief that children respond best to positive redirection. We will use separation only after redirection to another activity fails.

Example: CHILD 1 is working with a material on a rug when CHILD 2 attempts to use those same materials.. The appropriate way for CHILD 2 to initiate interaction with CHILD 1 is 1) to ask if they can work together, or 2) ask if CHILD 2 may watch CHILD 1 while CHILD 1 works.

To help children accomplish this form of cooperation, we teach children to use words to ask permission, rather than to use their bodies to interrupt other children or a work in progress. CHILD 1 has the right to refuse politely to work with other children, and CHILD 2 must respect this request to work alone. At this point, CHILD 2 can self-direct to another area, or the teacher may redirect CHILD 2 to another work or similar work.

In general, positive phrases are more readily heeded than negative ones. Here are some examples:

POSITIVE	**NEGATIVE**
Please walk	Don't run
Use an inside voice.	Stop yelling.
Chairs are for sitting.	Don't stand on that.

Some behaviors require the use of negatives, particularly those that violate the 3 respect rules, such as "Stop that is dangerous.", "That's not okay", or "No." Children require limits and frequent misbehavior following instruction on appropriate behavior is often a sign that children are testing or looking for limits. Please give your children what they need to grow safely and happily.

Natural Consequences: When correction is needed, a natural consequence for a behavior is necessary for the "punishment" to have any meaning for children. For instance: children who write graffiti on school furniture/walls are required to scrub school furniture/walls, not write 100 times on a piece of paper, "I will not write on furniture or walls."

Children and Teachers: One additional safety rule we enforce strictly: Children must not run away from a teacher. After one warning per school year, children will be sent home for this behavior. Teachers and children mutually require verbally, physically, and emotionally respectful treatment towards each other. All children are welcome to return to school the next day with a fresh start.

Children and Other Children: **Children who hurt other children are required to stay with the children they hurt, and to do what they can to help the injured children "feel better,"** whether this means reading the children a story until they feel better, or getting a piece of ice for bumps and bruises and a tissue for tears. Of course, children do not administer physical first aid to other children, but they can administer "emotional" first aid. Children who call names can be required to say or write five nice things about the person they insulted. These are examples of natural consequences, where the "punishment" is related to the "crime."

Children and Materials: **Children who break or damage materials are required to replace or repair the materials, regardless of whether the damage was accidental or intentional.** Maria Montessori said that education was a preparation for life. Perhaps you have been in an auto collision with someone who "just didn't see you," or "couldn't stop in time." They hit you accidentally. Of course, you still expect the party at fault to pay for damages. The same holds true for children. It is crucial for children to be given the privilege of taking responsibility for their actions. As adults, we are unable to "get into children's heads" to learn if intentions were malicious or accidental. Classroom investigations into the motives behind mishaps can also be fruitless, and take away valuable minutes from both the children's classroom time and the teacher's instruction time. Rather, children may use a clear, coin-collection jar at home to gather earned funds towards replacing a material. This lets them see their hard work translate into a responsible solution to the broken/damaged material.

Tab 10. School Seclusion and Restriction Policy

At Peridot Montessori Charter School all people (children and adults) are expected to act respectfully. All children are in a least restrictive environment. However, in very rare occasions students experience special circumstances which prompt dangerous behaviors. In these cases, all staff are trained at the beginning of each school year to evaluate potentially dangerous situations for a child or children. If restriction of movement is deemed absolutely necessary, the staff are trained in the proper technique to keep a child and the adult safe. This is ONLY used in extreme cases where all other avenues for modified behavior have been explored. This technique is not used for longer than 15 minutes, with assistance called as soon as the hold has commenced. All actions and behaviors are documented and reviewed after an event.

If it is deemed absolutely necessary for a child to be secluded from their peers for any amount of time, the child shall be in a room with windows, with a qualified adult, for the shortest time necessary for the child to regain composure. All events must be documented and a mandatory meeting with the parents, teachers, and administrators

must be held at the earliest possible time to review the situation and assist in the prevention of further incidents that might lead to seclusion.

When Montessori talks about discipline as “redirection first, and then separation from the situation” it does not refer to seclusion or isolation. It refers to helping students make choices in the classroom that are respectful of others and the “work”.

Our expectations are that all staff know, understand, and go way beyond Bill H.R.4247/S.2860.

Tab 11. Emergency Response Guide

PMCS Emergency Preparedness Plan
This plan assumes a school serving approximately 275 students.

I. Purpose
The purpose of this Emergency Response Plan is to provide a useful framework for coping responsively with the various disasters that could occur at PMCS and to assign responsibilities to meet these emergencies. The responses discussed herein have as their purposes:

1. Protection of members of the PMCS community from harm
2. Protection of PMCS property
3. Rapid and effective primary response to a variety of emergency situations
4. Effective collaboration and cooperation with the community and other organizations involved in the management of an emergency
5. Rapid restoration of the conditions of the learning community in the aftermath of an emergency response incident

II. General Provisions:
In order to promote effective implementation of emergency response, the following general provisions are made:

1. Emergency Response Planning: There will be an Emergency Preparedness Committee or subcommittee charged with review and approval of the Emergency Preparedness Plan covering procedures, training, supplies and operations, and budget. A copy of this plan will be available in the school office in a secure location.
2. Emergency Response Procedures: All staff, students, and parents will be informed of their role in emergency preparedness and will be provided with appropriate documentation as part of their respective handbooks, including emergency numbers and procedures appropriate to a variety of situations for which schools typically provide specific procedural guidelines and training.

a) Post-emergency responses shall be specified and, where appropriate, planned for budget

3. Emergency Response Readiness: Every effort will be made to promote staff and student awareness of their roles in emergency response and to provide adequate training.

4. Supplies and Operations: Emergency supplies and operational readiness will be assessed on a quarterly basis to ensure capabilities align with emergency response expectations.

5. Budget: There will be an annual emergency preparedness budget consistent with supplying the provisions outlined above.

III. Emergency Response Planning

The Emergency Preparedness Committee shall:

1. Conduct an Annual Audit of Emergency Response Supplies and Operational Readiness
2. Conduct an Annual Review and Revision of the Emergency Preparedness Plan
3. Draft the Annual Emergency Preparedness Plan, including:

a) Emergency Response Procedures
b) Training Plan
c) Operational and Supply Plan
d) Budget and Action Plan

4. Advise the Head of School and Board of recommended changes
5. Monitor implementation of the Plan under the direction of the Head of School

IV. Emergency Response Procedures

1. General Procedures

a) For teachers:
   i. Each teacher, administrator or staff member with specific authority over an area of the school shall take the Emergency Backpack with them in the event of drill or real emergency
   ii. Immediately upon arrival at the prescribed point, the faculty member shall check the students to see that all are present. A report of absentees shall be made immediately to the Emergency Coordinator (principal), who shall be checking with each teacher at the assembly area if such is possible/available.
   iii. The procedure assigned to the incident shall be implemented under the Teacher's direction

b) Teacher's emergency preparedness duties:
   i. Keep informed about the Emergency Response Plan of the school, know the part they play as teachers, and accept their responsibilities under the plan.

ii. To recognize emergency alarm signals and to know how to access secondary means of communication with the Emergency Coordinator in the event that primary means are lost
iii. To know the primary response to an alarm signal (lockdown, evacuation...)
iv. Keep emergency information and class roll book/list available at all times during an emergency.
v. Integrate recent and pertinent emergency preparedness data into regular learning center instruction.
vi. Include safety practices and emergency procedures as part of daily learning activities.
vii. Learn survival techniques and be prepared to assume responsibility for student care under emergency conditions.
viii. Know the whereabouts of their students at all times. They will use a roster checklist to account for all children.
ix. Be aware of the characteristics of "panic" and know some of the techniques for its control.
x. Know where children are to go, and what they are to do depending on the nature of the emergency.
xi. Make special provisions to assist handicapped students in evacuating the building. Use special education wagons where possible. Teach students to use a chair carry
xii. and to use it only under the direction of the teacher.
xiii. The head teacher from each team will check for all students from their grade and report to the lead secretary or to the principal.

c) Duties of Non-teaching Personnel
   i. Teacher assistants:
      1. Walk any students you have at the time of emergency to the designated spot of evacuation.
   ii. Assist as directed by head secretary.
   iii. Secretaries:
      1. Assist with communication and warning.
      2. Have on hand a complete list of children and staff and their phone numbers.
      3. Maintain a supply of first aid equipment.
      4. Monitor the use of telephone to keep lines free for emergency directors.

d) Duties of Custodian and Custodial Assistants:
   i. Assume responsibility for the safety factors of the physical plant during an emergency. Report structural defects to the principal.
   ii. Assume responsibility for the inspection and maintenance of fire-fighting equipment.

iii. Chart shutoff valves and switches for gas, water, and electricity. Add chart to Emergency Response Plan and post for others to use in an emergency.
iv. Assist in checking for power line or building damage for exit safety.
v. Head custodian will meet the fire and rescue personnel as they arrive.

e) Duties of School Food Service Personnel:
   i. Maintain facilities and equipment for the preparation and distribution of food and water.
   ii. Maintain quantities of food and water in quantities authorized by the principal or his designated representative during an emergency.

f) Duties of Students
   i. Students will make every effort to maintain a disciplined reaction to emergencies. Students will obey all directions from the teacher.
   ii. When exiting the building students should follow the teacher in an orderly manner. Students will exit in a single file line.
   iii. Students should assist the members of class that have handicaps. Use a chair carry when necessary, but only under the direction of the teacher.
   iv. Students should know appropriate actions to be taken when they arrive home. Please work with your parents to know and understand the actions your parents want you to follow.

g) Special Duties:
   i. Notification of district authorities: assistant secretaries
   ii. Notification of external organizations (police, fire...): Head Secretary
   iii. Alarm signals: Head Secretary, assistant secretaries, or any available office personnel under the direction of the in-force chain of command

2. Other Procedures:

The Emergency Preparedness Plan shall provide procedures for specific classes of emergency, including those cited below (for specific plans, see Attachments):

a) Bomb Threat
b) Emergency School Closure
c) Flood
d) Fire
e) Armed Intruder and Active Shooter
f) Utilities Emergency (such as loss of power)
g) Hazardous Materials
h) Injurious Incident

V. Emergency Response Readiness Plan

Readiness to respond in the event of an emergency consists in spreading awareness of procedures and roles in emergency response and practicing accomplishment of the response procedures.

The Emergency Preparedness Plan shall make provision for each type of expense implied by the readiness measures outlined below:

1. Posted Material:
   a) The Evacuation Procedure and Evacuation Routes are to be posted in each room
   b) Detailed procedures for responding to each type of emergency will be included in every Emergency Backpack
   c) Community emergency response organizations shall be supplied with the school's updated emergency contact list
2. Training:
   a) There shall be no fewer than 3 drills per semester involving the student body. These shall cover evacuation, lockdown, and disaster response respectively.
      i. Student release responses (e.g. In the event of injurious or fatal incidents) shall be covered by in-class or assembly education
   b) Classroom instruction in emergency procedures shall cover each class of emergency for which there is a specified procedure and shall occur at least once per semester, for example in the form of a 10-15 minute module. Class time can be allocated to multiple classes of emergency having similar characteristics of threat and response
   c) Teachers and staff shall receive annual training in emergency response, including special instruction in changes/additions to the plan

VI. Emergency Response Supplies and Operations

1. All classrooms will be provided with an Emergency Backpack that will contain emergency contact information, response plans for a variety of emergency situations, and other items detailed herein. Specific items to include:
   a) Flashlight
   b) Small first aid kit
   c) First aid instructions from Emergency Response Plan
   d) Class list (roll)
   e) Release form for students (see appendix)
   f) Hard candy and crackers
   g) Paper, 2 pencils, and small sharpener
   h) Pair of scissors
   i) Copies of the student's emergency information cards (including names of people
   j) who are authorized to pick that child up)
   k) Medical release form
   l) Emergency prescription medicine for students on medication
   m) Four liters of water and paper cups

2. Other supplies:

a) The Emergency Preparedness Committee shall be responsible for annually reviewing Procedures to determine specific supply needs and locations for those supplies.

3. Emergency response logistics and chain of command

a) When the school location is known, the Emergency Preparedness Committee shall recommend a location for a school Command Center, to be used in the event of evacuation or other incapacitation of the school's office. This location shall be reviewed annually in terms of availability and capacity to serve its role as a communications and coordination hub.

b) Chain of command:
   i. The Head of School is the presumptive leader/coordinator of all emergency response activities
   ii. The Head Teacher is second in command
   iii. Third in command are Head Cook, Teachers, Head Secretary, Special Education Teachers, and Custodian
   iv. Fourth in command are teaching and custodial aides, assistants, and students

c) Interpretation of the chain of command:
   i. The principal is in charge of the total school operation. He is the Emergency
   ii. coordinator.
   iii. The Emergency Coordinator directs and coordinates efforts of the Emergency Preparedness Committee.
   iv. When the principal is absent the Head Teacher will be in charge.
   v. The Staff Emergency Preparedness Sub-Committee coordinates the efforts of the faculty. The chair is in charge of the committee at all times.
   vi. Teachers are immediately in charge of their students. Classroom or specialty aids are not to take charge of students.
   vii. Secretaries work under the direction of the Head Secretary. Custodians work under the direction of the Head Custodian. Cafeteria workers are under the direction of the lunch supervisor. Teacher aides are under the direction of the head Special Education teacher.

VII. Emergency Response Budget

The budget of the Emergency Preparedness Plan shall foresee and make provisions for the expenses associated with all of the preparations discussed here to.

Tab 12. Anti-Bullying Policy/Tab 13. Anti-Harassment Policy

Anti-Bullying and Anti-Harassment Actions, Policies, and Procedures

I. Principles and Approach to Harassment and Bullying

Harassment and bullying harm students and damage the learning environment. PMCS will not tolerate harassment, or bullying, and will create an environment in which harassing and bullying behaviors are prevented, quickly identified, and resolved in a manner that is fair and healing.

Montessori schools hold at the center of their mission that each child develops to his/her full potential in a focused, supportive environment in which students learn and practice skills for addressing and resolving conflicts. Behavior that crosses lines therefore holds a special challenge for Montessori classrooms since it is expected that students will resolve daily conflicts but it is also recognized that there are times when teachers/administrators must intervene and that students must feel perfectly at ease seeking teacher/administrator intervention. Policies governing Harassment, Sexual Harassment, and Bullying must reflect the core values of Montessori education by addressing these issues in a Proactive, Open, Fair, and Restorative manner.

Proactive and Preventive: All members of the learning community know what is considered to be bullying or harassment, know that they have a right to expect a caring and considerate learning environment, and know what they should do when they feel that bullying or harassment is occurring. In a proactive environment, problems are brought to light early-on for resolution. A proactive and preventive approach to harassment and bullying are sewn into the fabric of PMCS through curriculum, teacher/staff observation, and school culture. .

1. Curricular Support: As students enter the Elementary program, they begin their exploration of the Montessori values of Freedom and Responsibility, which ties 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 neighborhoods and their own ideas. They also continue their work in Peace Education and honing conflict resolution skills.

   In Middle School, their collaborative work in Elementary is put into action as students begin to take on larger tasks within the community. The Peace Education Curriculum expands to include world peace and students' roles as global citizens.

   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 celebrate difference, and to step in to defend others.

In addition, PMCS will deliver a Bullying and Harassment Awareness curriculum coupled with take-home literature to elementary and middle-school aged students to help them to identify bullying and harassment situations and to take appropriate action.

2. Teacher Observation: Observation is a fundamental tool of all Montessori -trained educators, and it 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 allow teachers to monitor the social, emotional, and behavioral development of each student and foster effective learning, identifying when additional supports may be needed.

3. School Culture: Montessori schools both allow for independence and the fostering of collaboration. Students sit together as a whole class to reflect on what they are 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. As a result of multi -age grouping 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 in the school are partners in supporting their child'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 high -level incidents are prevente

Open: Members of the learning community understand that there is no penalty for reporting or otherwise seeking resolution of a situation. Students are encouraged to report situations at any time and to any adult member of the school community.

Fair: Those who identify themselves as victims of bullying or harassment shall be allowed to report their allegation without obstacle and without fear of exposure, retaliation, or judgment. They shall be under no obligation to make any report beyond that of the act in question. Accused parties shall be treated without judgment and with respect for their privacy and reputation and shall not be subject to restitution until a determination has been made as to the facts of the allegation. No student shall be demonized (e.g., morally labeled) or treated in a manner inappropriate to their age or other relevant developmental circumstance (e.g., be held fully culpable for an act they could not intentionally or physically commit).

Restorative: The goal of the school's policies and procedures shall be to restore the learning community such that all its members know that they possess and are entitled to dignity, respect, care, and safety.

II. Policies and Procedures

A. Definitions

1. Harassment: Harassment occurs when a member of the school community targets another member with actions that are unwarranted and harmful (such as by being physically or emotionally hurtful or offensive). Misbehavior, such as ordinary teasing, is not covered by this policy, but teasing may cross the line and become harassment by creating an environment of discrimination by targeting a characteristic protected by federal or state anti-discrimination law, by creating an environment of threat/intimidation (bullying), by pressuring a member of the community to engage in or support an unlawful act, by pressuring a member of the community to engage in any act that they have clearly signaled they regard as wrong or potentially harmful to themselves or others, by creating a persistent distraction that becomes emotionally harmful or damaging to the target's school performance, or by pressuring a member of the community to engage in a sexual act. Repetition, or a pattern of behavior, is often key to determining whether harassment or bullying has taken place. Starting a fight, for example, does not constitute bullying. However, sexual harassment may frequently be initiated by a single act. In the first instance the victim has not necessarily been targeted and it cannot reasonably be assumed that the aggressor intends to repeat the behavior, whereas sexual acts are generally personal, targeted, and frequently reflect an enduring motive to repeat the offense.

2. Sexual Harassment: Sexual harassment targets a victim with sexually suggestive or offensive acts. Examples of harassing behavior may include unwanted physical contact, foul language of an offensive sexual nature, sexual propositions, sexual jokes or remarks, obscene gestures, and displays of pornographic or sexually explicit pictures, drawings, or caricatures. Use of communications technology as media for the purpose of viewing, displaying, or disseminating material that is sexual in nature also constitutes harassing behavior to the extent that it constitutes deliberate, targeted speech and meets the same criteria for sexual harassment applied to unmediated communication.

3. Bullying: Bullying is a pattern of unwarranted, purposeful written, verbal, non -verbal, electronic, or physical behavior that creates an intimidating or hostile environment in which the target feels a threat of harm. Cyber bullying is bullying ena

digital communications, such as email, instant messages, and any form of Internet or social media posting. Unwarranted contact may take place in, or occur on, social networks, chat rooms, blogs, or cell phone text.

III. Policy for Addressing Harassment and Bullying

A. Scope of the Policy

This policy addresses the reporting, investigation, adjudication, assignment of consequences, and monitoring of policy effectiveness that will occur when an act of bullying or harassment (including cyber-bullying and cyber-harassment) has been alleged to have occurred within the PMCS community, committed on the part of students enrolled in the school at the time of the incident. The scope of this policy covers the prohibited acts of bullying, harassing or sexually harassing a member of the PMCS community. It will apply to the use of electronic devices as well as the use of school computers, programs, or networks. The scope of this prohibition is not limited to acts committed on school property.

B. Reporting of Incidents

The school has an open reporting system where any concerned person may report an incident of bullying or harassment.

Part I of the Bullying and Harassment Prevention and Intervention Reporting Form will be filed at that time and the alleged incident will be investigated by appropriate school personnel.

Designated school personnel will respond to the reporting party within 24 hours. Insofar as 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 the incident is being investigated and results will be shared as appropriate. We would like to emphasize that reporters and targets will not be subject to any retaliatory action because they have initiated a complaint.

C. Procedure

1. The Head of School or designee will begin an investigation. This may include further information -gathering involv
past incident reports, etc.) as well as speaking with other students or teachers. All

investigative meetings and conversations will be held in a private location. Notes will be taken and Part II of the Prevention and Intervention Reporting Form will be completed.

2. The appropriate school personnel will speak privately with the students 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 of behavior(s), past incidences, pattern of behavior, relationship between the parties, and the context in which the alleged incident occurred.

a. If the findings reveal a lack of intent to bully/harass, the student(s) will be directed to complete a conflict resolution session with the other student(s) involved. This will be facilitated by appropriate school personnel until it is sufficiently resolved.

b. If the findings reveal intent, the process will continue (step 3, below). At this time, the Bullying/Harassment Prevention and Intervention Reporting Form will be passed to the Head of School.

3. The parents/guardians of the aggressor(s) will be contacted and a meeting will be arranged to discuss the situation and the consequences as relevant to the severity of the incident with the Head of School or designee. The parents of the target(s) will be contacted and informed of the situation. The aggressor(s) student will not integrate into the school population until such time as this meeting occurs.

4. At the time of this meeting the following steps will be taken:

a. The student will explain what has happened and any background information leading to the incident.

b. Appropriate school personnel will acknowledge the integrity and truthfulness with which the student approached the situation and his/her willingness to take responsibilities for their action.

c. The parents will be given time to respond.

d. The Head of School or designee will state the consequences to be agreed upon by all parties.

e. The meeting will be recorded and signed by all present, reflecting agreement to the terms set within the meeting.

f. Part III of the Bullying/Harassment Prevention and Intervention Reporting Form will be completed and signed.

5. Follow up will include, but not be limited to the following:

a. All student(s) involved will have regular check -in sessions w personnel.

b. There will be a follow up session with the whole class to discuss and reinforce the community values.

c. The Head of School or designee will meet with the involved school personnel to debrief the incident, identify additional resources for the student(s) and the teacher(s) and refine the system.

6. Copies of the Incident Report and meeting reports will be filed.

D. Monitoring of Bullying Policy Implementation

The effectiveness and implementation of this policy will be monitored by the Head of School and reviewed at the close of any incidents. It will be revised as necessary. In addition, training protocols and prevention plans will be updated at least once every two years. Input will be solicited from teachers, parents and administrative personnel with respect to policy modification.

E. Prevention, Intervention, Remediation, and Consequences

PMCS recognizes that the prohibition of harassment and bullying in schools and wrongful reprisal or retaliation against individuals who report acts of harassment or bullying, as well as subsequent and standard consequences and remedial actions, cannot be effective as prevention and intervention methods unless they are included as a part of a whole-school prevention/intervention program.

Prevention will include:

- Annual professional development for administrators and staff to review classroom management strategies to reduce negative behaviors
- Classroom guidance lessons
- Anti-bullying and anti-harassment programs

Intervention/Remediation will include:

- Annual professional development to review policy and procedures for reporting harassment and bullying
- Education/intervention for the students exhibiting harassing or bullying behaviors will include teaching replacement behaviors, empathy, tolerance and sensitivity to diversity
- A continuum of interventions to prevent the harassing or bullying behavior from continuing to occur
- Utilizing student support staff members to provide additional assistance

Consequences and Remedial Actions will include:

Standard Consequences
• Time out
• Loss of a privilege
• Verbal reprimand
• Parental notification
• Written letter of apology to victim (after review by staff)
• In-school suspension
• Out-of-school suspension
• Long-term suspension
• Expulsion

Remedial Actions
• Parent/student conference
• Counseling with school counselor or other in-school support staff
• Behavioral contract
• Positive behavioral supports (i.e. functional behavioral assessment or behavior intervention plan)

Students who are entitled to the protections of the Individuals with Disabilities Education Improvement Act of 2004, as amended, or Section 504 of the Rehabilitation Act of 1973 shall be entitled to those protections even when found to have committed an act of harassment or bullying.

F. Criminal Acts

PMCS employees and board members enact the policies detailed herein under an overriding obligation to report/refer any allegations involving felonious criminal acts to the appropriate authority. This obligation specifically includes, but is not limited to, allegations of rape, molestation, and assault.

B. Organizational and Operational Plan

B.1. School Calendar and Daily Schedule

School Calendar

The school will start every year just before or just after Labor Day, depending on when Labor Day falls. It will end in mid-June, depending on snow days. We will build in three (3) snow days per year to alleviate the need to adjust the schedule too often. We will generally schedule 183 school days per year.

We will be closed for Labor Day, Columbus Day, Thanksgiving and the day after, a week and a half to two weeks around the end of December, Martin Luther King Day, a week of vacation in February, the Friday of the national Montessori conference (usually in March), a week of vacation in April, and Memorial Day.

We will close early on the Fridays before school breaks, and the last day of school.

We will have seven (7) weeks of summer camp every summer, open to the general public.

School Closures

The school will close for inclement weather or other emergencies, when it is deemed necessary by the school. Parents and staff will be informed as soon as the decision has been made by the Executive Director through phone messages on our main line, school website, local radio and TV stations, and Facebook. If the emergency is during the school day the parents will be called at the emergency numbers given to the office at enrollment.

Daily Schedule

Before-school care begins at 7:30 a.m., students may arrive 15 minutes prior to class at 8:30 a.m., school begins at 8:45 a.m., preschool and kindergarten have recess from 11:30 to 12:15, preschool ends at 12:15 a.m., lunch is at 12:30, recess for grades 1 - 8 is until 1 p.m., school ends at 3:15, students not attending after-school must leave by 3:30 p.m., after school care is until 5:30 p.m.

Tab 14. Sample Daily Schedule for one grade in each proposed division

Class Routine

Preschool/Kindergarten

8:45 – 9:00 Morning Meeting: Calendar, Group Lessons, Discussion
9:00 – 11:15 Independent Work Time with individual or small group lessons with the teacher.
11:15 – 11:30 Group Meeting: Language Development (songs, stories, role playing)
11:30 – 12:15 Outside Play: Gross Motor & Social Development
12:15 – 12:30 Prep
12:30 – 1:00 Lunch

1:00 – 1:30 Rest/Nap (nappers may nap until 2:30)
1:30 – 3:00 Independent Work Time w/ individual or small group less
3:00 – 3:15 Clean Up and Afternoon Meeting/Reflections
3:15 Dismissal

Grades 1 – 8

8:45 – 9:00 Morning Meeting: Group Lessons, Discussion
9:00 – 11:45 Independent Work Time with individual or small group lessons with the teacher
11:45 – 12:00 Prep
12:00 – 12:30 Lunch
12:30 – 1:00 Recess
1:00 – 3:00 Independent Work Time w/ individual or small group lessons
3:00 – 3:15 Clean Up and Afternoon Meeting/Reflections
3:15 Dismissal

Specials - Art, PE, Music will be scheduled during Independent work times

Tab 15. Annual Calendar for the first year of operation

Peridot Montessori Charter School Calendar
2016-2017

August 2016

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
T	T	T	T	T/F
*	30	31		

September 2016

M	T	W	TH	F
			1	2
X	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016

M	T	W	TH	F
3	4	5	6	TC
XC	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	X	X	X
28	29	30		

December 2016

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	E
X	X	X	X	X

January 2017

M	T	W	TH	F
TC	3	4	5	6
9	10	11	12	13
X	17	18	19	20
23	24	25	26	27
30	31			

February 2017

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
XC	XC	XC	XC	XC
27	28			

March 2017

M	T	W	TH	F
		1	2	3
6	7	8	9	T
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	XC
XC	XC	XC	XC	XC
24	25	26	27	28

May 2017

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	TC
X	30	31		

June 2017

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	#
T	T	21	22	23
S	27	28	29	30

July 2017

M	T	W	TH	F
X	X	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

X	= Whole School Closed
XC	= School Closed, Childcare Open
T	= Teacher Workday, Whole School Closed
TC	= Teacher Workday, Childcare Open
*	= First Day of Charter School
F	= Family Orientation
#	= Last Day of Charter School
S	= Summer Camp Begins
E	= Early Release

B.2. Student Recruitment and Enrollment

It is our intention to recruit children most in need of alternative educational settings. To do this, we will work with agencies already involved with identifying children with different needs, such as the Department of Health and Families, Head Start, Child and Family Opportunities, and the DOE.

We will have regular informational meetings. The times and locations will be posted in places that families attend regularly, such as doctor's offices, libraries, and grocery stores. We will have meetings during the day and night to accommodate various schedules. Before the school is open, we will hold meetings in public places that are easily accessed. Once the school has started, we will have bi-monthly, ninety minute meetings at the school.

The meetings will include a video of what to expect at a Montessori school with information ranging from curriculum to grace and courtesy. The meetings will review our scope and sequence and evaluation process. They will include what parents can expect from the school and what we expect from the parents. There will be plenty of time left for questions. If no questions are raised, we will review questions that people have had in the past.

We intend to hold a lottery for children when they are (two or) three years old for spots for when the child is eligible for free, public schooling in the four-year-old preschool program. We would like those parents to consider enrolling their child in the three-year-old preschool program. We intend to continue to raise money to assist parents with the tuition to be able to attend the three-year-old program, so that funding will not be a barrier. If a student is awarded a spot in the free, public school when they are older their space will be held for them whether they attend the three-year-old program or not.

Once we have been awarded our charter, we will start advertising in The Ellsworth American, on our website, our Facebook page, in libraries, grocery stores, doctor's offices, various children's gyms, and other places that parents feel will be helpful to spread the word.

We will hold our first lottery in the last week of February 2016. This lottery will be for three-year-olds eligible in 2017, four-year-olds eligible in 2016, kindergarteners eligible in 2016, and rising first through sixth graders. We will accept up to twenty-five (25) students per age group through third grade, and a combined twenty-five (25) fourth through sixth graders. We will accept 26 Kindergarteners.

In February of 2017, we will hold a lottery for three-year-olds eligible for Pre-Kindergarten in 2018. We will also open the lottery for any remaining spaces in the school for older children, or to allow students a place on our waiting list. Students remain on the waitlist until the student is offered a space. At that time they either accept a space or their name comes off the list. If they wish to reapply at a later date, they may do so.

At this time, in accordance with the law, students of founding board members, teachers, and siblings have priority for available spaces in the school. We would like to amend this to include alumni of the school. In an effort to build a strong community that will last through the years, we believe that it is important for future students to be able to have their children attend the school.

Rationale for expected population:

Hancock County has been a growing area for over the past ten years. It has some year round businesses and a large tourist trade in the summer. We would like to help Hancock County attract more year round businesses. Many families now look for academic choice for their children when they are evaluating a move.

Hancock County has experienced approximately a 1% population growth over the past 4 years. During this same time, Ellsworth has experienced 20% growth according to a mass media company mailing to new neighbors Growth is expected to continue over the next ten years. The population in 2014 is about 55,000 people. 17.8% are under 18 years of age. So our target population consists of about 6,000 students between the ages of three and fourteen. Our program will serve 251 school aged children and 24 three year old preschool children.

The following graph is the 2014 Hancock County school attendance, it does not include homeschoolers:

	4 y		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Hancock	142	4	506	488	495	507	515	514	523	450	506	493	501	476	496	6,616

Over the past twenty-five years there has been an interest in an alternative academic program for the area, based on interviews. There are three Montessori preschools in the county, but no elementary or middle school programs. There are many people homeschooling their children, because they do not feel that their children fit in the traditional programs. We know that there are wonderful schools in the county. We do not want to be viewed as competition for those exceptional schools. However, we

agree that there is room for an alternative program for those families that need something different.

Estimated Student Enrollment by Area PreK – 8 (not 3 y olds)

Areas	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
RSU #24	26	30	32	32	35
Ellsworth	40	40	40	45	50
Homeschoolers	50	59	70	70	70
South	10	15	20	25	30
West	10	15	20	25	30
North	15	17	24	29	35
Total # of Students	151	176	201	226	251

Assumptions: Many of our interested supporters are presently homeschooling one or more children. However, many of them have children in traditional programs as well. Based on our demographic information, we can accept more than 40 students from Ellsworth, and Ellsworth is growing. Fewer parents will want to send their children the longer distances from RSU #24 and the South, North, and West until the school is more well established.

Our outreach program for toddlers at risk should show a strong growth rate in outlying areas as the school grows.

Policy for Enrollment/Attendance/Withdrawal: As stated in our Parent Handbook (see appendix), enrollment for the charter school is through a lottery process conducted the last week of February. Applications are accepted year round. The lottery is held for four year old slots when children are two or three, so that they may attend the three year old program, if they wish. Children not accepted into the lottery are placed on a waitlist. Founding Board members, siblings, teacher's children, and alumni's children have first refusal of slots.

All children whose parents have accepted a slot are expected to make sure their child is in attendance on time every school day. We consider it disrespectful for students to arrive to school late. Excused absences are listed in the handbook. Children with excessive absences will be dealt with by the administration on a case by case basis, working with each family to find the barriers causing the in attendance.

Parents of students withdrawing from the school must do so in writing, signed and dated. The parents are requested to fill out an exit form. The school will send the student's records on within five (5) working days of a signed request form reaching the office. Withdrawals will be noted in the appropriate NEO forms.

Tab 16. **Projected Enrollment Table**

PreKY	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1 25	**26**	**25**	**25**	**25**	**5**	**5**	**5**	**5**	**5**
2 25	**26**	**25**	**25**	**25**	**25**	**7**	**6**	**6**	**6**
3 25	**26**	**25**	**25**	**25**	**25**	**25**	**9**	**8**	**8**
4 25	**26**	**25**	**25**	**25**	**25**	**25**	**25**	**15**	**10**
5 25	**26**	**25**	**25**	**25**	**25**	**25**	**25**	**25**	**25**

In addition to these numbers, we will also have 24 private three-year-olds in the program. This is important to note, as they will share the same space as the pre-K and K. This has been discussed with the Maine DOE for preschool accreditation and with the preschool authorities.

All endorsement letters are in the appendix.

B.3. Staffing and Human Resources

Staff Recruitment: The Executive Director has been identified by the board. This person will act as the Chief Financial Officer for at least the first year. This is one of the reasons we have chosen Quickbooks Online for real time oversight at any time, using GAAP procedures. More about this in Financial Management.

We have identified several members of the community interested in positions in the school, but are not available to be part of the application at this time. We have found in the past that hiring state certified teachers interested in pursuing a career in Montessori, works very well for long term retention of quality Montessori teachers. Once we have received our charter, we will start recruiting, first in our own neighborhood, and then on sites such as AMS, NAMTA, Montessori Foundation, Serving Schools, and School Spring. The ED will also attend Montessori conferences to recruit qualified staff.

Key personnel for our leadership team the first year will be the Curriculum Director and the Administrative Assistant (whose duties exceed the handbook description the first few years).

The job descriptions in the handbook cover the requirements and skills required of the teacher and teacher assistant positions.

Newly hired staff will be given all of the handbooks and policies and procedures to review before our first teacher workdays. Teachers not familiar with Montessori Compass will be given a tutorial and a mentor to navigate that system.

Professional Development: The ED and CD are responsible for letting staff know what professional development opportunities are available throughout the year. We have ten (10) teacher workdays, five (5) of these are dedicated to staff development; some on campus, some off campus. Three (3) of the first five (5) workdays before school starts are dedicated to everyone understanding the school policies and procedures, and staff development in a specific area chosen by the staff the previous year. In the first year, we will focus on the staff developing a comprehensive STEAM program using the Montessori Philosophy; and how to use the Montessori Compass program.

Part of our fundraising efforts will go towards Montessori Certification for teachers and assistants. Our long-range plans include starting a training program in the area, working with local colleges.

Our professional development is not limited to Montessori. As a STEAM school, we will recruit and develop teachers with these qualities. Recruiting dynamic teachers, always interested in continuing their education helps insure that the classrooms stay dynamic.

Staff members will be reimbursed for one (1) conference tuition per year.

Teachers have sectional meetings three (3) times a month. These meetings are an opportunity to share information, discuss issues with curriculum or a particular student, and focus on an academic area of development (for instance one year the group may

decide to further develop the Math area, etc.). Full staff meetings are held once a month to discuss issues pertinent to the whole staff that can't be written in a memo.

Assistant teachers and other non-certified personnel must take the Montessori Assistant Class, twenty (20) hours, within the first year of employment. If a staff member misses the one taught in house, it is their responsibility to find another similar program and attend it at their own expense.

Parent/Guardian Education: Ten (10) times a year the staff will hold education nights/weekends for parents to learn more about the Montessori curriculum and philosophy, so that parents are able to be effective partners in their child's development. These education opportunities may include things like Montessori Math, how we teach hands-on Science, or effective parenting strategies. Often these classes will be taught by staff, sometimes we will have guest speakers. We like to work with the Parent/Faculty Association to provide babysitting for these events, so that all parents are able to attend.

Effective: The school considers a teacher effective if the students are usually engaged and happy doing meaningful "work". The environment has to be orderly and inviting. The teacher has to maintain a prepared environment for the children in the room. The teacher knows where every child is academically, socially, emotionally, and physically and is able to anticipate their next need; including identifying any students with special needs. The teacher has effective, clear communication with students, staff, and parents. The teacher continues his/her own education.

Evaluation: Employees will receive a written performance evaluation annually. The evaluations are developed through formal and informal observations by the administration. The administrator solicits input from the teacher to identify strengths, challenges, and five to seven items the teacher would like to concentrate on over the course of the next year with expected processes and completion dates. These are written in a similar style as an IEP.

Tab 17. **First Year Staffing**

1st Year Staffing	**3 – 6 year olds**	**3 – 6 year olds**	**3 – 6 year olds**	**6 – 9 year olds**	**6 – 9 year olds**	**6 – 9 year olds**	**9 – 14 year olds**

Montessori	**1**	**1**	**1**				
Sp.Ed. 282 & 020							**1**
State Cert. & Mont. C.	**1**	**1**	**1**		**1**	**1**	**1**
Assistant	**1**	**1**	**1**	**1**	**1**	**1**	
.75 SC & MC, .25 Curr. Director				**1**			

We will have one (1) Executive Director & one (1) Secretary/Admin. Assistant

The three-year-olds program, through private funding, will fund the three assistants listed in the 3 – 6 year old classes.

Montessori teachers are considered generalist and often teach art, music, and PE in the class as part of the combined program. We intend to fund independent positions for these classes, as well as a technical teacher. However, in the beginning of the school's operation, we expect to find teachers able to multi-task and cover all of these classes that would be considered extras in other schools.

One of the teachers in the fourth through eighth grade class will have a Special Education and Regular Education certification the first year. This person will either have Montessori certification or be working towards it. This teacher will be paid out of the special education funds the second year; unless we have a larger number of children with IEPs the first that have their funds following them. It will be easier to find an assistant than a special education teacher in the middle of the year, if the need arises. We would rather be over-prepared in this area.

We are funding 10.75 equivalent teachers and 4 assistant teachers for 151 students at $6600/student/year. Plus $4,400/3-year-old/year for half-day enrollment, which equals

$1,102,200. Using the Self-Help Bank formula, that gives us $606,210 for teacher salaries and benefits.

We are funding 1.25 administrative positions, plus a secretary for $110,000, using the same formula. In this formula, we have not included the salaries of administrators and secretaries working with the before/after care and summer camps. These people will be paid separately through those tuitions.

Tab 18. Employee Handbook

Draft

Faculty Policy and Procedure Manual

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10 JOB DESCRIPTIONS

10.1 Director
10.2 a Assistant Director for Children's House
Pre-primary & K
10.2b Assistant Director for Elementary
10.2c Assistant Director for Middle School
10.2d Assistant Director for Educational Regulation
10.2e Assistant Director for Before/ After School Programs

10.3 Administrative Assistant
10.4 Business Manager
10.5a Special Programs Administrator
10.5b Special Programs Coordinator
10.5c Speech/Language Therapist
10.5d Physical Therapist
10.5e Occupational Therapist
10.5f Other Special Service Providers
10.6a Teacher Section Leader
10.6b Teacher
10.6c Mentor Teacher
10.7 Intern
10.8a Teacher Assistant
10.8b Afternoon Teacher Assistant
10.9 Physical Education Teacher
10.10 Art Teacher
10.11a Cook
10.11b Assistant Cook

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Current School Year

Calendar "Thorn or a Rose"

Form Accident Report

Incident Report

Playground Rules

Field Trip Permission Slip

Observation of Children

Forms

Sign In/Sign Out Forms (for Children)

Welcome

1.1 Welcome!

Welcome to Peridot Montessori Charter School (PMCS). You are now an important member of a team of educators who have dedicated their professional lives to children.

Please read this faculty handbook carefully. It is your guide to your tenure at Peridot Montessori Charter School. Then, please initial, date, sign, and return the receipt for this faculty manual to the school office. This receipt will become part of your employee record.

If you have a constructive suggestion, ideas, or comments regarding this manual or any other aspect of your employment at Peridot Montessori Charter School (PMCS), please deliver a note to or make an appointment with your administrator.

Please note: This manual is the property of Peridot Montessori Charter School. You must return this manual to an administrator in the school office at the end of your employment. A $75 fee will be deducted from the final paycheck for manuals not returned upon termination of employment. The manuals may not be duplicated or sold without permission.

Basic Information

1.2

School Physical Address

Peridot Montessori Charter School

Place holder

Hancock County, Maine

School Electronic Address

E-mail: info@peridotmontessori.org (use for general business)

Website: www.peridotmontessori.org

Federal Tax ID Number

#47-46200707

Telephone/Fax Numbers

Main Phone Number/Voice Mail:
(207)XXX-XXXX

Fax Number: (207)XXX-XXXX

All staff members have their own voice mailbox. If you do not know your classroom's extension, please contact main office for further information.

General Organization Chart

1.3

State of Maine, State Board of Education
State of Maine, Department of Education
State of Maine, Division of Child

Development

Stanwood Educational Foundation Board of Directors

Appointed members include: President, Vice President, Treasurer, Secretary, Members of Community

Executive Director

Curriculum Director, Special Education Director, Middle

School Director

Educational Section Leaders 3–6, 6–9, 9–12, 12–14

Teachers, Interns and Assistants Support Personal

Administrative Assistant; Cook; Business Manager, Outside Contractors, including: Accountant, Attorney, Site Manager, Custodian, Landscaper Parent Faculty Association

Parent Volunteers Students and Families

PRE-SCHOOL/CHARTER SCHOOL OVERVIEW

1.4

Peridot Montessori Preschool is:

O A full-day, ten month Montessori three-year-old preschool program which offers an optional summer camp

O Licensed by the State of Maine, Division of Child & Families, as a childcare and preschool facility

O Overseen by the Stanwood Educational Foundation: A non-profit organization

O Committed to offering Parent education in Montessori methods and philosophies

Peridot Montessori Charter School is:

1. A full-day, ten-month, Montessori Pre-K/elementary and middle school education program

2. Accredited by the State of Maine as a public, charter pre-k/elementary/middle school

3. Overseen by the Stanwood Educational Foundation: A non-profit organization

We do not discriminate on the basis of sex, race, class, national origin or religion. We accept any student who is developmentally ready for our program, including children with special needs.

A Brief School History

I.5

School History

In 2014, a group of educators, parents, and business people convened to organize a Montessori charter school for Hancock County, Maine. It was believed that there was a great need for an alternative education program in this area that would serve disenfranchised students presently living here, and to attract year round businesses to the area with employees and parents looking for schools of choice. The group formed Stanwood Educational Foundation to oversee the new charter school and a new teacher education program.

In November 2015 the State of Maine granted the Stanwood Educational Foundation the first Montessori charter school in the state: Peridot Montessori Charter School, serving children from ages four to fourteen. The school also added three-year-olds to their program to make it a true Montessori program.

Mission Statement

1.6

Mission Statement

Peridot Montessori Charter School (PMCS) inspires the pursuit of life-long learning using principles of the Montessori philosophy of education and human development. Serving children from early childhood through adolescence, we are committed to providing students in Hancock County,

educational opportunities that allow them to reach their fullest potentials. Maria Montessori's vision of education is realized through PMCS's goal to cultivate mindful and dynamic citizens of the world.

Vision Statement

1.7

Vision Statement

Our vision is for PMCS to instill in every child a belief that they can contribute to their communities and to our understanding and care of the natural world. We envision a learning environment in which children experience school as a place where the lines between learning and doing melt away and where they actively experience the fulfillment of contributing to their communities, to nature, and to science in an atmosphere of mutual respect, respect for place, and respect for nature. Finally, we envision a learning environment in which the capacity of children to become lifelong learners is celebrated and supported. We believe that the best way to pursue this vision is by joining the developmental principles of Montessori with the practical and experiential principles of STEAM learning.

The Montessori Method

2.1.a

The Montessori Method

Peridot Montessori Charter School implements the philosophy, method, and didactic material of Dr. Maria Montessori (1870-1952). We are members of the American Montessori Society (AMS).

Dr. Maria Montessori was the first university-trained female physician in Italy. She had a particular genius for observing

children as they really are, rather than as adults she wished them to be. Dr. Montessori's writings suggest to both parents and teachers many advantageous conditions for the natural development of the whole child from birth through maturity.

This system of education is both a philosophy of child growth and a rationale for guiding such growth: Montessori education is designed to take full advantage of the self-motivation and unique ability of children to develop their own capabilities. Children need adults to expose them to the possibilities of their lives, but children direct their responses to those possibilities.

Montessori education, based on children's developmental needs for freedom within limits, mandates a carefully prepared environment that guarantees exposure to materials and experiences that develop intelligence as well as physical and psychological abilities. The materials are self-correcting, interesting to children, and developmentally appropriate.

In this way, Montessori provides children with an opportunity for an orderly, creative and distinctly personal education; one which accommodates the distinctly personal rate at which children progress.

Premises & Goals of

Montessori Education

2.I.b

Premises of Montessori Education Include:

1. Children are to be respected as different from adults, and as individuals who differ from each other.

2. Children possess unusual sensitivities and intellectual powers for absorbing and learning from their environment that is unlike those of adults both in quality and capacity.

3. The most important years of growth are the first six years of life when unconscious learning is gradually brought to the conscious level.

4. Children have a deep love and need for purposeful work. They work, however, not as adults for profit and completion of a job, but for the sake of the activity itself. It is this activity which accomplishes for children their important goal: the development of themselves, and their intellectual, physical and psychological powers.

Goal of Montessori Education

The aim of Montessori Education is to encourage self-discipline, self-knowledge, independence, enthusiasm for learning, an organized approach to problem-solving and academic skills. Rather than fill children with facts from a pre-selected course of study, children should cultivate their own desires to learn.

Children in the Classroom

_____ 2.1.c

Are Children Free to Do What They Choose in the Classroom?

Children are free to move about the classroom at will when appropriate, to talk to other children when appropriate, to work with materials respectfully, and to ask teachers to introduce new materials to them. Children are not free to disturb other children at work or to abuse the materials so important to their development. Children must also respect the physical facility and themselves.

Sensitive Periods

One of Dr. Montessori's observations upheld by modern research is the importance of the sensitive periods of early

learning. These are periods of intense fascination for learning a particular characteristic or skill, such as learning to tie shoelaces, putting things in order, counting, or reading. It is easier for children to learn a particular skill during the corresponding sensitive period than at any other time during their lives. The Montessori classroom takes advantage of this fact by allowing children the freedom to select individual activities which correspond to their own periods of interest.

Montessori Children

and Families

2. I.d

Is Montessori Education for all Children?

Schools employing Montessori philosophy and pedagogy have successfully educated children through 18 years of age in classes which include children of all ability levels. Because of its individual approach, Montessori education is uniquely suited to public education, where children of many backgrounds are grouped together.

Is Montessori Education for all Families?

Because Montessori is both an educational philosophy and a way of life, children who respond best to a Montessori educational environment are from homes that also encourage self-discipline, self-knowledge, independence, enthusiasm for learning, and an organized approach to problem-solving.

The return on a family's financial and temporal investment in Montessori education will be enhanced if there is consistency between the home and a child's classroom. To gain this perspective, families and faculty may read Montessori's writings, attend Parent/Faculty Association educational meetings, or join a Montessori discussion group on the Internet. This does not just mean a family is putting Montessori materials in its home. It means embracing the Montessori perspective on life. With this perspective, a family's attitudes about pace and expectations,

and the limits a family establishes for its child will be in keeping with the principles that Maria Montessori developed for her teachers- principles that came from her lifelong observation of the nature of children.

Additional Sources of

Information

2.2

Additional Sources of Information

Montessori on the Internet

www.montessori-namta.org

www.montessori.org

www.montessoriconnections.comwww.amshq.

or

Suggested Montessori Readings

Dr. Montessori was also a prolific author; texts you may find helpful in your role as Montessori parents include:

The Secret of Childhood, by Maria Montessori

The Absorbent Mind, by Maria Montessori

Dr. Montessori's Own Handbook , by Maria Montessori

Montessori Today, by Paula Polk Lillard

Follow The Child - The Basics by Rob Keys

A Parent's Guide to the Montessori Classroom, By Aline D.Wolf

Maria Montessori: Her Life & Work, by E.M. Standing

Student Population and

<u>Grouping</u>

2.3

Student Population

Peridot Montessori Charter School serves approximately 275 students in 11 classrooms. In most classroom environments, children are grouped according to the following age spans:

Montessori	Traditional Equivalent
Pre-primary	Preschool/Kindergart
Primary	First-Third Grade
Elementary	Fourth-Sixth Grade
Middle School*	Seventh-Eighth Grade

*The traditional Montessori secondary plane of development, called Erdkinder, encompasses ages 12-18 years. Contemporary secondary school systems are split into 6-7-8th grade middle schools, and 9-10-11-12th grade high schools. Because our graduating middle school students often transition into traditionally structured high schools, we have kept a two-year age span in our middle school program. We may also alter traditional Montessori age-groupings as the school continues to grown and as unique populations of children dictate.

Age Grouping

According to the Montessori philosophy, children are grouped developmentally rather than chronologically. If classroom equipment is to be challenging enough or is provoking a learning response from children, it must be appropriately matched to their past experience. This experience is so varied that the most satisfying choice can usually be made by the children themselves. The Montessori classroom offers the opportunity for children to choose from a wide variety of material levels. The children can grow as their interests lead them from one level of complexity and competency to another. By grouping children in three-year age spans, younger children have a graded series of models for imitation, and older children have opportunities to reinforce their own knowledge and build self-confidence through helping younger children.

Please note: Montessori is a non-graded pedagogy; we will occasionally refer to grade level because that is the current standard of the state of Maine's Department of Public Education, to which our Pre-K-8th grade program is accountable.

Grading, Progress,

Standardized Testing

2.4

Grading and Progress

Children are not graded or evaluated in reference to their peers. Individual progress is monitored by teachers purely in terms of the progress that students have made mastering individual skills. Therefore, progress reports are criterion based. Teachers and parents review written progress reports twice during the year.

Peridot Montessori Charter School uses the Montessori Compass Comprehensive Scope & Sequence with corresponding progress reports aligned with the Maine Common Core standards. This online program allows teachers to keep copious daily notes on each student, and allows for parents and administration to view up-to-date information on the each student's progress.

Standardized Testing

Children in select grades take the Maine standardized test, which measures progress made during the school year in specific academic areas.

3
Parent Information Packets

Parent Information Packets

3.0

Parent Information Packets

As a school employee, it is important you understand parental expectations when they enroll their child in your class. When families request school information, we give them the following information packet. This packet has been refined over the years and specifically addresses initial enrollment guidelines. Some sections of this packet, such as the criteria for accepting three-year-olds into Peridot Montessori, were developed

specifically in response to faculty concerns. The format of this information may change from time to time, but the general information is the same. Please carefully read the following information, and, as always, feel free to submit IN WRITING any suggestions to your administrator.

Parent Information

Philosophy

3.1

Philosophy

The philosophy, method, and didactic material of Dr. Maria Montessori (1870-1952) are used at Peridot Montessori.

Dr. Montessori was the first university-trained female physician in Italy. During her distinguished career, she developed a method of observing and teaching children geared to the individual needs of a given child. She also developed educational materials that are self-correcting, interesting to children, and age-appropriate. Dr. Montessori realized that education must be orderly, creative and distinctly personal.

Basic principles of the Montessori method in a 3- to 6-year-old classroom are a belief in the Absorbent Mind; in the Sensitive Periods; and in Repetition, which brings about concentration. From the concentrated effort of the child flow all the often-touted benefits of the Montessori method: self-confidence, a highly organized and social classroom environment, happy children, excellent fine-motor skills, and a firm foundation in the "three R's" of education.

At the elementary age (ages 6–12), the students are learning time management, community-building skills, and continue to build a strong academic foundation. Elementary classes still utilize a high level, hands-on environment.

At the middle school age, there is a focus on organization, study skills, social development through community service, mentoring, and group oriented activities, as well as academic preparation for high school.

Parent Information:

Montessori Schools

3.2

QUESTIONS OFTEN ASKED ABOUT MONTESSORI PRESCHOOLS

1. Why should I send my child to Preschool?

Educators and psychologists agree that intelligence undergoes important development between birth and age six. A child's mind is extremely absorbent and curiosity is at a peak during these early years. When properly nourished and stimulated, as in a preschool, the child will form healthy patterns for a lifetime of learning. The Montessori system has proved to be one of the most effective methods to guide a child through these critical years.

2. What is the difference between Day Care, Nursery School, and Preschool?

Day Care Centers are generally for the purpose of caring for children on an all--day basis. Nursery Schools generally are experiences in socialization and play. Preschools are oriented toward educational experiences, combined with socialization and play.

3. How is a Montessori Preschool different from other Preschools?

In most preschools, the children are taught educational concepts in a group by a teacher. In the Montessori

Preschool, the children learn by working independently with specially designed materials in a prepared environment.

4. Who started the Montessori Method?

Dr. Maria Montessori, using the Scientific Method, observed classes in the children's houses in Rome. Based on these observations, she developed unique learning materials for a child-centered environment. She revolutionized educational thought by discovering the critical "sensitive periods" for learning. (Our Parent Handbook delineates the sensitive periods.) She stressed respect for the child, freedom of expression, self-education, and training through use of movement and the senses.

5. What is the Montessori Method of education?

Montessori classroom materials are designed for "auto-education." The child is taught how to use the materials. The classroom design is beautiful and interesting to the child in order to facilitate learning. Maria Montessori said, "The child, left at liberty to exercise his activities, ought to find in his surroundings something organized in direct relation to his internal organization which is developing itself by natural laws." The teacher carefully prepares the classroom and is available to assist children and give instruction as needed. The Montessori Method is based on the child's need to discover order in his world.

6. What is the purpose of the Montessori Method?

The main purpose of the Montessori Method is to give children a classroom environment where she/he can reach her/his full academic, social, physical, and emotional potential.

7. What is in a Montessori classroom?

The Montessori world is a child-size world. Whatever is in the world outside can be incorporated meaningfully into the Montessori classroom. Careful selection of materials by the teacher creates an environment where the child can explore life

on a level easy to understand. The materials and exercises are designed to stimulate independent exploration. The prepared environment entices the child to proceed at his own pace from simple activities to those that are more complex. A child's natural curiosity is satisfied and he begins to experience the joy of discovering the world about him. Materials and curriculum include the areas of Practical Life, Sensorial, Language, Math, Geography, Science, Art, Music, and Drama.

8. How do children interact in the environment?

As the children develop pride in their "work," they reveal confidence, well-being, and joy. A "new child" is born and a natural social sense appears: the classroom becomes "normalized." A classroom of Montessori children is a joy to watch. There is respect, love, and cooperation among the children as they socialize and learn.

9. What is the role of the Montessori teacher?

The Montessori teacher is sometimes called a directress because she facilitates the classroom activity but does not lecture. She carefully plans the environment in the interests of the children, and she helps the children progress from one activity to the next. She is trained to educate each child individually, and allows him to choose from many activities within his range of ability. She stands back while a child is working and allows him the satisfaction of discovery.

10. With all the freedom isn't there confusion?

The concept of freedom within the classroom is one of freedom within limits. A child may work freely so long as he does not disturb others. There are established limits of behavior which enable a number of children moving and working in close proximity to do so in harmony. In Montessori classrooms, children may move about freely but not run or push. Children are encouraged to speak softly and respectfully but never shout. When children finish their work, it must be returned to the shelf in

proper order, and in its proper place. Children allowed the freedom to choose their own works generally are happy and self-controlled, so the classroom tends to be ordered.

11. What is the best age to start a child?

Maria Montessori outlined various periods of "sensitivity." During these times, a child is more capable of, and interested in, learning specific concepts. At age 2½ - 3½ a special sense of order, concentration, coordination, and independence begins to emerge. This time is ideal to begin a child's academic training in Montessori, as he is building the foundation for all his future learning.

12. How do Montessori children adjust to traditional schools?

Children that have been in a Montessori environment typically are flexible and adjust well to traditional school situations. They are generally better-organized students and spend their time in more productive ways because of their self- direction and positive attitude toward learning.

13. What about socialization and group work?

Socialization is very much a part of the Montessori Method. In the classroom, children interact continuously, often choosing to work on projects together. Often, older children help younger children. Each day there is a group activity called "circle" and ample opportunities for additional socialization are provided during daily outdoor play.

14. Who is the Montessori Method designed for?

The Montessori Method is an "approach to learning" and, as such, has no distinction of class or intelligence. It has been used successfully in all parts of the world and in all types of programs, i.e., Head Start, gifted children, mentally challenged, typically advancing children, etc.

15. Isn't Montessori expensive?

In non-Charter Schools, tuition in Montessori schools throughout the country is comparable to, but sometimes higher than, other private schools because of the materials, encompassing environment, curriculum, and highly trained staff. It is, however, a very reasonable cost in contrast to other activities you would plan for yourself and your child. Many educators believe to invest in a preschool education is wiser than in a college education. Peridot Montessori does not charge for PreK-8 school day, only three year olds pay for the academic program.

16. Does Montessori employ current research and theory in education method?

Yes. Montessori is not a static or closed system of education. There are certain materials associated with the method that have proved effective over the years. However, Montessori is as much an attitude about education and children as it is a specific method with certain materials.

Parent Information: Montessori Elementary

3.3

QUESTIONS OFTEN ASKED ABOUT MONTESSORI ELEMENTARY

1. How does a Montessori Elementary program differ from a traditional Elementary program?

The Montessori Elementary program is geared much more to the individual student than a traditional elementary program. Continuing the philosophy that starts with the infant and is maintained throughout the toddler and preschool years, we believe that the child's development is on an individual timetable. Different children are ready to build different skills at different times. The classroom and the faculty are prepared to meet an individual need as it arises. Moreover, as children grow and build on basic concepts of order and self-discipline, they are able to work as a group and make guided decisions about class rules, the daily schedule, and curriculum they would like to study. The Montessori Elementary classroom, therefore, is an environment that begins and ends with the children, both individually and collectively.

2. What about your curriculum? Do you cover the same subject areas as a traditional school?

Yes, and more. The foundation of a Montessori elementary program is the five Great Lessons. These are "The Story of the Universe," "The Coming of Life," "The Coming of Humans," "The Story of Communication Signs," and "The Story of Numbers." These lessons are used to introduce the disciplines of science, mathematics, social studies and language in greater detail. Materials are available so that each child may employ self-directed study, from simple to the more complex concepts, and practice skills in each discipline area. Also intertwined throughout these lessons are the concepts of the interconnectedness of all people, and the interdependence of all living things. Art, Music, and Physical Education are a natural outgrowth of studies in these areas. The independence of the individual child is further strengthened with studies in home arts. Although individual concepts may be studied independently by a child for periods of time, areas of study are always related back to major concepts covered in one or more of the Great Lessons. Knowledge is the sum of the many parts, both great

and small. Our program also incorporates technology and engineering (as part of the STEAM program).

3. **Why teach through stories? Why not just teach one skill at a time?**

Six to twelve-year-olds are philosophers at heart. The major problems they are working on at this developmental stage in their lives are the "big questions." Where did I come from? How big is the universe? What is kindness? Why does it matter if tigers become extinct? Why do we have to pay for things at the store? What is right and what is wrong? The quest for the answers to these questions motivates the elementary school student to master the basic skills required for continuing exploration. Furthermore, while discovering answers to these questions, children are learning to work for the sake of knowledge, not for the sake of external reward.

4. **How do you monitor a child's progress and make sure they've covered all discipline areas?**

Individual work cannot exist without a definite structure. To attempt this method without order would invite chaos. Our Elementary children begin at the earliest age to develop a weekly plan of the work they intend to do over the corning week. This plan includes all discipline areas and a minimum amount of required work assigned by the classroom teacher. This plan is developed with the teacher's guidance and is reviewed every day to monitor progress. Three times a year, we complete progress reports that detail all the skills that the child has been working towards and compare it to the curriculum that needs to be mastered by the time the child moves up to the next three-year developmental level. We do not assign grades to work. Instead, we measure progress individually and personally, purely in terms of the skills each student has attempted and the level of mastery they have achieved. At the end of the year, older children take the Maine State tests, so that we

can compare the achievement of students here with state and national norms on standardized tests. We use the Montessori Compass online progress reports of mastery linked to our Scope & Sequence. This online program allows parents access to their child's skills progress on a regular basis.

5. What about homework?

Peridot Montessori does not encourage school work to be completed at home. Montessori students complete all work in the classroom environment and learn to manage their time to complete tasks in an efficient manner. Children may occasionally have extra assignments to complete at home as they get older, or they may have work at the end of the week that they need to finish, but it is more the exception than the rule. Our philosophy is that learning is a child's occupation, and that the school day is the student's workday. We would rather emphasize time management skills during the work day so children learn to be industrious and still have time to spend with family and friends - time that is at least as valuable and instructional as time spent doing problems in a workbook.

6. How do children at Peridot compare to children around the state and the country?

We are very pleased to report that Montessori children have consistently performed in the highest percentages (65% and above) for all areas of the IOWA Basic Skills Test. Furthermore, we have never screened children for admittance with regard to ability, so these scores include children with different natural abilities and children with special needs. The IOWA test compares our children with all children in the United States, both at public and private schools.

Preschool

Peridot Montessori Admissions requires the following for entry into the preschool program:

a. At least 3 years of age.

b. Ability to dress oneself, including ability to take clothes off and put clothes on.

c. Completely toilet trained and able to wipe oneself.

d**.** Ability to feed oneself.

e. Ability to understand and respond to a simple, one sentence direction.

f. Ability to blow one's own nose.

g. Ability to emotionally separate from parent when parent explains what is happening, what will happen and when the parent will return.

Children transitioning from a Montessori program must also possess:

a. Ability and knowledge to roll a rug

b. Ability to put his/her chair under the table

c. Ability to return work materials to the shelf

Observation of the child in our classroom may be required for 12 days before the child is permanently enrolled at Peridot Montessori.

Preschool Admission <u>Guidelines</u>

Although Peridot Montessori does not meet a quota enrollment system, it supports the Montessori philosophical tenet of diversity. Montessori is preparation for life; our classrooms reflect our beautiful Triangle community by enrolling children diverse in gender, age, and ethnicity.

Children are admitted to the school on a first-come, first-serve basis. Once a child is enrolled, families pay tuition on a monthly basis. Academy students may attend the extended-day session, which includes both before and after school care. Once all spaces are assigned, additional applicants are put on the waiting list. When an opening becomes available, families on the waiting list are contacted. If the family declines the opening, the next family on the list is contacted, and so forth until the space is filled. If a family is contacted and wants to wait for the next opening, they stay at the top of the waiting list.

Upon Acceptance to Peridot Montessori Charter School

Families will be called when a space is available for their child at PMCS. If the family accepts a space for their child, the child will be able to attend as soon as the student record forms are complete. These forms include a record of a physical exam and immunizations, which must be completed by a physician.

Children who are admitted to Peridot Montessori are invited to visit the school prior to the first class day to familiarize themselves with the environment and to meet their teachers. Children often do not attend a full day on their first day of school at PMCS; we find that a gradual entry for younger children can be most beneficial.

Charter School

Admissions

3.5a

Child Preparation:

All families wishing to enroll their children in Peridot Montessori Charter School must make preliminary application, even if those children currently attend Peridot Montessori Preschool. These applications are required under our charter. Applications are kept on file according to the date applied until the February annual lottery.

Admissions Guidelines:

Although Peridot Montessori does not meet a quota enrollment system, it supports the Montessori philosophical tenet of diversity. Montessori is preparation for life; our classrooms reflect our beautiful Hancock County community by enrolling children diverse in gender, age, and ethnicity. The charter law requires us to limit the number of students moving from any particular classroom.

Children are admitted to the Charter School on a first-come, first-serve basis, following the lottery process outlined below. Students may attend a full-day or extended-day session, which may include either/both before and after school care in addition to the required attendance from 8:45am to 3:15pm daily.

Charter School Lottery Process

3.5b

1. The lottery is held every year on the Thursday prior to the February vacation. Students are entered into the randomizes lottery program based on age, gender, and school and class from which they would be transferring (if applicable).
2. The lottery is held each year for children ages three and older. Once a three-year-old has secured a position in the school for when they turn four, they may opt to enroll in the private three-year-old program. They are not required to enroll in that program to guarantee their space in the free charter

program starting at age our. This means that parents interested in enrolling their child in the free charter school need to put in the application for their children when they are **two years old**. There are limited spaces for children starting in Kindergarten and above.

3. Once a child has been selected for a space the parents have two weeks to return the paperwork accepting the space. When the school receives the signed acceptance letter, a packet of enrollment forms will be sent or emailed to the parents.
4. Siblings, employee's children, and children of alumni will be granted priority when spaces become available.
5. Either prior to or shortly after the lottery, all parents are expected to attend a ninety minute information session so that they may more fully understand the Montessori philosophy and method.

Charter

Acceptance

Upon Acceptance to the Preschool or Charter School

Families will be called when a space is available for their child at Peridot Montessori. If the family accepts a space for their child, the child will be able to attend as soon as the student record forms are complete.

These forms **include a record of a physical exam and immunizations, which must be completed by a physician.**

Students transferring from another school must return forms for a request of records from their past school(s).

Equal Employment Opportunities

4.1

Peridot Montessori Charter School maintains a policy of nondiscrimination with all employees and applicants for employment. All aspects of employment are governed on the basis of merit, competence, and qualifications and will not be influenced in any manner by race, color, religion, sex, age, national origin, handicap, sexual orientation, or veteran status.

All recruiting, hiring, and promotion decisions for all job classifications will be made solely on the basis of individual qualifications related to the requirements of the position. Likewise the administration of all other personnel matters such as compensation, benefits, transfers, and education will be free from any illegal discriminatory practices.

Harassment Policy

4.2

Peridot Montessori Charter School does not tolerate sexual or unlawful harassment of employees at work or in a work-related situation.

This includes any conduct that has the purpose of affecting or interfering with an individual's work performance; or creates an intimidating, hostile, or offensive work environment. This conduct may include verbal harassment, derogatory comments or slurs; physical harassment, unwelcome sexual advancements, or request for sexual favors.

Employment Requirements

4.3

In order to be eligible for employment as a lead teacher or educational professional at Peridot Montessori Charter School, an applicant must meet the following criteria:

O A Montessori Certification (or be enrolled in a

training program)

O State licensure (or have that waved by director)

O A Bachelor's Degree in Education or related field

O A Bachelor's Degree in another field and coursework or continuing education classes in education, Montessori, or child care classes

O Have completed and returned to the office the necessary paperwork for employment

In order to be eligible for employment as an intern at Peridot Montessori Charter School, an applicant must meet one of the following criteria:

- Be actively participating in Montessori education training at an accredited training center

- Have a Bachelor's Degree in Education or related field (may be waived with equivalent years of experience)

- Have completed and returned to the office the necessary paperwork for employment

In order to be eligible for employment as an assistant at Peridot Montessori Charter School, an applicant must meet the following criteria:

- Be at least 18 years of age

- Have completed and returned to the office the necessary paperwork for employment.

Required Faculty File

Records

4.4a

Prior to the first day of employment, a new employee must submit the following completed forms.

a. Employment Application

b. Requirement to report child abuse and neglect (signed)

c. Criminal Background Check (CHRC)

d. TB Test (ppd) Results

e. Pre-employment Medical Health Screening Report (signed by a physician)

f. Emergency Information Form

g. Immigration and Naturalization Form (I-9)

h. Federal and Maine W4 Forms (withholding allowance forms)

i· Education documentation (college transcripts or high school diploma, teachers certificate/license. Montessori certification)

In addition, no later than four days after the date of hire, all new employees are required to submit a request for college transcripts to the schools that they attended. They must also provide a copy of the requests to Peridot Montessori Charter School Administration at that time. Failure to provide transcripts could affect your pay rate.

Faculty

Privacy 4.4b

Important events related to your employment with Peridot Montessori Charter School will be recorded and kept in your personnel file. Change of status records, T.B. clearance test, commendations, and educational transcripts and attainment records are examples of records maintained.

The contents of your personnel file are considered confidential by Peridot Montessori Charter School. We will not disclose any information from your personnel file to anyone except Peridot Montessori Charter school administrators and persons contacted by the school (as may become necessary in the course of normal business operations; i.e.: accountants or government agencies (as required by law). No other access will be granted without your written permission.

Your personnel file is available for your inspection at the school office. If you wish to review these records, please contact the office to make an appointment.

Attendance/ Absence 4.5a

Attendance

Faculty members are expected to attend daily. 100% attendance is desirable; faculty members are expected to be present a minimum of 95% of the days they are scheduled to work per calendar year. Faculty attendance is also required at scheduled teacher in-services, teacher workdays, class field trips, faculty meetings, parent-teacher conferences, and out-of-hours events, such as the annual fall carnival, up to three out--of-hours events per school year.

Absence

Good mental, physical health and the ability to meet the requirements of the time, effort and energy necessary to work with children is requiried. The nature of our work with children make attendance a top priority. Consistent attendance and punctuality are integral to the school's success and therefore an integral part of each employee's performance standards.

Faculty members who are unable to attend at least 95% of their scheduled work days should consider a profession other than Montessori education.

Poor, uncertain, or irregular attendance produces disruptive results with school operations, lowers overall productivity and continuity of work, and is burdensome to other employees. Excessive absence is grounds for dismissal. These guidelines are intended to serve the best interest of the child, the child's family and the individual faculty member.

If you are too ill to work, ***you must speak with a live human being***. Please call your administrator at home the night before whenever possible, or at home as early in the morning as you know you are ill. If your administrator is not at home, call the school office using all the numbers in this manual.

Please do not leave messages on voice mail.

Substitutes

4. 5b

Substitutes

Faculty members should endeavor to provide their own substitutes for scheduled absences. In such cases, faculty members should meet with the substitute in advance of the faculty absence to arrange appropriate activities for the students. The administration must be notified of all arrangements for substitutes, who they are, when they will be working, and a contact phone number, if required.

All substitutes must have a CHRC on file in the office.

Probationary Period

4.6

The probationary period is three months from the time the job commences. During that time, the employee is expected to familiarize themselves with the Faculty Handbook and all the general aspects of the way the school operates. This is the time to ask lots of questions for clarity. Orientation is required.

When necessary, employees will be given a job performance review after the 6 weeks employment anniversary and again after 10 weeks. These reviews will be conducted by your administrator. Upon successful completion of this probationary period, you will become a permanent employee and eligible for medical benefits if your average hours per week are at least 30 hours on a regular basis. You will also be able to start using your accumulated time off.

Promotions and Transfers 4.6

Job openings become available throughout the year. Peridot Montessori Charter School prefers to fill these vacancies from within the existing staff.

Therefore, all employees are encouraged to notify their Administrator in writing of other positions or locations they are interested in filling.

Peridot administrators will select the applicant who is best qualified to fill the position

Voluntary Separation 4.8

In the event you decide to terminate employment with Peridot Montessori Charter School, please submit a written notice to the office 30 days prior to your intended leave date. This gives us ample time to fill your position. We do

understand that emergencies do arise and that this is not always possible.

Before your final paycheck can be issued, you must bring to the office your final timesheet. All documents must be delivered within 72 hours of your last day of work. Final paychecks will be available on the regularly scheduled distribution date. If you do not wish to have your paycheck mailed to your home address and you are not on direct deposit, please notify the office that you will be coming into the office to pick up your check; your check will be held for you at the office.

The *Faculty Policy and Procedure Handbook* and any building keys issued to you during the course of your employment must be returned before your last check is issued, or $75 will be deducted from your final paycheck.

Faculty Grievance

Procedure 4.9

If a faculty member feels an official grievance procedure is necessary to resolve a dilemma, the faculty member may submit the grievance, in writing, to the following bodies in sequential order:

- Immediate Supervisor
- Assistant Director
- School Director
- Stanwood Educational Foundation, Board of Directors

The decision reached by the Board of Directors shall be final. If the faculty member is dissatisfied with the decision of the Board

of Directors, the faculty member is free to contact state authorities of his/her choice.

Issues between Faculty Members

Faculty members are encouraged to attempt to resolve disputes by first speaking to the faculty members involved. If requested, a third-faculty member may serve as a mediator in these discussions. Any remaining disputes should be brought to the attention of the faculty member's immediate supervisor.

Issues between Faculty Members and Administration

Faculty members are encouraged to discuss areas of concern with their administrator. Unresolved issues may be brought to the attention of the school director. Any remaining issues may be brought to the attention of the Board of Directors of the Stanwood Educational Foundation. Issues between faculty members and parents are the same as above, although any communication in writing to a parent should be reviewed by administration. Always ask for an administrator to be present during a meeting with a parent with issues.

Faculty Performance

Philosophy of Multiculturalism 5.1

Montessori is a reality-based philosophy. As Montessori educators, we believe the fantasy of super heroes, animated characters, and animals in clothes should be left at home. At Peridot Montessori Academy Charter School we teach cosmic view, global curriculum. This means faculty members must use care when selecting songs and stories to share with the children.

- In order to present children with global philosophies and orientations, all holidays should be used as cultural events to teach children about different societies. This includes, but are not limited to, religiously founded holidays, such as Halloween, Christmas, and Easter.

- The only Holiday led by adults is the celebration of the children's birthdays. The "Walk Around the Sun" encourages children to express and celebrate those special occasions marking their development. For example, during The Walk Around the Sun, a child might say, "When I was two, my baby sister was born." Parents are encouraged to send pictures of representative times of their lives that we may borrow to discuss their growth.

- While the Montessori philosophy does not encourage children from bringing their spiritual and cultural lives to school, we must be careful not to show a bias toward any particular viewpoint. Faculty should become aware of their own religious and cultural viewpoints so that they may guard, whenever reasonable, form unconsciously promoting one world-view.

- Many cartoons and characters can promote a violent mindset. Children should be discouraged from role-playing violent characters, whether inside the classroom or outside in the playground.

Professionalism 5.2

In order for our program to provide a warm, safe educational environment for children, it is essential that our employees behave in a professional manner. We are always models for our students' behavior.

Teachers should strive to maintain the highest standards of professional conduct in all aspects of the performance of their duties.

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

In general, teachers should:

- Be prepared to begin class at 8:45.

- If a preschool staff member needs to come in or go out, they must ensure that required staff to child ratios is maintained. If necessary, the teacher should flag and be replaced by another staff person. This applies to having to use the bathroom as well. If a Charter faculty member needs to leave the classroom, they should catch the attention of the other faculty in the room to let them know.

- Avoid gossip: always be careful of what you say and how you say it.

- Never discuss a child, fellow employee, or parent with people outside the school setting. This may be a violation of Federal Law.

- Never discuss salary information, unless it is with an administrator. Discussion of fellow employee's salaries may result in disciplinary action.

- Send all communications to parents to the office for pre-approval by an administrator.

- Keep an eye and an ear out constantly to be looking and listening for potential dangers and confrontations, even when involved in a project, game, or work with a child or group of children. You are responsible for all visitors. Be aware of your surroundings.

- Create a successful learning environment by being prepared, creative, continuing your education, knowing the role of your co-workers and having an open mind.

- Allow children access to a supervised classroom at all times.

- Always be prepared for observers visiting your classroom. Keep conversations to a minimum.

- If you elect to have animals in the classroom, remember that the responsibility to provide care for them is yours and not the children's, not the administration's.

- The decor in your classroom must be kept at child's eye level.

- Children's material may be displayed as any other fine art work, but refrain from displaying work as it would be on a traditional public school bulletin board.

- Each child is assigned a cubby or locker, for storing personal items and a change of clothes. Please demonstrate respect to the child by obtaining the child's permission before opening their property drawer. Encourage the child's parents to demonstrate the same respect.

- Teach the children to neatly hang up their jackets and sweaters. Teach them to thoughtfully stand their lunch boxes up and tidy their personal belongings.

- The work surfaces available to the child are either a table or a small rug (mat). The floor, even if carpeted, is not an appropriate work surface unless the child first puts down a work rug on which to use the material. Rugs are not appropriate surfaces for art projects.

Dress Code

5.3

Peridot Montessori's dress code requires that employees choose clothing that is clean and appropriate for working with children. Our philosophy on this issue is best described by Maria Montessori herself in The Absorbent Mind. In Chapter 27 she states,

> "...the teacher must also be attractive, pleasing in appearance, tidy, and clean, calm and dignified. These are ideals that each can realize in her own way."…."The teacher's appearance is the first step to gaining the child's confidence and respect."

Teachers Interactions with Children 5.4a

When teachers interact with children they are expected to:

- Get to know, believe in, and accept each child as an individual with different needs, desires, experiences, and uniqueness.

- Not to talk or shout across the room. Go up to the child, say their name to get their attention, and then speak softly. This is the most difficult for some teachers, but necessary unless you wish the children to talk to or shout across the room. Remember the commercial: "If you want to capture someone's attention, whisper." Use something other than your voice to request quiet, such as a bell or chime. Teachers who are too loud will know because their classroom will also be too loud for children to work well.

- Never sit on anything besides the floor or a chair.

- Use positive body language. Don't stand with your arms crossed or hands stuffed in your pockets.

- Accept new children into your class when they are ready. Be prepared to help them successfully adjust to the new environment.

- Don't hold children to a uniform standard of performance. Vary the amount of help given according to each individual child's emotional and physical needs as well as the situation.

- When working with children, be patient, enthusiastic, and playful. Enjoy them. If you wish to gain children's trust, confidence, and cooperation, you must first give them some base of positive experiences.

- Be sure children understand what you are saying. Give simple directions. Be sure to have the children's attention when you speak. Get to their eye level to talk to them.

- **Shake hands with children upon arrival and departure**. This helps you acknowledge the child and provides teachers with an acceptable form of physical contact.

- Trust children and teach independence by letting go of your need to be "in control".

Teachers Interactions with Children

5.4a

- Refrain from attempting to impose your will on children. Instead of demanding they take action, ask them what they think needs to be done. Encourage them to think things through for themselves.

- Refrain from judging children's work as good, bad, or nice. Instead use objective description such as "I see you used lots of red."

- Sometimes when children are outside, they are not always self-selecting. Be ready to step in and play games if the group looks like children need direction.

- Remember, children move at a slower pace than adults. Give advance warning when possible, and allow children to finish their work without feeling hurried. Forcing children to perform too quickly or to turn to another

activity too abruptly may cause frustration, irritation, and conflict.

- If children are having difficulty completing a task, observe the children to determine what might be the cause. Wait for children to ask for assistance before stepping in.

- Encourage children to find out answers themselves. Use encouraging words, allow them to challenge themselves, and allow them to make mistakes, by accepting mistakes and trying again.

- Teach by example and follow the same rules you ask the children to follow. Hang up your sweater, and wash your hands before you eat or drink. Be sure to sit down at the snack table to eat. You are being watched, and children are great imitators.

- Be consistent in the rules you expect to be followed.

- When moving about in the classroom, strive to keep a low profile; take time to observe from a distance; stay low and use a soft, calm voice.

  - Stay focused on the needs of the children at all times.

- When you make a request of children, be sure to follow through and check to see children have attempted the request. Give redirection where necessary.

- Limit direction to essentials. Protect children from constant interference. Over-direction can lead to rebellion. Withdraw supervision progressively as children are able to assume responsibility.

- Gently redirect children who are having difficulty. Help them to use words to describe their feelings rather than hitting. (As adults, deal with your feelings using words as well.)

- Embarrassing, teasing, or physically restraining children is not allowed. If a child must be stopped, encircle the child in your

arms instead of grabbing by the wrists or arms as you have been taught at the beginning of the year.

- The environment is for the children; teach them to care for it. This will give children a sense of ownership and help them learn to care for THEIR environment.

- In the event you experience difficulty relating to children in your care, remember to detach your personal feelings. Let the Montessori philosophy be your guide. If you are having difficulty with this, get help and remove yourself from this situation to regroup.

- Anything that involves the body must be dealt with the utmost respect, be it toileting, blowing the nose, or passing gas. The correct terms for toileting are urinating and defecation. Teach the child that these are simply bodily processes.

- Follow Montessori's philosophy of not imposing our physical presence on a child unless it is quite necessary for their safety or welfare. Our guidelines must be to interact with the child that conveys respect for their autonomy and right to choose their level of physical contact with adults.

- Use appropriate physical contact with the child. Pulling, slapping, or spanking a child are immediate grounds for dismissal. These actions teach violence. Offer your hand, and accept the child's will if it is refused.

- Wait for a child's invitation for physical contact. Watch for verbal and physical cues. Give hugs and holding hands only when invited. (If children are sad and you ask if they need a hug, they are quite capable of saying yes or no.) Be reassuring and warm, but limit the time so that children do not become dependent upon your constant contact. Be there for comfort, but teach them comfort in independence.

Refrain from the following:

- Holding children on your lap. Instead, let them sit next to you. This aids in promoting independence.

- Picking up children unless it is absolutely imperative.

- Being alone with children, particularly in the bathroom; be sure to leave the door open.

- Touching children in any manner which may be construed as inappropriate, that is, too hard or, too soft.

- Any intimate napping situation.

Teachers' Interaction with Parents

5.4b

When teachers interact with parents they are expected to:

Remember that the parent is our collaborator, not an enemy. Our job is to provide their child with a safe, nurturing environment.

Accept parents where they are, their cultures, and their choices. Work as a team with parents to help their child move ahead.

- Parents have developmental stages just as children do. Some parents may need our understanding and encouragement to move to the next developmental level.

- Be encouraging and recognize that all parents are doing the best that they can at this time. Be friendly and welcoming.

- Give specifics if asked; stay away from making conclusions or assumptions. Provide parents with positive parts of a child's day. Be sure communications stay positive. Be a

resource facilitator; not an expert. It's okay to say, "I don't know."

- Identify yourself to adults and parents, especially parents. It’s important to know who they are and be aware of their child's comings and goings. Never deny a parent access to the school without probable cause as directed by administration or a court order.

- If the parent of a child from another class asks for information about his/her child, direct them to the child's lead teacher.

- Be sure to communicate to the lead teacher when a child's parent has expressed concern.

- When you need to communicate to a parent in writing, be sure to use neat paper, good penmanship, proper English and correct spelling. Ask someone else to proof read your note before passing it on to the parent. Remember, you are a representative of Peridot Montessori Charter School and your communications must reflect the high standards we practice.

- Be a good listener.

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

- It is not necessary to feel you have to "fix it" when a situation between a child and parent(s) isn't working smoothly.

- Always notify the parent BEFORE THE PARENT COMES TO PICK UP THE CHILD if a child has been injured. (See safety procedures)

- If you notice that a child has a change in behavior, take the time to be certain that there is a pattern of similar behavior over a period of time (not just one day). Be certain that the behavior is arising from the child, not the environment. If you feel that the child's behavior has changed in spite of a stable environment, then request a meeting with the parents. Be sure to use "welcoming words" that do not create a defensive reaction. Make your tone one of concern versus an accusatory one.

- Please refer to the Child Abuse and Neglect Statement you signed as part of your employment if you suspect child abuse or neglect. Please talk with your section head if you suspect abuse or neglect.

- Please remember that in cases of separation or divorce, it not the school’s role to become the arbiter of the child's welfare between parents. It is also not in the best interest of the school or the child to favor one parent's "side" over another.

- Recognize that if a parent becomes verbally abusive, you have that right to politely terminate the conversation and walk away. You can also request that the conversation move to the office or a private location.

Teachers' Interactions with Co-workers 5.4c

When teachers interact with their coworkers they are expected to:

- Communicate good feelings, as well as concerns.

- Work as a team; share ideas, plan together, share duties and materials.

- Respect their co-workers.

- Work out conflicts directly with a co-worker. If the conflict cannot be resolved privately, ask an administrator to facilitate a meeting between the three of you.

- Be on time, this respects your co-workers.

Faculty Performance Evaluations 5.5

Employees will receive a written performance evaluation annually. The evaluations are developed through formal and informal observations by the administration. The administrator solicits input from the teacher to identify strengths, challenges, and five to seven items the teacher would like to concentrate on over the course of the next year with expected processes and completion dates.

The supervisor will meet with the employee and review the performance evaluation between the months of November and February. This schedule will be followed regardless of when the employee's probationary period is completed. For employees hired after February, the appraisals will occur in April or May.

A follow-up evaluation may occur if the supervisor or administrator feels this is necessary. The second evaluation will be given prior to contract negotiations which are held in April and May.

Employees are required to sign the written evaluation. Their signature acknowledges that the appraisal has been reviewed with them. The employee will receive a copy and a copy will be placed in the employee's personnel file.

Your signature on an evaluation does not indicate you agree with the contents of the appraisal. Employees may provide written comments on the contents of an appraisal. The employee's comments will be attached to the evaluation and filed in the employee's personnel file.

Performance Evaluations are considered personal and confidential. Evaluations are not grades. We do not grade the children or the teachers. We use evaluations to strengthen our work with children.

Faculty Performance Remediation 5.6

Occasionally, a faculty member may make decisions indicative of inexperience or lack of judgment. When this happens repeatedly, the administration may be able to guide the faculty member to making better choices, provided the events/issues of concern do not abrogate children's safety or best interests. In these remedial cases, an ACTION PLAN may be developed for the faculty member to assist them in improving their skills.

An Action Plan should be considered as the second level in employee remediation. The final level is termination. Action Plans become a permanent part of the employee's personal file.

When an issue arises with a staff member, the following procedures are followed:

1. The administrator consults with the employee.

2. A written letter is given to the employee and put in their file.

3. An Action Plan is written. The Action Plan has 4-7 objectives that must be met in a 2-6 week time period. Two weeks for behavioral changes, six weeks for academic changes.

4. If the employee chooses not to comply with any part
of the Action Plan, they are choosing not to continue employment at the school.

Faculty Disciplinary Action

5.7

Adults who work together and with children are required to follow conduct and relationship guidelines. It is of utmost importance that we all be aware of our responsibilities to the children enrolled in our program, their families, and our co--workers.

It is our intention to take a constructive approach in this area and at the same time insure that actions which would interfere with the safety of a child, our operations, or an employee's job are not continued.

Not conforming to Peridot Montessori Charter School standards will result in one or more of the following forms of disciplinary action:

A. Verbal Warning

B. Written Warning

C. Action Plan

D. Dismissal

In arriving at the proper course of action to be taken, we will consider the seriousness of the infraction, the past record of the employee, and the circumstances surrounding the incident.

Faculty Termination

5.8

Although it is not possible to identify every possible violation of standards of conduct, the following is a partial list of infractions that will result in disciplinary action:

A. Falsifying records, including application for employment and time sheets

B. Revealing confidential information of any kind to parents, children, or non- authorized staff

C. Using school equipment (such as the copying or laminating machines, computers or vehicles), materials, time, or information for unauthorized purposes or personal use

D. Abusing (verbally, emotionally, or physically) any child, parent or staff member, including yelling at children.

E. Engaging in any behavior deemed "Gross Neglect" by the Administration

F. Being under the influence of illegal drugs or alcohol while on PMCS premises or business

G. Possessing unauthorized drugs or alcohol while on school premises/business

H. Carrying concealed weapons or explosives or violating criminal laws on PMCS premises /business

I. Immoral or indecent conduct

J. Verbal, Visual, or physical conduct constituting sexual harassment

K. Willful or repeated violation of safety rules

L. Excessive absenteeism or tardiness

M. Performance that does not meet the requirements of the position

6 COMPENSATION

Time Sheets 6.1

See Appendix for a sample time sheet. All employees are required to maintain a timesheet. Wage employees must fill out a timesheet that reflects time of arrival, time of departure, and any lunch breaks taken. Therefore, it is the responsibility of this employee to record:

In upon arrival

Out again at the beginning of break times which exceed ten minutes In

at the end of break time, and

Out upon completing scheduled hours

Paid leave time

It is each employee's responsibility to track hours worked. It is not acceptable to clock in or out for fellow workers. Falsifying a time sheet may be grounds for immediate dismissal.

Before submitting time sheets, all employees must add the total hours recorded on their time card and sign their name at the bottom of the card as an acknowledgement that the time recorded is correct. Any discrepancies on your timesheet should be brought to the attention of the Administration for initialing.

Salaried employees may record "regular" on their timesheets, yet still need to document any leave time

used, as well as any remaining leave time on the timesheet.

Pay Periods/Overtime 6.2

Pay Period/Pay days

Pay periods are from the first of the month to the fifteenth of the month, and from the sixteenth of the month to the last day of the month.

Employees will be paid twice a month. Paychecks are issued after 2pm on the fifth and the twentieth of the month or deposited through direct deposit. All employees are encouraged to sign up for direct deposit.

Authorization of Overtime

Overtime for salaried employees will be compensated as vacation time, unless they are working outside of their regular duties.

All employees must receive pre-authorization from the Administration prior to working hours that exceed hours outlined in contracts. Any time clocked out past scheduled hours must be initialed by the administrator, and the purpose of your extended hours must be noted in the margin of your time sheet.

Salaried employees are not paid overtime or otherwise compensated for scheduled meetings or continuing education hours.

Wages and Salaries

Wages are based upon the following criteria:

Units earned at an accredited institution of higher education for successful completion of courses which directly relate to the field of child care, early childhood education and education.

All practical experience which directly relates to the field of child care, early childhood education and education.

The position for which the employee is hired.

An employee's pay rate may be adjusted in one of three ways:

An employee's rate of pay will be adjusted upon submission of official transcripts (to Administration) that demonstrate successful completion of acceptable training courses.

Administration may choose to adjust an employee's pay rate if the employee's assigned duties are changed. This may result in an increase in hourly rate if responsibilities are added or a decrease if responsibilities are diminished.

Administration may choose to provide employees with an annual salary increase. The annual raises (normally announced in early spring) are scheduled to take effect July 1st.

Bonuses/financial remuneration provided by organizations other than Peridot Montessori Charter School will be distributed on the regular payday following receipt of the bonus monies in the Peridot Montessori Charter School accounts.

Contracts

Contracts for new employees will be negotiated and signed prior to the beginning of employment. This initial contract will be in effect for the balance of the first school year.

Negotiations for renewal of contracts for continuing employees will take place in the spring at the discretion of Administration. Renewed contracts will normally cover assignments for the subsequent school year (beginning in July).

Employment contracts will reflect scheduled hours for the upcoming school year, job title, and any salary adjustments that may be applicable.

All terms of the contracts are considered to be in effect for the full period stated in the agreement. The only exceptions will be in those cases when a written Amendment or Termination Notice is signed and attached to the contract by Administration.

Professional Status

Professional status applies to faculty who possess:

A Bachelor's degree and a

Montessori Certificate, or A state

teaching license, or

A Bachelor's degree and a state license in the field of expertise, such as occupational therapy

Salaries

6.5

All salaries are determined by years of experience in the field of education, level of education, Montessori certification, and State licensure. The following are the current salary ranges at the time of printing this manual:

Executive Director:	$70,000 -$100,000
Assistant Director:	$50,000 -$70,000
Administrative Assistant:	$25,000 -$35,000
Special Education Coordinator:	$36,000 -$50,000
Teacher:	$34,000 -$45,000
Intern:	$20,000 -$24,000
Teacher Assistant:	$20,000 -$24,000

Payroll Deductions

6.6

The following deductions may be applied to an employee's

paycheck:

Federal Income Tax Withholding

State Income Tax Withholding

FICA (Social Security) Tax State

Disability Insurance (SDI)

Retirement pension funds

Tuition for preschool children of employees enrolled at Peridot Montessori. Employees may elect to have the monthly tuition deducted from their check.

Medical insurance premiums for dependent coverage. This applies to employees who are eligible for insurance and have elected to cover a dependent or spouse.

Salary advances

Wage attachments made in accordance with any state or federally mandated law or request.

Punctuality

6 .7

Punctuality

- Prompt arrival is essential for all employees to make efficient use of work time. State licensing requires us to maintain proper adult-to-children ratios. This is 1:8 for

three-year-olds. Peridot Montessori chooses to maintain a 1:12.5 adult-to-child ratio for older children .

- If employees find they are unable to fulfill their assigned schedule, they need to contact the Administration to discuss the possibility of making a schedule change.

- We maintain the legal right to deduct 30 minutes of pay for employees who arrive to work 1 minute late. This right will be exercised against employees who abuse their schedules.

- Repeated tardiness to work is grounds for dismissal.

Stipend/Reimbursements

6.8

Stipends

Faculty members who perform additional duties beyond those described in their contracts may be eligible to receive stipends. Such duties may include mentoring other faculty members, being a section leader, or coaching sports teams.

Reimbursements

Occasionally, faculty members pay for materials with their own money. If you expect to be reimbursed for the material, which would then belong to Peridot Montessori Charter School, please use the following procedure:

- Have your administrator pre-approve the purchase and the purchase amount.

- Save your receipt from the purchase. All purchases should be separated from personal purchases. Reimbursements cannot be guaranteed when purchases are combined with personal purchases.

- Sign your name and room number to the receipt and make a photocopy of the receipt.

- Save the original receipt. Turn in the photocopied receipt with an administrator's signature in the school's accountant's box.

- Wait for your reimbursement. If it has not arrived within four weeks after your request, please write "second request" on the bottom of your request and submit it again.

Faculty Benefits
7

Benefits Eligibility
7.1

Benefits Eligibility

Employees of Peridot Montessori Charter School are classified by the characteristics of their regular work schedule.

FULL-YEAR

Employees whose position requires their scheduled hours cover a minimum of 230 days of work per year (over a 12 month period).

SCHOOL YEAR

Employees working only while school is in session, plus teacher work days. School year Full time employees are eligible for medical benefits, retirement, and vacation accrual upon completion of their 90 day probationary period.

FULL-TIME

Employees who are scheduled to work an average of more than 6 hours per day for at least 230 days per year. Full time employees are eligible for medical benefits, retirement, and vacation accrual upon completion of their 90 day probationary period.

PART-TIME

Employees scheduled to work and average week fewer than 6 hours per day and fewer 193 days per year are entitled to receive free tuition for the extended day class if their child is enrolled in a morning class.Part-time employees are not entitled to medical benefits, or retirement.

CHARTER-SCHOOL Employees paid out of funds received by the state. See administrator if you're not sure.

Employee Vacation

7.2

Eligibility

The following benefits apply to employees who have worked a minimum of 193 days per year and more than 6 hours of work per day.

Employee Leave Time

- An employee who works full time for the full school or calendar year accrues one day of paid leave time for each month of employment. The hours earned per month are based upon the number of hours an employee is scheduled to work per day. For example, if an employee works for 6 hours per day on a regular basis, they will accrue 6 hours of paid leave time per month.

- Employees begin earning leave time as of the first day they work. They continue to accrue leave time until the end of their contracted year. They may not take any paid leave time in their probationary period.

- Accrued leave time can be taken in increments of one hour or more as needed. Please turn in a Leave Time Form (see appendix) requesting the number of hours of leave time you wish to be paid. Attach a copy of this approved form to your time card.

- Leave time can be taken as vacation, sick days, or personal time off including jury duty, time off to vote, and military duty.

- Leave time taken as vacation or personal time must be pre-arranged with your administrator. You may accrue no more than 24 days of paid leave time.

- Time taken will be deducted from the net accrued to-date within the same pay period during which the leave was taken.

- If an employee takes more leave time than they have accrued, the difference will be deducted from their gross pay in the same period the time was taken.

- Employees may request a current accounting of accrued leave time, but they should keep their own records.

NOTE: The five teacher work-days in August are protected work days. No employee may use vacation time during this time period.

Continuing Education/ Dependent Tuition 7.3

Continuing Education Funds

Continuing Education Funds are sometimes available to employees wishing to further their professional education, either through completing a Montessori Training Course or additional education in the fields of Education, or a field related to the work

that they do at Peridot Montessori Charter School. Faculty members requesting funds for continuing education may do so by applying for an educational grant from the Stanwood Educational Foundation (Peridot's governing board). These grant funds would be paid directly to an approved, accredited institution of higher learning on behalf of the Peridot Montessori Employee. The employee would sign a Promissory Note agreeing to repay Peridot Montessori Charter School for all Continuing Education Funds guaranteed by the Promissory Note by working one year at Peridot Montessori Charter School for each $1000 funded. Should the employee not fulfill his or her contractual employment agreement, or not complete the courses paid for by the Continuing Education Funds to at least passing level, the employee will repay Peridot Montessori Charter School in full. In the case of Montessori Training, the employee would be required to complete the course and be granted certification by the Montessori training center to fulfill the conditions of this arrangement.

Employees interested in pursuing such funds should submit a formal, written letter to the Board of Directors of the Stanwood Educational Foundation.

Dependent Tuition

Tuition discounts for preschool children and children enrolled in either our Before- and After-Care programs are available to children of full-time employees enrolled at Peridot Montessori. Discounts will be provided based on employee status, and financial need. Please note that any tuition discount may be considered additional income and should be reported on state and federal income tax forms. Please consult your accountant for additional information regarding this benefit.

Medical Insurance

Peridot Montessori Charter School provides medical insurance free of premium charge to all Full-Year (230 days) and School-Year employees who are scheduled to work 30 or more hours per week and have completed the 90- day probationary period. An employee should request an insurance enrollment form from the office, complete the form and return it to the office at least one month before expected coverage is to begin.

Dependent Coverage

An employee may choose to purchase dependent coverage under the same plan. The premiums for dependent coverage will be paid by the employee. Those interested in adding dependent coverage must fill out the appropriate forms and submit them to the administrative office. Cost for dependent coverage will be deducted from each paycheck. For detailed information regarding the depth of coverage and cost of dependent care, please refer to the Explanation of Medical Benefits provided by the Administration.

Dental Insurance

Employees may choose to purchase dental insurance. The premium for that insurance may be deducted from their paychecks.

Retirement

7.5

Retirement

All employees are eligible for a retirement fund provided for Non Profit organizations known as a 503b. This is the equivalent of the 401k for For-Profit Organizations. In the near future, Peridot Montessori Charter School intends to donate 3% of the employee's salary to the fund. The employee may wish to put additional pre-tax dollars toward their retirement. Please see the office for additional information on our current retirement package offered.

School Holidays

7.6

School Holidays

Peridot Montessori Charter School will be closed for business nine days each year in honor of the following holidays:

New Year's Day

Martin Luther King's Birthday

Good Friday

Memorial Day

Fourth of July

Labor Day

Thanksgiving Day

The Friday Following

Thanksgiving

Christmas Day

- In addition to the above holidays, Charter School classes are not offered for about two weeks in the winter, one week in February, one week in April, and eight weeks from the end of the school year in June until the last week in August. However, a Child Care/Summer Camp may remain open during these times.

- The Child Care will remain in operation during the winter, spring, and summer breaks. Employees who work during these days will be paid from the non-charter funds.

Teacher Workdays

- All employees are required to be at school during all Teacher Workdays, unless they are attending educational programs pre-arranged with the administration.

  - Teachers will also attend local Maine Montessori Association workshops in the Fall which are scheduled on the Friday before Columbus Day.

Note: Peridot Montessori Charter School may be closed additional holidays during the year, please check the school calendar for additional holidays and dates for the above mentioned breaks.

Breaks

7.7

Lunch and Rest Periods

- The following table summarizes the lunch and rest periods to which employees are entitled, based on the number of hours worked in a given day.

- Employees who work exactly 6 hours per day are entitled to a 30-minute unpaid lunch break. This break can be waived if agreed to in writing by both parties

- Peridot Montessori is obligated to comply with state licensing requirements with regard to Adult-to-Child ratios. In order to ensure that we are in compliance at all times, all breaks must be scheduled with the appropriate administrator.

Note: Breaks that exceed 10 minutes must be docked out (see TimeSheets)

- Employees may leave the classroom to take a rest break, provided there is adequate staff to maintain adult-to-child ratios. If adequate staff is not available, an employee may take their rest break(s) in the classroom by sitting at the snack table or any other designated area.

Breaks Cont'd

7.7

- Employees who are eligible for either a 30 or 60 minute break must also ensure that ratios are maintained in their classroom before leaving. Arrangements for these breaks should be made with co-workers in the classroom.

- In order to ensure that employees take advantage of this opportunity to rest from their earned breaks they are encouraged to rest in the areas designated for that purpose. All employees are free to leave the campus during their lunch breaks, except for those who have agreed to work an on-duty lunch.

Professional Development

AMS Training

8.1

American Montessori Society (AMS) Montessori Certification

Peridot Montessori Charter School is an affiliate of the American Montessori Society. All staff that is not Montessori certified through an accredited Montessori program are encouraged to enroll in an AMS accredited training program appropriate to the developmental level of the children they are teaching. This training program includes classroom training, observations, an internship in a Montessori program, and preparations of Montessori materials and manuals. The length of the training programs varies, but is approximately one year for each developmental level (3–6, 6–9, 9–12, and 12-15 years olds). Employees that are interested in attending a Montessori training program may be eligible for continuing education funds (see section 7.3)

Montessori Paraprofessional Training

All support staff that does not have Montessori certification will be required to take a Montessori Paraprofessional course. This course will introduce the employee to the Montessori philosophies, and teach how the Montessori classroom functions. This course is offered once a year on Peridot's Campus. It lasts approximately 16-20 hours. This may be over the course of one weekend, or in smaller sessions throughout the school year. If an employee is unable to attend the course

offered on campus, that employee will be required to take the course through another AMS accredited program at their own cost.

Continuing Education Requirements 8.2

Teachers that hold a current license to teach in the state of Maine are required to complete continuing education credits (CEUs) in order to maintain and renew their professional teaching license. More information on state licensure can be found in section 9.

All staff members that work with children in the preschool program are required to complete a certain number of clock hours of continuing education. The amount of clock hours is determined by employees' level of education and years of experience in the childcare field. All other staff members are highly encouraged to continue pursuing knowledge in the fields of education and child development.

The following activities may give an employee continuing education credit:

- Professional workshops
- Professional conferences
- University or college courses
- In-service workshops

Information is periodically posted on the small bulletin board by the faculty mailboxes in the main office regarding workshops, conferences and local coursework available. It is the duty, however, of the staff member to enroll in the programs. Staff will be required to present documentation of any workshops or course work in order to receive credit. In order to be entitled to a reimbursement for any of the listed programs, the staff member must receive pre-authorization from the Administration by submitting a summary of the program. Regularly

scheduled work hours taken off to attend workshops will be treated as leave time unless your presence has been requested by Peridot Montessori Charter School, or the time has been approved by the administration to be salary producing.

Professional Organizations 8.3

Peridot Montessori Charter School will pay for each staff member to become a member of one professional organization per year. The organization that the employee wishes to enroll in must be pre-approved by the administration. Peridot strongly encourages all staff members to choose an organization that will help promote Montessori education and/or charter schools. Some organizations that are recommended include:

- American Montessori Society (AMS)
- North American Montessori Teacher's Association (NAMTA)
- Association Montessori Internationale (AMI)
- Montessori Accreditation Council for Teacher Education (MACTE)
- Maine Association of Charter Schools
- National Association of Charter Schools

Professional

Conferences

8.4

*** Future policy: Not available during 2016 – 2017 unless special funds have been acquired. Thereafter, we are able to apply for the Maine Teacher Effectiveness Grant.**

Peridot Montessori Charter School will also pay for one professional conference per year for each employee. Peridot has a whole school teacher workday every spring in the same time frame as the national American Montessori Society conference. This is to ensure any staff member wishing to attend the conference may do so. Peridot will pay for the conference fees, however transportation to the conference, as well as the food and lodging during the conference will be the responsibility of the employee. If an employee is not able to attend the AMS national conference, then Peridot will pay for any other pre-approved conference in that same year. Please note that posting information on the community boarddoes not ensure its approval by the administration.

9

State Licensure

State Licensure Overview

9.1

Maine statutes specify that all professional employees of public schools hold the appropriate license for the subject or grade level taught or for the professional assignment held. Department of Education 05-071 Chapters 13 and 115:

“Summary: This chapter establishes qualifying examination requirements for teachers, educational specialists, and administrators seeking initial certification in Maine. There are four types of initial certificates: conditional, provisional, targeted need and transitional endorsement.

Applicants for provisional teacher certification must attain minimum qualifying scores on the Core Academic Skills for Educators also known as PRAXIS I in the basic skill areas of reading, writing, and mathematics, on the appropriate content area PRAXIS II exam, and on the appropriate Principles of Learning and Teaching (PLT) exam.

Applicants seeking initial administrator certification have the option of completing the School Leaders Licensure Assessment or the School Superintendent Assessment in lieu of coursework to meet some competency requirements in accordance with Chapter 115 Part II.”

According to Peridot Montessori Charter School's charter contract with the state, teachers are employed by the Stanwood Educational Foundation. This subsection governs teacher employment in a public charter school:

A. A public charter school must comply with applicable federal laws and regulations regarding the qualification of teachers and other instructional staff.

B. All full-time teachers in a public charter school must either hold an appropriate teaching certificate or become certified within 3 years of the date they are hired, except for those with an advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach.

Responsibility for Professional Development 9.2

Communicating with DOE Certification 9.3

DOE/Certification section of DOE offers assistance in licensing matters to school systems and to individuals by mail, telephone, the internet and personal consultation. Faculty should consult with the superintendent or licensing coordinator before directly contacting DOE. If questions cannot be answered satisfactorily at the school, individuals may then inquire at the following addresses and numbers:

Mail Certification
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

Telephone DOE

(207) 624-6603
Fax: (207) 624-6604

Email cert.doe@maine.gov

Internet Address maine.gov - certification

The Maine Certification

Upon receipt of documentation (from a school or from an individual) indicating the completion of requirements, the Certification Section of DOE issues a license. The license indicates specific information about an individual's qualifications that are used by schools to make employment and salary decisions.

Certification

The Certification Section of the Department of Education (DOE) charges non-refundable fees for reviewing, evaluating, and processing licensing requests. These fees include $100 for initial applications and special applications such as lateral entry; $100 for renewals, upgrades, and initial applications for new, in-state approved program graduates; and $35 for added or secondary certifications. Fees are considered the responsibility of the individual teacher, unless otherwise specified in employee's employment agreement. Processing fees may be paid by mail using a check or credit card (MasterCard or VISA).

Routes to Obtaining Certification

A license can be obtained through four approaches: completion of state-approved education program in an accredited university; reciprocity; alternative entry; and lateral entry. As noted in 9.2, the individual bears the principal responsibility for obtaining licensure.

Praxis Teacher Testing 9.6

Praxis Series Descriptions.

PRAXIS 1: This is a series of academic skills assessments taken early in the college career to measure reading, writing, and mathematical skills. The tests are required by North Carolina colleges and universities to meet the entry requirements for approved education programs. The tests are offered in two versions: PPST (a paper/pencil test) and CBT (a computer-based test).

PRAXIS II/Subject Areas: These are tests which measure knowledge of the subjects individuals teach. They also measure subject-specific pedagogical skills. The Praxis series offers several different tests so that states can select the tests that best meet the requirements.

PRAXIS II/Principles of Learning and Teaching: These tests use a case study approach to measure pedagogical knowledge at three grade levels: K-6, 5-9, 7-12. The tests feature short essays and multiple-choice items. Candidates for licensure choose the PLT test (I<.-6, 5-9, or 7-12) that best represents the level they plan to teach.

Initial Certification 9.8a

The ICP is a three-year period of support and assessment for novice teachers. At the end of this period the teacher is either granted or denied a continuing license based on classroom performance. If a continuing license is granted, it is issued with a five-year dating cycle. Each Local Education Agency; (in the case of charter schools, the LEA is the individual school), in collaboration with Institutions of Higher Education (IHE's) must establish a plan of assistance and evaluation for teachers participating in the ICP.

The fundamental purpose of the ICP is to offer support for an individual's professional growth during the first three years of employment. Support consists of a mentor, periodic assessment

of skills, evaluations of performance, and an Individual Growth Plan (IGP). All initially licensed teachers must be assessed using the current State Board of Education approved evaluation process. Each teacher participating in the ICP must complete and submit a Performance-based Product to DOE for review. A satisfactory assessment is required to qualify for continuing licensure status. ICP's may be required for people moving from other states.

Who is required to participate in an ICP?

Teachers with fewer than three years of public school experience, but special requests can be made for teachers with non-public teaching experience, are issued initial licenses and must participate in the ICP. Teachers from states not included in the Maine reciprocity agreements must participate in an ICP regardless of the length of experience. Lateral entry employees must also participate; they retain initial status during the entire period during which they complete test requirements and coursework in no less than three years and no more than five.

Who does not have to participate in an ICP?

Teachers with three or more years of experience (as determined by the DOE Certification) are not required to serve in an ICP. An out-of-state teacher is not subject to ICP requirements, if the teacher has a Maine license based upon interstate reciprocity and has three or more years of experience. Additionally, a teacher who is employed for less than 50% of the school's instructional day is not eligible to participate in the ICP.

ICP Observation

Requirements

9.8b

Each Initial Certification observation must be for at least one class period or instructional activity, followed by a conference. The observation schedule should be equally distributed over the course of the school year. Each initially licensed teacher should be observed at least three times

annually by a qualified school administrator or designee, observed at least once annually by a teacher, and evaluated at least once annually by a qualified administrator.

Certification Suspension

Revocation

9.10

The Maine DOE may suspend, revoke, or deny certification for the following reasons: fraud; material misrepresentation; concealment; conviction of a crime which would adversely affect the person's ability to perform professional functions; commitment of an illegal, unethical, immoral, or lascivious act that would adversely alter the person's professional functions effectively; resignation from a school without 30 calendar days' notice except with the prior consent of the local superintendent; revocation of a teacher's license in another state. Please consult with the Licensure Coordinator about due process procedures and responsibilities.

Certification Renewal

9.11

Individuals earn certification renewal or reinstatement by completing appropriate coursework or earning the appropriate amount of renewal credits.

10

Job Descriptions

Executive Director

10.1

Qualifications

The person selected for this position will have, at a minimum, these professional qualities.

- Hold a master's degree in education, management, or a related field.

- Be professionally prepared as a Montessori teacher by an accredited program

- Have experience in school administrative and Montessori training

- Have at least three years classroom teaching experience

The person selected for this position will also:

- Endeavor through every professional action to assist Peridot Montessori Charter School in fulfilling its mission and furthering its vision

- Provide moral, intellectual, and educational leadership of the highest order

Take personal and professional responsibility for creating, sustaining and nurturing the most engaging education environment

- Implement and maintain educational programs characteristic of exemplary schools

General Responsibilities

- Oversee the daily administration of Peridot Montessori Charter School in a professional, ethical, legally correct and moral manner.

- Carry out the broad educational policies established by the board, and act within the limits of the financial policy set by that body. Within these basic guidelines, the Director will determine the methods for carrying out board policies, create operational policy, oversee the business operation, develop and evaluate student programs and services, provide administrative and professional leadership for faculty and orchestrate external relations.

- Be accountable for all administrative decisions and actions, and for building and maintaining a strong leadership team. The Director regularly will involve members of the administration and faculty in decision-making and evaluation.

- Accessible to (within reason) and responsive to all constituencies- students, parents, faculty, alumni, and the public at large.

- Responsible for the health and safety of students, administrators, and faculty while they are under the school's jurisdiction.

Professional Development

- Attend at least one regional or national Montessori conference and one charter conference per year

- Find ways to become and remain part of a network of peers who can provide personal support and professional assistance

- Maintain current professional membership in AMS, AMI, or NAMTA

Student Responsibilities

- Work with the Faculty to examine the needs of students and to put in place programs and policies to meet those needs

- Attend IEP meetings or send representative

Parent Responsibilities

- Ensure that parents are kept informed about the school's policies, programs, and the progress of their children.

Faculty Responsibilities

- Devise the teaching and non-teaching positions needed to implement the school's programs, and select and employ competent personnel to fill these positions.

- Retain well-qualified faculty and staff through equitable compensation plans, working conditions, discipline programs, and concern for their growth within the school and in the larger community.

- Maintain personal contact with all employees to foster good relations, promote high morale and identify personnel problems as early as possible. Encourage similar types of contact on the part of subordinates.

- Establish practices and procedures to promote grace and courtesy and constructive relationships among all personnel.

- Determine standards for the professional quality and behavior of the faculty. Measure and maintain reasonable

performance and professional growth among immediate subordinates, and through them, all employees.

- Provide twice-yearly evaluation and goal setting assistance to other members of the administrative and support faculty.

- Dismiss those who fail to meet the stated standards.

Board Relationships

- Shape and uphold, with the Board of the Stanwood Educational Foundation, the school's mission, goals, and objectives. Articulate these to the school's constituencies and the wider community. Guide the board in formulating the school's mission and in developing its strategic and/ or long-range plan.

- Bring to the board's attention such matters and data as are appropriate to keep the board fully informed to meet its responsibilities. This includes suggestions for broad policy development as well as strategies for institutional betterment.

- Report to the board on school matters. Account to the board for effective, business-like management of the school.

- Function as chief advisor to the board, guiding it in the full range of its activities. In turn, trustee and board committees are expected to support and augment the Director and the administrative team.

- Serve as chief communicator between the board and the faculty.

- Ask the board for an annual evaluation of the director's performance.

- Assist the board with an annual evaluation of the board's performance, as well as the operations of the school in relation to the school's stated mission and vision statements and long-term plans.

Organization

· Create and nurture an appropriate and strong management team. Share with and delegate to his or her immediate subordinates such that this group is prepared to collectively lead the institution should the head suddenly become incapacitated.

· Promote an internal organization that permits effective communication - up and down.

· Work to produce smooth day-to-day internal operations.

· Planning and Analysis

· Develop tactical plans with the help of key members of the management team. Together, they initiate studies of pertinent data (financial, enrollment, academic performance . . .), to facilitate and inspire such plans.

• Encourage external perspective via testing, comparisons with similar institutions, and external analyses/ critiques.

Programs

• Develop alertness to educational trends and issues locally, regionally and nationally, and help to interpret their significance to the board, administration, faculty, parents and extended school community.

• Design, implement and administer student programs and services- appropriate to the needs of those enrolled. Develop systems of scheduling to accommodate these programs and services.

· Set standards of participation and achievement in each category:

Academic: Establish the educational offerings as well as appropriate systems to guide students through evaluation achievement. The Montessori curriculum must have continuity and be capped by appropriate placement of graduates.

Co-Curricular: Organize activities, elective offerings of a para-academic nature, formal cultural exposures, and athletics sufficient

to round out the school's academic program and provide for student interest and development.

Character Development: Implement formal and information programs that relate to high moral and ethical conduct. This includes counseling and advisory programs a disciplinary structure that is administered fairly, and a mechanism for coordinated psychological assistance in the event of student need.

Program and Service Support

· Administer efforts that provide sufficient support for student programs, including general equipment and facilities, as well as technological and electronic systems.

· Assure that a comprehensive set of records is maintained in accordance with the needs of the school, its constituents, and the government.

Environment

· Hold general operating responsibility for the safety and well- being of all students and faculty under the school's jurisdiction.

· Approve and administer rules and procedures governing the student body.

· Work to promote harmonious and constructive relationships among and between students, faculty, and administrators and- recognize the importance of the development of each individual.

· Strive to create and maintain an aesthetically attractive environment that is compatible with the character of the school.

Finance

· As a steward of the school and the State of Maine fiscal resources, the director has fiduciary responsibility to: budget and manage finances prudently; maintain the physical plant; actively engage in long-range planning, its implementation and review; and raise funds, both annual and capital.

·Prepare and carry out the operating plan and the annual budget.

·Present financial plans and annual budgets to the board to achieve the objectives of the school.

· Maintain a system of cost control to foster efficiency consistent with high standards of education and the limitations of the budget

· Maintain a cost-effective system of purchasing, billing, accounting, investing and insurance.

· Recommend tuition rates for non-charter operations and salary adjustments annually.

· Make financial-aid decisions.

Enrollment and Recruitment

· Establish standards and procedures for student admissions and dismissals.

· Recommend a suitable scholarship and grant-in-aid program to the board and execute that program.

Fundraising

- Advise the board with respect to fundraising needs and plans.
- Coordinate fundraising efforts and events and become personally involved in the cultivation and solicitation of major prospects, as needed.

Constituent Relations

· Articulates the mission of the school to its constituencies.

- Is the school's greatest and most visible advocate and spokesperson.
- Is aware of changing patterns in the local community, especially those that may affect enrollment or diversity within the school.

- Ensures hiring and enrollment practices are consonant with the school's written policies of non-discrimination and due process.
- Encourage meaningful alumni, parents and past parent participation in events that aid and support the goals of the school.

· Respond to special interest groups, giving them direction while stressing the needs of all students.

Constitutional Image

- Function as spokesperson for the school.

· Interpret the program to the public and strive to become the personification of the school.

· Oversees the well-being of the entire school, rather than of any single constituency, and works to help all constituencies to see the school as part of a network of local, state, regional and national organizations concerned with educational issues and excellence.

· Cooperate with heads of other Charter and Montessori schools to ensure good relations among schools are protected, especially in the four sensitive areas of admission, marketing, faculty recruitment, and fundraising.

Auxiliary Services and Programs

- Identify special services that are either necessities or worthwhile conveniences to those who seek out the school (transportation issues, student store, food service, health service, security, etc.)

· Suggest to the Board any supplemental enterprises that are compatible with the school operation and which give promise of financial surplus, effective utilization of plan and personnel, and/ or significant public relations exposure.

Physical Plant Management

· Ensure the school satisfies the health and safety requirements of state and local authorities.

· Supervise the maintenance and operation of all school facilities.

· Within budget limits, approve expenditures for operation and maintenance.

· Recommend changes or additions necessary to implement student programs or to maintain desired standards of appearance, safety and adequacy.

· Endeavor to see that the plant accommodates the program rather than dictates the program or means of operation.

Assistant Director

Children's House (Pre-primary & K)

10.2a

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

· Hold a bachelor's degree in education or in a field pertaining to children, such as Child Psychology or School Counseling.

· Be professionally prepared as a 3–6 Montessori teacher by an accredited Montessori training center.

· Have at least three years classroom teaching experience.

•Strong written and spoken communication skills.

• Endeavor through every professional action to assist Peridot Montessori Charter School Children's House in fulfilling its mission and furthering its vision.

• Provide moral, intellectual, and educational leadership of the highest order.

Personal Qualifications

• Listen empathetically to other children and adults.

- Make objective decisions about hiring, firing, and day-to-day operations.
- Maintain excellent attendance.
- Exhibit unbridled enthusiasm for Montessori education.

Program Responsibilities

· Articulate and support the integrity of Montessori Education at the 3–6 developmental level.

· Take personal and professional responsibility for creating, sustaining, and nurturing the most engaging, exemplary Montessori education environment.

· Organize parent-teacher-student conferences. Disseminate information regarding conference formats, assessment instruments, assessment follow-ups, and placing assessments in child's permanent record to appropriate staff members.

· Organize curriculum discussion throughout the school year.

· Speak at an evening PFA meetings to inform/educate parents of developmentally appropriate general curriculum.

· Coordinate Children's House budget requests.

· Coordinate annual end-of-year classroom material and furniture inventories within the Children's House, including repair and ordering requests.

· Substitute in classrooms when necessary for the smooth operation of the school.

Admissions Responsibilities

· Coordinate the admissions process at the 3–6 level. Receive frequent visitors and prospective families in weekly orientation tours and during special visits. Your building serves as a model for Montessori 3–6 education.

· Be responsible for all basic functions involving children new to the school and prospective applicants.

· Respond with follow-up calls to inquiries in a timely fashion.

· Oversee secretarial function of mailing school information packets pertinent to admissions.

· Determine openings at each level and fill them from the waiting list within a week of withdrawal notice.

Student Responsibilities

· Support children who have been removed from classroom setting due to illness, behavior, emotions, or other reasons.

· Work with the Faculty to examine the needs of each student and to put in place programs and policies to meet those needs.

Parent Responsibilities

• Impart general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.

• Preview newsletters or other communications sent to parents from Children's House teachers.

· Coordinate, communicate and update Children's House information that goes to parents, including but not limited to information in the parent information packet.

· Submit a small article (on Children's House happenings) for the monthly PFA newsletter. This article may be written by self or a designee.

· Work as a liaison between the PFA and Children's House.

· Enlist assistance of volunteers whenever possible and appropriate.

· Assist the faculty in organizing three yearly conferences for 3–6 year olds.

Faculty Responsibilities

• Coordinate weekly Children's House faculty meetings.

- Be responsible for coordinating faculty information and communication:
    1. among Children's House faculty;
    2. to other sections; and
    3. between administration and Children's House faculty.

    This includes communication among extended day and specialist faculty who serve children at the 3–6 level.

· Attend administrative faculty meetings as needed. Communicate Children's House faculty concerns to the administration.

· Work with the administration and other faculty members in establishing and reviewing Children's House policies.

· Facilitate/mediate discussions amongst 3–6 faculty when necessary.

· Maintain all Children's House employee's files o current employees.

· Conduct performance evaluations of Children's House faculty members.

· Offer, when necessary, a professional mentor relationship to Children's House faculty members and new members of the administration team.

· Organize curriculum discussion throughout the school year.

· Store employee files for former employees.

· Speak at a PFA meeting to inform/educate parents of developmentally appropriate general curriculum.

· Coordinate Children's House budget requests.

· Coordinate annual end-of-year classroom material and furniture inventories within the Children's House, including repair and ordering requests.

Environmental Responsibilities

- Maintain the Children's House office environment, including dusting and tidying the area.

- Assist in the preparation/ maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school.

- Make repair and maintenance requests to the school office. Follow up requests to ensure repairs are made in a timely fashion.

- Complete an inventory of materials/furniture not contained in classroom settings (offices, hallway, playground, etc.). Give a copy of the inventory to the school office.

Assistant Director

Elementary

10.2b

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

O Hold a bachelor's degree in education or in a field pertaining to children, such as Child Psychology or School Counseling

O Be professionally prepared as a 6–9, 9–12, or 6–12 Montessori teacher by an accredited Montessori training center.

o Have at least three years classroom teaching experience.

o Strong written and spoken communication skills.

o Endeavor through every professional action to assist Peridot Montessori Charter School in fulfilling its mission and furthering its vision.

o Provide moral, intellectual, and educational leadership of the highest order.

Personal Qualifications

o Listen empathetically to children and adults

• Make objective decisions about hiring, firing and day-to-day operations.

• Maintain excellent attendance.

• Exhibit unbridled enthusiasm for Montessori education.

Program Responsibilities

• Articulate and support the integrity of Montessori Education at the 6–12 developmental level.

• Take personal and professional responsibility for creating, sustaining, and nurturing the most engaging, exemplary Montessori education environment.

• Organize parent-teacher-student conferences. Disseminate information regarding conference formats, assessment instrument, assessment follow-up, and placing assessments in child's

· permanent record to appropriate staff members. *

· Organize curriculum discussion throughout the school year.

· Speak at an evening PFA meeting to inform/ educate parents of developmentally appropriate general curriculum.

· Coordinate Elementary budget requests.

· Coordinate annual end-of-year classroom material and furniture inventories within the Elementary classrooms, including repair and ordering requests.

· Substitute in classrooms when necessary for the smooth operation of the school.

Admissions Responsibilities

· Coordinate the admissions process at the 6–12 level. Receive frequent visitors and prospective families in weekly orientation tours and during special visits. Your building serves as a model for Montessori 6–12 education.

· Be responsible for all basic functions involving children new to the school and prospective applicants.

· Respond with follow-up calls to inquiries of genuine interest.

• Oversee secretarial function of mailing school information packets pertinent to admissions.

• Determine openings at each level and fill them from the waiting list within a week of withdrawal notice.

Student Responsibilities

• Support children who have been removed from classroom setting due to illness, behavior, emotions, or other reasons.

· Work with the Faculty to examine the needs of students and to put in place programs and policies to meet those needs.

Parent Responsibilities

• Impart general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.

· Preview newsletters or other communications sent to parents from Elementary teachers.

• Coordinate, communicate and update Elementary information that goes to parents, including but not limited to information in the parent information packet.

· Submit a small article (on Elementary happenings) for the monthly PFA newsletter. This article may be written by self or designee.

· Work as a liaison between the PFA and Elementary classes.

• Enlist assistance of volunteers whenever possible and appropriate.

• Assist the faculty in organizing twice-yearly conferences for first through sixth graders.

Faculty Responsibility

O Coordinate weekly Elementary faculty meetings.

O Be responsible for coordinating faculty information and communication:

1. among Elementary faculty;
2. to other sections; and
3. between administration and Elementary faculty.

This includes communication among extended day and specialist faculty who serve children at the 6–12 level.

O Attend administrative faculty meetings as needed. Communicate Elementary faculty concerns to the administration.

O Work with the administration and other faculty members in establishing and reviewing Elementary policies.

O Facilitate/mediate discussions amongst 6–12 faculty when necessary.

o Maintain all Elementary employee's files in current employees.

O Conduct performance evaluations of Elementary faculty members.

o Offer, when necessary, a professional mentor relationship to Elementary faculty members and new members of the administration team.

O Organize curriculum discussion throughout the school year.

O Store employee files on former employees.

o Speak at a PFA meeting to inform/ educate parents of developmentally appropriate general curriculum.

O Coordinate Elementary budget requests .

O Coordinate annual end-of-year classroom material and furniture inventories within the Elementary, including repair and ordering requests.

Environmental Responsibilities

- Maintain your Elementary office environment, including dusting and tidying the area.

- Assist in the preparation/ maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school.

- Make repair and maintenance requests to the school office. Follow up requests to ensure repairs are made in a timely fashion.

· Complete an inventory of materials/ furniture not contained in classroom settings (offices, hallway, playground, etc.). Give a copy of the inventory to the school office.

- These duties can be delegated to your Teacher Section Leader.

Assistant Director____

10.2c

Professional Qualifications

The person selected for this position will have, at a minimum, these qualifications:

· Hold the same minimum level of qualifications as do teachers.

· Have several years of experience teaching in a Montessori classroom.

o Be professionally prepared as a 6–9, 9–12, or 6–12 Montessori teacher by an accredited Montessori training center.

o Strong written and spoken communication skills.

· Endeavor through every professional action to assist Sterling Montessori Academy and Charter School in fulfilling its mission and furthering its vision.

o Provide moral, intellectual, and educational leadership of the highest order.

Personal Qualifications

o Listen empathetically to children and adults

· Make objective decisions about day-to-day operations.

o Maintain excellent attendance.

· Exhibit unbridled enthusiasm for Montessori education.

Program Responsibilities

o Articulate and support the integrity of Montessori Education at the 12–14 developmental level.

• Take personal and professional responsibility for creating, sustaining, and nurturing the most engaging, exemplary Montessori education environment.

• Organize parent-teacher-student conferences. Disseminate information regarding conference formats, assessment instrument, assessment follow-up, and placing assessments in child's permanent record to appropriate personnel.

• Organize curriculum discussion throughout the school year.

• Speak at an evening PFA meeting to inform/ educate parents of developmentally appropriate general curriculum.

• Coordinate Middle School budget requests.

• Coordinate annual end-of-year classroom material and furniture inventories within the Middle School classrooms, including repair and ordering requests.

• Substitute in classrooms when necessary for the smooth operation of the school.

Admissions Responsibilities

• Receive frequent visitors and prospective families in weekly orientation tours and during special visits. Your classroom serves as a model for Montessori 12–14 education.

- Be responsible for all basic functions involving children new to the school and prospective applicants.

- Respond with follow-up calls to inquiries of genuine interest.

Student Responsibilities

- Work with the Faculty to examine the needs of students and to put in place programs and policies to meet those needs.

Parent Responsibilities

- Impart general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.

- Preview newsletters or other communications sent to parents from Middle School teachers.

- Coordinate, communicate and update Middle School information that goes to parents, including but not limited to information in the parent information packet.

- Submit a small article (on Middle School happenings) for the monthly PFA newsletter. This article may be written by self or designee.

- Work as a liaison between the PFA and Middle School classes.

- Enlist assistance of volunteers whenever possible and appropriate.

- Assist the faculty in organizing twice-yearly conferences for first through sixth graders.

Faculty Responsibilities

- Supervise and support all Middle School Faculty.

- Coordinate weekly Middle School faculty meetings.

- Be responsible for coordinating faculty information and communication:
    1. among Middle School faculty;
    2. to other sections; and

3. between administration and Middle School faculty.

This includes communication among extended day and specialist faculty who serve children at the 12–14 level.

• Attend administrative faculty meetings as needed. Communicate Middle School faculty concerns to the administration.

• Work with the administration and other faculty members in establishing and reviewing Middle School policies.

• Facilitate/mediate discussions amongst 12–14 faculty when necessary.

• Conduct performance evaluations of Middle School faculty members.

• Offer, when necessary, a professional mentor relationship to Middle School faculty members and new members of the administration team.

• Organize curriculum discussion throughout the school year.

• Speak at a PFA meeting to inform/ educate parents of developmentally appropriate general curriculum.

· Coordinate Middle School budget requests.

• Coordinate annual end-of-year classroom material and furniture inventories within the Middle School, including repair and ordering requests.

Environmental Responsibilities

• Maintain your Middle School office environment, including dusting and tidying the area.

• Assist in the preparation/ maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school.

• Make repair and maintenance requests to the school office. Follow up requests to ensure repairs are made in a timely fashion.

• Complete an inventory of materials/ furniture not contained in classroom settings (offices, hallway, playground, etc.). Give a copy of the inventory to the school office.

Assistant Director

Elementary

10.2b

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

- · Hold a bachelor's degree in education or in a field pertaining to children, such as Child Psychology or School Counseling
- Be professionally prepared as a 6–9, 9–12, or 6–12 Montessori teacher by an accredited Montessori training center
- Have at least three years classroom teaching experience
- Strong written and spoken communication skills
- Endeavor through every professional action to assist Peridot Montessori Charter School in ful-filling its mission and furthering its vision
- Provide moral, intellectual, and educational leadership of the highest order

Personal Qualifications

- Listen empathetically to children and adults
- Make objective decisions about hiring, firing and day-to- day operations
- Maintain excellent attendance
- Exhibit unbridled enthusiasm for Montessori education

Program Responsibilities

- Articulate and support the integrity of Montessori Education at the 6–12 developmental level.
- Take personal and professional responsibility for creating, sustaining and nurturing the most engaging, exemplary Montessori education environment
- Organize parent-teacher-student conferences within section. Disseminate information regarding conference for- mats, assessment instrument, assessment follow-up, and placing assessments in a child's permanent record to the appropriate personnel.*
- Organize curriculum discussion throughout the school year.
- Speak at an evening PFA meeting to inform/educate parents of developmentally appropriate general curriculum.
- Coordinate Elementary budget requests.
- Coordinate annual end-of-year classroom material and furniture inventories within the Elementary classrooms, including repair and ordering requests.
- Substitute in classrooms when necessary for the smooth operation of the school.

Admissions Responsibilities

- Coordinate the admissions process at the 6–12 level. Receive frequent visitors and prospective families in weekly orientation tours and during special visits. Your building serves as a model for Montessori 6–12 education.
- Be responsible for all basic functions involving children new to the school and prospective applicants.
- Respond with follow-up calls to inquiries of genuine interest.
- Oversee secretarial function of mailing school information packets pertinent to admissions.
- Determine openings at each level and fill them from the waiting list within a week of withdrawal notice.

Assistant Director
Elementary 9.2b

Student Responsibilities

- Support children who have been removed from the classroom setting due to illness, behavior, emotions, or other reasons.
- Work with the Faculty to examine the needs of students and to put in place programs and policies to meet those needs.

Parent Responsibilities

- Impart general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.
- Preview newsletters or other communications sent to parents from Elementary teachers.
- Coordinate, communicate and update Elementary in-formation that goes to parents, including but not limited to information in the parent information packet .
- Submit a small article on Elementary happenings for the monthly PFA newsletter. This article may be writ- ten by self or a designee.
- Work as a liaison between the PFA and the Elementary classes.
- Enlist assistance of volunteers whenever possible and appropriate.
- Assist the faculty in organizing twice-yearly conferences for first through sixth graders..

Elementary,
10.2b

Faculty Responsibilities

- Supervise and support all Elementary Faculty

• Coordinate Elementary faculty section meetings

• Be responsible for coordinating faculty information and communication:

1) among Elementary faculty;
2) to other sections; and
3) between administration and Elementary faculty.

This includes communication among extended day and specialist faculty who serve children at the 6–12 level.

• Attend administrative faculty meetings as needed. Communicate Elementary faculty concerns to the ad-ministration.

• Work with the administration and other faculty members in establishing and reviewing Elementary policies.

• Facilitate/mediate discussions amongst 6–12 faculty when necessary.

Maintain all Elementary employee files on current employees.

• Conduct performance evaluations of Elementary faculty members.

• Offer, when necessary, a professional mentor relation-ship to Elementary faculty members and new members of the administration team.

• Organize curriculum discussion throughout the school

Speak at a PFA meeting to inform/educate parents of developmentally appropriate general curriculum.

• Coordinate Elementary budget requests.

• Coordinate annual end-of-year classroom material and furniture inventories within the Elementary, including repair and ordering requests.

Assistant Director Elementary, 10.2b

Environmental Responsibilities

• Maintain your Elementary office environment, including dusting and tidying the area.

- Assist in the preparation/maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school
- Make repair and maintenance requests to the school office. Follow up requests to ensure repairs are made in a timely fashion.
- Coordinate an inventory of materials/ furniture not contained in classroom settings (offices, hallway, play-ground, etc.) Give a copy of the inventory to the school office.

* These duties can be delegated to your Teacher Section Leader.

Middle School

10.2.c

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

- Hold the same minimum level of qualifications as do teachers
- Have several years of experience teaching in a Montessori classroom
- Have strong written and spoken communications skills. The person selected for this position shall also be:
- Responsible, caring individual who is capable of listening empathetically to other adults.
- Hold a bachelor's degree in education or in a field pertaining to children, such as Child Psychology or School Counseling
- Be professionally prepared as a 3–6, 6–9, 9–12, 6–12 or 12–14 Montessori teacher by an accredited Montessori training center
- Have at least three years classroom teaching experience
- Strong written and spoken communication skills
- Endeavor through every professional action to assist Sterling Montessori Academy and Children's House in fulfilling its mission and furthering its vision
- Provide moral, intellectual, and educational leadership of the highest order

Personal Qualifications

- Listen empathetically to other children and adults
- Make objective decisions about day-to-day operations

- Maintain excellent attendance
- Exhibit unbridled enthusiasm for Montessori

Program Responsibilities

- Articulate and support the integrity of Montessori Education at the 12–14 developmental level.
- Take personal and professional responsibility for creating, sustaining and nurturing the most engaging, exemplary Montessori education environment
- Organize parent-teacher-student conferences. Disseminate information regarding conference formats, assessment instrument, assessment follow-up, and placing assessments in a child's permanent record to the appropriate personnel.
- Organize curriculum discussion throughout the school year.
- Speak at an evening PFA meeting to inform/educate parents of developmentally appropriate general curriculum.
- Coordinate Middle School budget requests.
- Coordinate annual end-of-year classroom material and furniture inventories within the Middle School class-rooms, including repair and ordering requests.
- Substitute in classrooms when necessary for the smooth operation of the school.

Admissions Responsibilities

- Receive frequent visitors and prospective families in weekly orientation tours and during special visits. Your classrooms serves as a model for Montessori 12–14 education.
- Be responsible for all basic functions involving children new to the school and prospective applicants.

- Respond with follow-up calls to inquiries of genuine interest.

Student Responsibilities

- Work with the Faculty to examine the needs of students and to put in place programs and policies to meet those needs.

Parent Responsibilities

- Impart general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.
- Preview newsletters or other communications sent to parents from Middle School teachers.
- Coordinate, communicate and update Middle School in- formation that goes to parents, including but not limited to information in the parent information packet .
- Submit a small article on Middle School happenings for the monthly PFA newsletter. This article may be writ- ten by self or a designee.
- Work as a liaison between the PFA and the Middle School classes.
- Enlist assistance of volunteers whenever possible <u>and</u> appropriate.
- Assist the faculty in organizing twice-yearly conferences for seventh and eighth grade students.

Faculty Responsibilities

- Supervise and support all Middle School Faculty
- Coordinate weekly Middle School faculty section meetings.
- Be responsible for coordinating faculty information and communication:
  1) among Middle School faculty;
  2) to other sections; and
  3) between administration and Middle School faculty.

  This is includes communication among extended day and specialist faculty who serve children at the 12–14 level.
- Attend administrative faculty meetings as needed. Communicate Middle School faculty concerns to the ad-ministration.
- Work with the administration and other faculty members in establishing and reviewing Middle School policies.
- Facilitate/mediate discussions amongst 12–14 faculty when necessary.
- Conduct performance evaluations of Middle School faculty members.
- Offer, when necessary, a professional mentor relation-ship to Middle School faculty members and new members of the administration team.
- Organize curriculum discussion throughout the school year.
- Speak at a PFA meeting to inform/educate parents of developmentally appropriate general curriculum.
- Coordinate Middle School budget requests.
- Coordinate annual end-of-year classroom material and furniture inventories within Middle School, including re-pair and ordering requests.

Environmental Responsibilities

- Maintain your Middle School office environment, including dusting and tidying the area.
- Assist in the preparation/maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school
- Make repair and maintenance requests to the school office. Follow up requests to ensure repairs are made in a timely fashion.
- Coordinate an inventory of materials/ furniture not contained in classroom settings (offices, hallway, play-ground, etc.) Give a copy of the inventory to the school office.

Educational Regulation 10.2.d

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

- Hold a bachelor's degree in education or in a field pertaining to children, such as Child Psychology ,School Counseling, or Educational Administration
- Have several years of experience teaching in a class- room
- Have strong written and spoken communications skills.

The person selected for this position shall also be:

- Responsible, caring individual who is capable of listening empathetically to other adults.

- Be professionally or paraprofessionally trained as a 3- 6, 6–9, 9–12, 6–12 or 12–14 Montessori teacher by an ac-credited Montessori training center
- Endeavor through every professional action to assist Peridot Montessori Charter School in fulfilling its mission and furthering its vision
- Provide moral, intellectual, and educational leader-ship of the highest order

Personal Qualifications

- Listen empathetically to other children and adults
- Make objective decisions about day-to-day operations
- Maintain excellent attendance
- Exhibit unbridled enthusiasm for Montessori, a desire to work with children from ages 5–14, and unlimited patience!

Assistant Director for Educational Regulation, 10.2d

Peridot Montessori Charter School
Faculty Policy & Procedure Manual

Testing Coordinator

The testing coordinator will hold full responsibility for both statewide and national testing batteries. Those responsibilities include:

- Successfully completing any training necessary to administer tests accurately and appropriately
- Ordering testing materials

- Scheduling testing dates with the front office
- Notifying teachers of testing dates
- Coordinating test administration and securing volunteers to administer tests
- Advising teachers on how to best prepare students for test taking
- Advising teachers and test administrators on how to cre-ate an appropriate testing environment
- Composing communications to parents regarding testing
- Communicating with testing authorities at both the state and national levels
- Cooperating with testing officials to ensure a valid test administration
- Determining student test-taking eligibility
- Specialized test administration
- Speaking at faculty meetings regarding test procedures and results
- Evaluating and interpreting test results to best serve the students

Before/After School Programs

10.2e

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

- Hold a bachelor's degree.

- Be professionally or para-professionally prepared as a 6–9, 9–12, or 6–12 Montessori teacher by an accredited Montessori training center
- Have at least one teaching and/or managing experience
- Strong written and spoken communication skills
- Endeavor through every professional action to assist Peridot Montessori Charter School in fulfilling its mission and furthering its vision
- Provide moral, intellectual, and educational leader- ship of the highest order

Personal Qualifications

- Listen empathetically to children and adults
- Make objective decisions about hiring, firing and day- to-day operations
- Maintain excellent attendance
- Exhibit unbridled enthusiasm for the Montessori philosophy.

Program Responsibilities

- Articulate and support the integrity of the before and after school programs, as well as seasonal camps at the 6–12 developmental level.

  Take personal and professional responsibility for creating, sustaining and nurturing the most engaging, exemplary camp environment
- Organize program discussion throughout the school year.

- Speak at an evening PFA meeting to inform/educate parents of general program.
- Coordinate before/after school budget requests.
- Coordinate annual end-of-year inventories, including re- pair and ordering requests.
- Substitute in classrooms when necessary for the smooth operation of the school.

Student Responsibilities

- Support children who have been removed from the pro-gram setting due to illness, behavior, emotions, or other reasons.
- Work with the Faculty to examine the needs of students and to put in place programs and policies to meet those needs.

Parent Responsibilities

- Impart general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.
- Distribute one newsletter per week to parents, keeping them informed of current program events and issues..
- Submit a small article on before/after school happenings for the monthly PFA newsletter. This article may be written by self or a designee.
- Work as a liaison between the PFA and the before/after school programs.
- Enlist assistance of volunteers whenever possible and ap.

Faculty Responsibilities

- Supervise and support all before/after school Faculty.
- Coordinate weekly before/after school faculty meetings.

- Be responsible for coordinating faculty information and communication:
  1) among before/after school faculty;
  2) to elementary faculty; and
  3) between administration and before/after school staff.

- Attend administrative faculty meetings as needed. Communicate before/after faculty concerns to the ad-ministration.
- Work with the administration and other faculty members in establishing and reviewing before/after school policies.
- Facilitate/mediate discussions amongst before/after school faculty when necessary.

Environmental Responsibilities

- Maintain your office environment, including dusting and tidying the area.
- Assist in the preparation/maintenance of the indoor (including office, hallway and bathrooms) and out-door (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school
- Make repair and maintenance requests to the school office. Follow up requests to ensure repairs are made in a timely fashion.

Administrative Assistant
10.3

. **Qualifications**

Friendly, empathetic individual with a professional Peridot Montessori Charter School well during frequent interactions with children, parents, faculty members, public officials, and the public at large. A high school diploma. Typing skills in excess of 50 WPM. Excellent written and spoken communication skills. Ability to use a multi-line phone system, word processing systems, and other computer-based record-keeping systems, as well as other office machines and hard copy files. Able to perform diverse tasks flexibly in a fast-paced, dynamic office environment while keeping the best interests of children at the center of all decisions.

General Responsibilities

- Acts as the front-office first point of contact for telephone and walk-in inquiries.

- Imparts general school information to adults, comparable to that contained in the initial parent information packet and parent handbook.
- Serve as secretary to the school director and assistant directors.
- Responsible for organizing and maintaining student re-cords.

Responsibilities to Students

- Phrases statements positively when working with children, particularly those who are in the office for behavioral reasons.
- Helps supervise children in the office, on the playground, during field trips, during fire drills, at lunch, and during any other school-related activities when necessary for the continued smooth operation of the school.

- well-being of the children in the administrative assistant's care at all times.
- Writes accident/incident reports when necessary.
- Assists in medication administration as necessary Responsibilities to

Parents

- Help maintain strong relationships with parents. These relationships should have as their goal mutual respect and good will, understanding that all decisions will be decided in favor of the child's best interests, not in favor of the adult's best interests.
- Imparts specific educational information to parents only after first checking with an administrator, and then only imparts information about the parent's own child

Responsibilities to Faculty

- Positively supports the work of the teachers and the administration
- Attends faculty meetings.
- Maintains faculty information boards
- Composes and distributes periodic memos to faculty as directed by administrators
- Positively interacts with faculty members and directs them to other faculty members when appropriate (i.e., a paycheck dispute).

Responsibilities to Environment

- Maintains parent information tables in hallways, and posts and removes information on entrance doors and hallway bulletin boards when necessary.
- Is directly responsible for maintenance of the school office environment, including dusting and tidying the area.
- Is directly responsible for refilling and properly storing office supplies and materials.

Administrative Assistant, 10.3

- Collects mail from mailbox, and distributes mail and packages as they arrive on a daily basis.
- Assists in the preparation/maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school.

Business Manager

10.4

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

- Hold a professional degree in the area of Business or related field.
- Have at least one year's experience in a school setting or three year's experience in the field of business management
- Strong written and spoken communication skills
- Endeavor through every professional action to assist Peridot Montessori Charter School in fulfilling its mission and furthering its vision
- Provide moral, intellectual, and educational leadership of the highest order

Personal Qualifications

- Listen empathetically to children and adults
- Make objective decisions about the business management of the school (i.e.: tracking student accounts, monitoring funding from private grants, etc.)
- Maintain excellent attendance
- Exhibit unbridled enthusiasm for Montessori education

General Responsibilities

- Be responsible for all tuition payments made to the School, including documenting all payments, and collecting on all past due accounts.
- Document all funds received from federal, state and local agencies and deposit all funds, both private and public, to the appropriate accounts.
- Monitor all communication by and between Peridot Montessori Charter School and the Maine Department of Education.

Business Man-ager, continued

10.4

- Develop, write and implement grants for School, as may be required by law, or to solicit additional funding, including School's technology plan, and complete all required paperwork associated with these grants.
- Assist in general office duties, as may be needed.
- Attend faculty meetings.
- Positively interacts with faculty members and directs them to other faculty members when appropriate (i.e., a paycheck dispute).
- Maintain your Business office environment, including dusting and tidying the area.
- Assist in the preparation/maintenance of the indoor (including office, hallway and bathrooms) and outdoor (including garden, playground, walkways, parking lot and porch areas) environment when necessary for the smooth operation of the school.

Special Programs Administrator
10.5a

Qualifications

The person selected for this position shall have, at a minimum, the following professional qualifications:

- a master's degree in the area of Special Education or an area pertaining to special education.
- a state license in the area of special education, or special education administration
- a current DOE license
- Have at least three years teaching experience
- Strong written and spoken communication skills
- a desire to work with children ages 3-14
- Be professionally or para-professionally Montessori trained by an accredited Montessori training center (or enrolled in program)

The individual shall also be:

- Listen empathetically to other children and adults
- Maintain excellent attendance
- Exhibit unbridled enthusiasm for Montessori education, a willingness to integrate Montessori philosophy and materials into IEPs when

appropriate, a desire to work with children from ages 5–14, and unlimited patience.

Program Responsibilities

- Be responsible for all files pertaining to the School's Special Programs, auditing files at least twice a year.
- Keep a database of all IEPs, and schedule all meetings with the teachers and parents as necessary
- Act as School's LEA at all IEP meetings.
- Be responsible for training sessions as required by the School's training program or the State of Maine.

Special Programs Administrator
10.5a

- Attend staff meetings and be available for parent work- shops at such reasonable times as requested by the Director.
- Report to administrator as may be necessary to keep him/her informed of Special Programs.
- Contact special service providers on behalf of student to initiate evaluative services.
- Maintain professional relationship with IEP service providers.
- Assume responsibility for insuring identified children receive appropriate services.
- Act as liaison between Peridot Montessori Charter School and the special service providers, which may include psychological, occupational, physical, and speech/hearing therapists.
- Maintain Special Education records under lock and key.

Special Education

Coordinator

10.5b

Qualifications

The person selected for this position shall have, at a minimum, the following professional qualifications:

- a master's degree
- a state license in the area of special education
- a current DOE educational license
- a desire to work with children ages 3-14
- Be professionally prepared as a 6–12 Montessori teacher by an accredited Montessori training center (or enrolled in program)

The individual shall also be:

- Listen empathetically to other children and adults
- Maintain excellent attendance
- Exhibit unbridled enthusiasm for Montessori education, a willingness to integrate Montessori philosophy and materials into IEPs when appropriate, a desire to work with children from ages 4-14, and unlimited patience!

Responsibilities

- Conference with faculty and observe children for potential special needs.
- Provide professional, written evaluation of assessment results to child's family, teacher and

school office as dictated by state procedures for an IEP.

- Meet with parents of special needs children
- Make recommendations for further evaluation by service providers when appropriate.
- Contact special service providers on behalf of student to initiate evaluative services.

Special Education Coordinator, cont'd
10.5h

- Maintain on-going communications with student's teacher regarding the IEP services being provided to student.
- Maintain professional relationship with IEP service providers ..
- Attend scheduled IEP meetings.
- Assume responsibility for insuring identified children receive appropriate services.
- Provide regular services to children who have qualified for IEP services.
- Integrate IEP recommendations from service providers into a unified IEP format.
- Maintain Special Education records under lock and key.

Speech/Language
Therapist

10.5c

Qualifications

- A minimum of a master's degree.
- A state license in the area of speech/language pathology.
- A current DPI educational license.
- A desire to work with children ages 3-14.
- Be professionally prepared as a 6–12 Montessori teacher by an accredited Montessori training center (or enrolled in program)

Requirements

- Assess children for speech/hearing skills at request of teachers, with consent of parents and knowledge of administrative faculty.
- Provide professional, written evaluation of assessment results to child's family, teacher and school office as dictated by state procedures for an IEP.
- Provide regular services to children who have qualified for speech/language sessions.
- Maintain on-going communications with student's teacher regarding the IEP services being provided to student.
- Attend scheduled IEP meetings.
- Assume responsibility for insuring identified children receive appropriate services.
- Provide regular services to children who have qualified for IEP services.
- Integrate IEP recommendations from service providers into a unified IEP format.

- Maintain Special Education records under lock and key.

Physical Therapist

10.5d

Qualifications

A minimum of a master's degree. A state license in the area of physical therapy. A desire to work with children ages 3- 14.

Requirements

- Assess children for physical skills at request of teachers, with consent of parents and knowledge of administrative faculty.
- Provide professional, written evaluation of assessment results to child's family, teacher and school office as dictated by state procedures for an IEP.
- Provide regular services to children who have qualified for sessions as they relate to a child's education.
- Be responsible for financial accounting for all clients served at Sterling Montessori Academy and Charter School.
- Be available for scheduled IEP meetings(individualized education plans) when appropriate

Occupational

Therapist

10.5e

Qualifications

A minimum of a master's degree. A state license in the area of occupational therapy. A desire to work with children ages 3-14.

Requirements

- Assess children for sensory and motor skills at request of teachers, with consent of parents and knowledge of administrative faculty.
- Provide professional, written evaluation of assessment results to child's family, teacher and school office as dictated by state procedures for an IEP.
- Provide regular services to children who have qualified for sensory/motor sessions as they relate to a child's education.
- Be responsible for financial accounting for all clients served at Peridot Montessori Charter School.
- Be available for scheduled IEP meetings (individualized education plans) when appropriate

Other Special
Service Providers
10.5f

Qualifications

A state license in the area of service. A desire to work with children ages 3-14. A teaching license if required.

Requirements

- Assess children at request of teachers, with consent of parents and knowledge of administrative faculty.
- Provide professional, written evaluation of assessment results to child's family, teacher and school office as dictated by state procedures for an IEP.
- Provide regular services to children who have qualified for sessions as they relate to a child's education.
- Be responsible for financial accounting for all clients served at Peridot Montessori Charter School.
- Be available for scheduled IEP meetings (individualized education plans) when appropriate

The person selected for this position will be an organized, well-respected, full-time classroom teacher.

Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

- Have demonstrated expertise in both Montessori philosophy and classroom practices as an organized, well- respected, full-time classroom teacher
- Have several years of experience teaching in a Montessori classroom
- Have strong written and spoken communications skills. The person

selected for this position shall also be:

- Responsible, caring individuals who are capable of listening empathetically to other adults.

Responsibilities

- Teach in a Peridot Montessori classroom throughout tenure as a section leader
- Articulate and support the integrity of Montessori Education at the specific developmental level (3–6, 6–9, 9–12, 12–14)
- Report to the Assistant Director for your level during your tenure as Section Leader
- Support the efforts of the Assistant Director for your level and the efforts of the school administration at large.

- Coordinate section meetings. Be responsible for coordinating faculty information and communication among section faculty, to other sections, and between administration and section faculty. This is includes communication among extended day and specialist faculty who serve children at the section level.
- Coordinate, update and communicate section information that goes to parents, including but not limited to in-formation in the parent information packet and the monthly PFA newsletter.

Teacher Section Leader

10.6a

Teacher Section Leader, 10.6a

- Assist as necessary in the admissions process at the section level. Receive frequent visitors and prospective students in your classroom, which will serve as a model for Montessori education at your section level.
- Work with the administration and other faculty members in establishing and reviewing policies for the section level.
- Attend administrative faculty meetings as needed. Communicate section faculty concerns to the administration.
- Facilitate/mediate discussions amongst section faculty when necessary.
- Organize curriculum discussion throughout the school year.
- Speak at a PFA meeting to inform/educate parents of developmentally appropriate general curriculum, Montessori practices, or a mutually-agreeable specific topic.

- Coordinate section-level budget requests.
- Coordinate annual end-of-year classroom material and furniture inventories within the section, including repair and ordering requests.
- When requested, assist administration in section fac-ulty member evaluation

- Conduct parent conferences on children's school adjustment and classroom behavior when necessary.
- Assist administrator in explaining the program to visitors.
- Assist the administrator in the ongoing evaluation procedures needed to assess the developmental levels of the children.
- Assist administrator in parent-school relationships.
- Attend all staff meetings and recommended training programs and be responsible for one demonstration of new work in the classroom each school year;
- Attend meetings and conferences of professional organizations appropriate for educators, some-times as a representative of Peridot Montessori Charter School in place of the administrator.
- Open classroom each day as contracted.
- Plan and execute appropriate activities for the children each day in language, math, science, cultural experiences.
- Observe and evaluate each child's progress, pro-vide a written report to the child's

cumulative file and parents at least twice during the school year.

- Monitor children's cumulative file at least twice a year, making sure to sign and date cumulative inspection log located in each folder. Teacher should notify administrative assistant of any discrepancies.
- Work cooperatively with staff members and parents.
- Notify assistant director in the event of an absence in a timely fashion.
- Take an attendance of children present each day.
- Fulfill duties related to campus order and organization as assigned.

Qualifications:

The person selected for this position must be professionally prepared as a teacher of young children, especially in the field of early childhood education or development, and must be able to meet the requirements of the licensing agency. This person must be a sensitive and mature individual who is able to relate well to both children and adults. This person must have the personality and ability to provide leadership and stability for pro-gram continuity. This person must hold a four- year Bachelor's degree

and be professionally pre-pared as a Montessori teacher at the appropriate level or as required by the administration.

Responsibilities:

Responsibilities will include, but will not be limited to, the following:

- Plan, supervise and implement the program for the class in accordance with the policies and philosophy of the School.
- Gear the program to the needs of individual children with concern for their interest, handicaps, special talents and individual style and pace of learning.
- Consider individual children in relationship to their cultural and socioeconomic background.
- Help children become aware of their roles as integral members of a group.
- Be responsible for the ordered arrangement, appearance, decor and learning environment of the classroom.

Mentor Teacher
10.6c

The person selected for this position shall assist new or in-experienced faculty members in their first year at Peridot Montessori Charter School.

Qualifications

The mentor teacher must meet all the minimum qualifications and requirements stipulated in the Teacher job description. Additionally, the mentor teacher will have taught for a minimum of three consecutive years in a Montessori school and a minimum of one complete school year at Peridot Montessori Charter School.

Responsibilities

In addition to full-time teaching responsibilities, the men-tor teacher:

- Shall assist new and/or inexperienced teachers in Montessori philosophy and classroom management.
- Meet with new and/or inexperienced teachers at least once a week to discuss any issues they may have.
- Report any difficulties these teachers may be having to his/her supervisor.

Intern
10.7

The person selected for this position will be responsible for assisting the teacher in the general supervision and management of a class of up to 26 children between the ages of 3 and 14 years.

Qualifications:

The person selected for this position must be eligible to complete their on-site training as defined by the Training Program in which they are enrolled, MACTE and the licensing agency.

This person must be a sensitive and mature individual who is able to relate well to both children and adults. This person must have the personality and ability to provide leadership and stability for program continuity.

Responsibilities:

Responsibilities will include, but will not be limited to, the following:

- Assist the teacher, which may include taking the role of teacher, in the planning, supervision and implementation of the program for the class in accordance with the policies and philosophy of the School.
- Gear the program to the needs of individual children with concern for their interest, handicaps, special talents and individual style and pace of learning.
- Consider individual children in relationship to their cultural and socioeconomic background.
- Help children become aware of their roles as integral members of a group.
- Be responsible for the ordered arrangement, appearance, decor and learning environment of the classroom.
- With the approval of the teacher, participate in parent conferences on children's school

adjustment and classroom behavior when necessary.

- Assist administrator in explaining the program to visitors.
- Assist the teacher in the ongoing evaluation procedures needed to assess the developmental levels of

Intern

10.7

the children.

- With the approval of the teacher, select one child from the class and conduct a child study.
- Assist administrator in parent-school relation-ships. Attend all staff meetings and recommended training programs and be responsible for one demonstration of new work in the classroom each school year.
- Assist in the opening or closing the classroom daily.
- On a rotating* basis plan and present appropriate activities for the children each day in language, math, science, cultural experiences, practical life, art, sensorial and gross motor.
- Assist the teacher in observing and evaluating each child's progress and providing a written re-port to the child's file and parents at least two times during the school year.
- Work cooperatively with staff members and parents.
- Notify administrator in the event of an absence in a timely fashion.
- When acting as the teacher, take an attendance of children present each day.
- Fulfill duties related to campus order and organization as assigned.

- Keep the classroom, porch, and classroom wash-rooms clean.

* The frequency with which an Intern is asked to conduct circle and give presentations may vary with each teacher. In order to ensure the best training experience, interns should conduct large group circles no less than twice per week.

Teacher Assistant 10.5a

The person selected for this position will be responsible for assisting the teacher in the general supervision and management of a class of 26 children between the ages of three and fourteen years.

Qualifications:

The person selected for this position must be in the process of becoming professionally prepared to be a teacher of young children and meet the requirements of the licensing agency. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children, and be willing to fulfill the responsibilities in accordance with the school's policies and educational philosophy.

In the event of the teacher's absence, the Assistant must be willing to fill the position of the teacher.

Responsibilities:

Responsibilities will include, but will not be limited to, the following:

- Assisting in planning and implementing the daily pro-gram under the direction of the teacher.
- Supervise a before or after school program for one class- room of children ages 3-14 years.
- Supervise one classroom of children ages 3-14 years in the child care program when the charter school is not in session.

- Perform school-wide child-care responsibilities when the charter program is not in session. This may include, but is not limited to: flexible scheduling of work hours, pre-paring snacks or lunch, opening or closing the building, and general teaching responsibilities.
- Assisting in planning and preparing the learning environment, setting up and preparing the needed materials and supplies.
- Supervising the classroom when the teacher is out of the room.
- Assisting teacher in parent conferences.
- Attending regular weekly and monthly staff meetings and recommended training programs.

Teacher Assistant, Continued
10.8a

- Assist the teacher in planning and implementing activi-ties in language math, science, fine arts, movement and cultural experiences.
- Observe and evaluate each child's progress; assist in writing a written report to the child's file and parents at least twice during the school year.
- Work cooperatively with staff members and parents.
- Notify the administrator in the event of an absence and find your own replacement using the campus substitute list.
- Assist the teacher in, keeping the classroom, the hallway, the porch and the bathrooms clean.
- Fulfill duties related to campus order and organization as assigned.
- Imparts educational information to parents only after first checking with classroom teacher.
- Helps supervise children on playground, during field trips, during fire drills, at lunch, and during any other school-related activities.

- Shares the responsibility for the safety and physical well-being of the children at all times. The children are not to be left unattended, and classroom ratios must be maintained on the playground as they are inside.
- Helps with the classroom inventory process.
- Helps with the maintenance of accurate classroom records.
- Writes accident/incident reports when necessary.
- Completes classroom closing procedures, such as locking windows and outside doors, turning off lights, checking toilets (flushing as needed), putting away materials/ supplies used, picking trash off porch or patio and floor, closing gates to playground areas, returning snacks to kitchen.
- Leaves notes for morning teachers to explain any missing/broken materials.

Afternoon Teacher Assistant I0.5b

The person selected for this position will be responsible for assisting the teacher in the general supervision and management of a class of 25-27 children between the ages of three and fourteen years.

Qualifications:

This person must be over the age of 15 years if working with an adult and over 18 years if working alone. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children, and be willing to fulfill the responsibilities in accordance with the school's policies and educational philosophy.

In the event of the teacher's absence, the over-18 year old Assistant must be willing to fill the position of the teacher.

Responsibilities:

Responsibilities will include, but will not be limited to, the following:

- Supervise the after school program for one classroom of children ages 3-14 years.
- Supervise one classroom of children ages 3-14 years in the child care program when the charter school is not in session.
- Perform school-wide child-care responsibilities when the charter program is not in session. This may include, but is not limited to: flexible scheduling of work hours, pre-paring snacks or lunch, opening or closing the building, and general teaching responsibilities.
- Assisting in cleaning the learning environment, putting away the needed materials and supplies.
- Supervising the classroom when the teacher is out of the room.
- Attending regular weekly and monthly staff meetings and recommended training programs.
- Assist teacher in planning and executing curriculum activities in language math, science, fine arts, movement and cultural experiences
- Plan indoor afternoon activities in the event of inclement weather (too hot, cold or wet). Limit videos to 30 min-

Physical Education Instructor

10.9

The Physical Education instructor shall be responsible for the physical education of children enrolled in the Charter School (Kindergarten through eighth grade).

Qualifications:

The person selected for this position must be professionally prepared as a teacher of children, especially in the field of physical education or development, and must be able to meet the requirements of the licensing agency. This person must be a sensitive and mature individual who is able to re- late well to both children and adults. This person must have the personality and ability to provide leadership and stability for program continuity. This person must hold a four-year Bachelor's degree and be professionally prepared as a Physical Education instructor at the appropriate age level.

Responsibilities:

Responsibilities will include, but will not be limited to, the following:

- Plan, supervise and implement program for the physical education of all students assigned in accordance with the policies and philosophy of the School.

- Provide the administration lesson plans of the program for each level for each month.
- Gear the program to the needs of the individual children with concern for their interest, handicaps, special talents and individual style and pace of learning.
- Consider individual children in relationship to their cultural and socioeconomic background.
- Help children become aware of their roles as integral members of a group.
- Be responsible for the upkeep of the materials needed to implement the physical education program.

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utes per afternoon, no more than two times per week.

- Helps supervise children on playground, during field trips, during fire drills, at lunch, and during any other school-related activities.
- Shares the responsibility for the safety and physical well-being of the children at all times. The children are not to be left unattended, and classroom ratios must be maintained on the playground as they are in- side.
- Work cooperatively with staff members and parents.

- Notify the administrator in the event of an absence and find your own replacement using the campus substitute list.
- Assist the teacher in keeping the classroom, the hall-way, the porch and the bathrooms clean.
- Fulfill duties related to campus order and organization as assigned.
- Imparts educational information to parents only after first checking with classroom teacher.
- Writes accident/incident reports when necessary.

- Assist administrator in explaining the program to visitors.
- Assist the teacher in the ongoing evaluation procedures needed to assess the developmental levels of the children.
- Assist the administrator in parent-school relationships.
- Attend all staff meetings and recommended training programs and be responsible for one demonstration of a new activity for the program each school year.
- Attend meetings and conferences of professional organizations appropriate for educators, sometimes as a representative of Peridot Montessori Charter School in the place of the administration.
- Plan and execute appropriate activities for the children each week in the area of physical education and development.
- Work cooperatively with staff members and parents.
- Notify assistant director in the event of an absence in a timely fashion.
- Fulfill duties related to campus order and organization as assigned.
- Writes accident/incident reports when necessary.

Physical Education Instructor,
10.9

Art Teacher

10.10

The Art education instructor shall be responsible for the education of children in the area of visual arts enrolled in the Charter School (first through eighth grade).

Qualifications:

The person selected for this position must be professionally prepared as a teacher of children, especially in the field of art education, and must be able to meet the requirements of the licensing agency. This person must be a sensitive and mature individual who is able to relate well to both children and adults. This person must have the personality and ability to provide leadership and stability for program continuity. This person must hold a four-year Bachelor's degree and be professionally prepared as an Art Education instructor at the appropriate age levels.

Responsibilities:

Responsibilities will include, but will not be limited to, the following:

- Plan, supervise and implement program for the art education of all students assigned in accordance with the policies and philosophy of the School.
- Provide the administration lesson plans of the program for each level for each month.
- Gear the program to the needs of the individual children with concern for their interest, handicaps, special talents and individual style and pace of learning.
- Consider individual children in relationship to their cultural and socioeconomic background.
- Help children become aware of their roles as integral members of a group.
- Be responsible for the upkeep of the materials needed to implement the art education program, and for the ordered arrangement, appearance, decor and learning environment of the classroom.

Cook

10.11

The person selected for this position shall be responsible for the implementation of the lunch and snack program of Peridot Montessori Charter School.

Qualifications:

The person in this position shall have a minimum of a high school diploma, and be knowledgeable of the nutritional requirements of the State of Maine in regards to preschool and school age children. This person must be a sensitive and mature individual who is able to relate well to both children and adults.

Responsibilities:

- Plan, supervise and implement the lunch program for all students who have chosen to purchase school lunch.
- Order and purchase all supplies needed to implement the snack and lunch programs.
- Prepare snacks and lunches according to nutritional guidelines.
- Distribute snacks and lunch to all classrooms in a timely fashion.
- Clean all cookware used during the preparation of lunch and dishware used by the children to eat snacks and lunch.
- . Clean and maintain the kitchen environment in order to meet sanitation standards.
- Complete all paperwork required by the State of Maine to implement the lunch program.

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Art Teacher,

10.10

- Assist administrator in explaining the program to visitors.
- Assist the teacher in the ongoing evaluation procedures needed to assess the developmental levels of the children.
- Assist the administrator in parent-school relationships.
- Attend all staff meetings and recommended training programs and be responsible for one demonstration of a new activity for the program each school year.
- Attend meetings and conferences of professional organizations appropriate for educators, sometimes as a representative of Peridot Montessori Charter School in the place of the administration.
- Plan and execute appropriate activities for the children each week in the area of art education.
- Work cooperatively with staff members and parents.

- Notify assistant director in the event of an absence in a timely fashion.
- Fulfill duties related to campus order and organization as assigned.
- Writes accident/incident reports when necessary.

Cook

10.

The person selected for this position shall be responsible for aiding the implementation of the lunch and snack program of Peridot Montessori Charter School.

Qualifications:

The person in this position shall have a minimum of a high school diploma, and be knowledgeable of the nutritional requirements of the State of Maine in regards to preschool and school age children. This person must be a sensitive and mature individual who is able to relate well to both children and adults.

Responsibilities:

The person hired for this position shall aid the Cook in the following duties:

- Plan, supervise and implement the lunch program for all students who have chosen to purchase school lunch.
- Order and purchase all supplies needed to implement the snack and lunch programs.
- Prepare snacks and lunches according to nutritional guidelines.
- Distribute snacks and lunch to all classrooms in a timely fashion.
- Clean all cookware used during the preparation of lunch and dishware used by the children to eat snacks and lunch.
- Clean and maintain the kitchen environment in order to meet sanitation standards.
- Complete all paperwork required by the State of Maine to implement the lunch program.

Assistant Director for

Educational Regulation

10.2.d

Professional Qualifications

The person selected for this position will have, at a minimum, these professional qualifications:

o Hold a bachelor's degree in education or in a field pertaining to children, such as Child Psychology, School Counseling, or Education Administration.

o Have several years of experience teaching in a classroom. Have strong written and spoken communication skills.

o The person selected for this position shall also be: Responsible, caring individual

11

Faculty Policies and Procedures

Peridot Montessori Charter School

Faculty Policy & Procedures Manual

Faculty Policies 11.1

All policies are overseen by the Stanwood Educational Foundation governing board. New policies and addendums to existing policies are submitted to the board for approval. All new policies and any addendums to existing policies can be located in the Stanwood Educational Foundation Foundation Policies and Procedures notebook in the main office of Peridot Montessori Charter School.

Substance Abuse Policies

11.2

Peridot Montessori Charter School is a drug free workplace. All company premises are deemed as "Drug Free."

The Montessori philosophy is based on the premise that teachers are models for children in their care. Therefore, employees are required to adhere to the following policies:

- No cigarette smoking is allowed in any building or in front of any child.
- No narcotics or any other controlled substances may be consumed or possessed on Peridot's campus.
- No alcoholic beverages are permitted on campus during school hours (7:30 am to 5:30 pm) or during children oriented school sponsored events.
- No employee may be under the influence of alcohol, narcotics or any other controlled substance while on campus and/or in charge of any child.
- Prescription medications should be kept in a locked container and away from children. If a locked container is not available, prescriptions can be kept in the locked file cabinet in the office with the children's prescriptions.
- Any violation of the above policies will be grounds for immediate dismissal.

Telephone policies

11.3

Answering the Telephone

If a staff member finds his/herself in the office while the phone is ringing, he/she should answer, "Peridot Montessori, this is *(state your name),* how may I help you?" If the person on the other line has a question that you cannot direct to the appropriate person, then take a message using the message pad available. Please make sure that messages are dated and signed. Messages should be placed in the appropriate staff member's mailbox.

Telephone Usage

Staff members are requested to make personal phone calls only during designated break periods. Personal calls should be limited as much as possible, to ensure that our phone lines stay open as much as possible. Any long distance calls that do not pertain to school business should be documented by the staff member making the call on the log in the main office so that he/she may reimburse Peridot for any fees incurred.

Written Communications

From time to time questions may arise which require written communication to the administration. Any situation or question that requires further action from the administration should be documented in the communication log located in the office. Answers to questions in the log will be answered in a timely fashion. It is helpful when documenting any question to date the question and document for whom the question is for. Private communication to an administrator can be done by written letter placed directly in the administrator's mailbox.

Faculty Meetings Topics

Topics that involve the whole school should be placed in the agenda log, located in the main office. Issues listed here will be addressed to the whole faculty during the regularly scheduled monthly faculty meetings.

Bulletin Boards/Website

There are several bulletin boards throughout the school. These bulletin boards serve to inform staff and parents of school and community events. The faculty bulletin board is located in the office. Posted here are the faculty leave calendar, special events calendar, and the faculty meetings calendars. Schedules of support staff members (art, PE, etc.), testing schedules, as well as any other pertinent information will also be posted here. Staff members should check this bulletin board periodically to keep themselves informed.

The continuing education bulletin board for faculty is located beside the faculty mailboxes.

Information regarding workshops, conferences, etc. will be posted here.

Communications, continued

11.4

Bulletin Boards, cont'd.

Also located in this hallway is the Parent Faculty Association bulletin hoard. Information from the PFA will be posted here.

Some teachers have bulletin boards posted outside their classroom doors to inform parents of classroom events, post sign up sheets for parent/teacher conferences, solicit volunteers, and post "wish lists."

All information on bulletin boards should be posted on our website as well.

Newsletters

Every classroom must put out a weekly newsletters to their parents. These newsletters are to tell parents of events in the classroom, school wide events, and to inform the parents of interesting lessons that their children are receiving each week.

Although the parents have access to their child’s record through the Montessori Compass online

record keeping program; the newsletters are often the only communication the parents have with the classroom and teacher, so it is very important that they are sent every week. A copy of the newsletters must be placed in the Faculty Newsletters notebook in the office. Newsletters may be emailed or sent home with the child on Fridays.

The PFA also puts out a school wide newsletter to both parents and faculty. It would be beneficial if you contribute to this newsletter on occasion. Please see an officer of the PFA for contributions to the PFA newsletter.

Custodial Services & Responsibilities 11.5

Peridot Montessori Charter School adheres strongly to the philosophy of children and adults working together to maintain the environments they share. As a result, classrooms will be responsible for most of the custodial responsibilities. Classrooms may also be asked to help maintain the appearance of shared areas on campus. A custodian has been hired on a contract basis. The custodian's duties include:

- Emptying any trash cans and relining them
- Washing sinks and toilets in the bathrooms
- Mopping floors in the bathrooms and kitchen
- Vacuuming all carpeted areas

- Stocking bathrooms with toilet paper, paper towels, and soap
- Purchasing materials needed to implement the above mentioned duties

If there are areas that are mentioned above that are being neglected, employees may leave a note in the custodian's mailbox.

A staff member can aid the custodian by:

- Emptying full trash cans in the middle of the day so that they do not overflow
- Picking up all classroom materials off the floors
- Putting chairs on the tables at the end of the day
- Monitoring bathroom usage by the children

Maintenance and

Repairs

11.6

Peridot Montessori Charter School has a site manager that oversees any repairs and maintenance of the buildings and school grounds. If an employee sees an area that needs attention, it should be brought to the attention of the administration. The administration will then notify the site manager in order for repairs to be made. In some cases, the employee may be asked to notify the site manager directly, either through written communication (via school mailbox), or by telephone.

The school landscaping is overseen by a contracted landscaper. The landscaper is responsible for the maintenance of the current landscaped grounds. Additional landscaping is provided through the Garden Committee of the Parent Faculty Association, and by individual classrooms.

Materials and Supplies

11.7

Peridot Montessori Charter School provides each learning environment with a minimum amount of furnishings and materials that is deemed necessary to conduct a class in each level of development. Teachers are encouraged to make materials to compliment and extend those supplied by Peridot Montessori Charter School. The school will, at its discretion, provide supplies for such materials, which then become the property of Peridot Montessori Charter School. Teachers that enhance their classroom environments with their own materials are encouraged to label these materials, as well as document it in their end of year inventories (see section 12.8). Any materials that are provided by teachers that are not properly documented and labeled may be assumed to be the property of Peridot Montessori Charter School.

Some of the supplies that the school may provide are consumable art supplies (paper, glue, etc.), ink for computer printers, general office supplies (paper clips, rubber bands, staples, etc.), paper products, and cleaning supplies. Consumable art supplies are ordered by the Art teacher. Requests for any of these items should be placed in the Art teacher's mailbox. Office supply requests should be placed in the office on a request form located in the office. Paper and cleaning supplies are ordered by the custodian. Requests for these items should be placed in the custodian's mailbox.

Each classroom has a $30.00 per month stipend to spend on educational materials for the classroom. Receipts for these items should be submitted to the office for reimbursement. Please make sure that any items purchased for the use in the classroom are purchased separately from personal purchases. The monthly amount allotted can carry over from month to month, but should be spent by the end of our fiscal year which is June 30.

12

Classroom Procedures

Maintaining the Environment

12.1

Daily Cleaning

The following items should be washed and/or checked daily:

- Door handles
- Tables and chairs
- Sinks and counters
- Mirrors
- Walls (spot wash)
- Bathrooms
- Shelves
- Activities on shelves
- Sweep porch
- Trash

Weekly cleaning

The following items should be washed and/or checked weekly:

- Classroom laundry
  - Cubbies/lockers
  - Cots
  - Cabinets/teachers' supplies
- Windows
- Doors
- Blinds

Classrooms may be asked to monitor and maintain a shared area of the campus in addition to the maintenance of the classroom environment.

The staff as a whole is responsible for maintaining all areas of the campus throughout the day. If you see something that needs attention, please do so, even if this is an area you have not been specifically assigned.

Monitoring THE ENVIRONMENT

12.2

While indoors and outdoors, staff must keep their eyes on all areas of the environment, and keep their ears open and alert to what is occurring. When monitoring the environment, the staff member should:

- Face the classroom or outdoor learning environment while speaking to a co-worker, parent or child.
- Make sure that s/he is circulating throughout the environment, especially when a co-worker is engaged with children (i.e.: giving a lesson) .
- When stationary, make sure that s/he is positioned so that s/he may visually scan all areas of the environment
- Be aware of all children who sign into and out of the environment (see section 12.4), and check the identity of all adults picking up a child
- Be aware of the whole group when working with an individual or a small group

- Redirect children disturbing a group lesson or circle by approaching them individually, and asking them quietly to remove themselves from the group

Things To Do When It's Slow

Inside:

- Restock paper
- Refill arts and crafts stock
- Straighten shelves and clean works
  - Sharpen/refill pencils
- Check bathrooms
  - Check classroom animals
- Check plants

Monitoring

The Environment, Cont'd. 12.2

Things To Do When It's Slow.

Outside:

- Sweep sidewalks and porches
- Make sure unused activities are put away
- Pick up trash
- Put articles of clothing and other things left behind in the lost and found bins.

Procedures to Follow with Children

12.3

Any behavior is acceptable from a child as long as it does not infringe on the rights of others or becomes destructive to the environment, which belongs to everyone. Teachers should have the children help set up classroom rules. The beginning of the school year is a good time to have a group meeting to set up rules for both inside and outside behaviors. Rules should be set up to ensure the comfort and safety of everyone. The agreement reached should be used as a reference when the infractions occur. Please make sure that whatever rules that are agreed upon, they must adhere to the three basic school rules: Respect yourself, Respect others and Respect the environment.

Suggested rules for indoors:

- Use inside voices
- Do not disturb another's work, always ask to be invited
- Only address others by the names that they have requested to be called
- Toileting is a one person work
- Respect the personal belongings of others

- Respect your own belongings by keeping them in the appropriate places
- Work should be done at a table or on a rug
- Walking feet
- Sit while eating/drinking snack or lunch
- Clean up after yourself
- Always ask for permission from an adult before leaving the classroom
- Ask permission before touching another person's body
- No weapons (real or imaginary) are allowed at school

Procedures to follow with Children, Cont'd., 12.3

Suggested rules for outdoors:

- Respect outdoor materials by returning them to their proper places
- Fences are used for boundaries, not climbing
- Respect the children in the indoor environments adjacent to the outdoor environments
- Plants and flowers are for looking, not picking
- Dress appropriately for the weather
- Ask permission before entering another child's or group of children's game
- Remember to respect others while involved in games that involve physical contact

Signing Children In & Out

12.4

All children entering and leaving the environment must be signed in and out on a sign in/out log (see appendix). The log should document the time and by whom the child was dropped off or picked up. Children in after care should be signed in from their school day classroom to after care. *The staff is fully responsible for being sure that any adult picking up a child has authorization to do so.* Children may only be released to their parents, guardians, or individuals who have been authorized by the parent or guardian. Authorization can be established in three ways:

1. The parent may provide the name of the authorized individual on the child's enrollment application.

2. The parent may authorize a one-time release by providing a written note. The note should be signed and dated and filed in the child's cumulative folder.

3. The parent may provide authorization via telephone. Telephone authorization must be documented, dated and placed in the child's cumulative folder.

Authorizations should be given to the teacher responsible for the child at the time of pick up. When releasing a child to an individual whose identity is unknown, it is the staff member's

responsibility to request identification from that individual.

No child may be released to an adult without authorization as determined above. If an adult arrives to pick up a child who does not have authorization, politely ask them to go to the office, until authorization can be established.

Make sure that the Sign In/Out log has the weekly date documented in the space provided. Completed Sign in/Out logs should be placed in the Sign In/Out binder in the office.

Opening/Closing

12.5

Opening

Staff that arrives at 7:30 am are responsible for opening the buildings, and monitoring the arrival of children who are dropped off to Before care. All teachers are required to arrive on campus at least an half hour before the beginning of the school day in order to prepare the environment for the children. The following should be done at the beginning of the day to prepare the environment:

- Take down chairs
- Check work on shelves to make sure that it is complete and ready for use
- Sharpen pencils/colored pencils
- Arrange the snack area/set up snack if available

- Prepare any lesson plans & group lessons to be given
- Check bathrooms/sink areas for supplies and cleanliness

Closing

The last staff member in an environment (whether it is after the school day or after an after school group) is responsible for closing down the environment. When closing a classroom the staff member should:

- Wash down tables if needed
- Place chairs on tables
- Wipe down counters/sink areas
- Pick up any trash or activities off of the floor
- Make sure all crafts are properly put away (including lids on markers)
- Empty any water activity
- Return any unused snack, properly sealed, to the snack tray provided
- Bring in tissues, clipboards, and stray articles from play- ground

Snack & Lunch Procedures 12.6

Snacks

Peridot provides a balanced snack for all After School students. Morning snack is provided by parents for a week at a time on a rotating basis. This is meant to be a learning experience for your child. Please include them in the planning and purchasing part of snack when it is their turn. Please note the list of acceptable snack items.

Families have two program choices for lunch. This snack may be individual or group. All children should be responsible for cleaning up after their own snack.

Lunch

Children have two options for lunch; they may bring a nutritionally balanced lunch from home, or purchase a lunch from the school.

Preparation:

All classrooms are encouraged to create a friendly, inviting eating environment for the children. This can be done by inviting the children to bring in placemats, napkins, table cloths, and/or flowers to enhance the dining environment. Children should participate in the preparation of the environment by washing tables, setting the tables and helping serve lunch to those who purchased a school lunch.

Rules for lunch procedures:

- Wash hands with soap and water
- Wait for everyone to be served before eating
- A moment of silence may be observed before eating to help children become relaxed, calm, and focused on eating so that children may concentrate on eating before they interact with others at the dining table.

- For children who are eating school lunch they may have seconds (when available) after they have tasted every-thing first.
- For children who bring a home lunch, staff should make sure the child is receiving a balanced nutritious meal. If a staff member feels a lunch is inadequate, s/he should politely request the parent or guardian follow the established guidelines in the Parent Handbook. If the staff member must supplement a child's lunch than the parents will be sent a bill. Please turn in the correct form to the office. This may be done by email.
- Children are requested not to share lunches, as there may be items the child is consuming that the parent wishes for them not to have.
- Children who bring lunch from home are asked to pack up leftovers, so that the parent may keep track of the amounts the child is consuming.
- Children should remain in their seats during lunch until all children have finished eating.
- Staff should sit with the children during lunch.
- Children should be responsible for cleaning up their own space at the table. This includes throwing away trash, rinsing their plate, sweeping under their seat, and washing their table and/or chair.
- Trash should be taken out after lunch to maintain a fresher scent in the environment during the latter part of the day.

Carpool Procedures
12.7

Morning Carpool

Parents/guardians may drop off children at the front sidewalk. Parents do not need to escort their child in the building unless their child is enrolled in the 3–6 year old program (including charter kindergarteners) or if they are arriving after 8:45 am. Children arriving after 8:45 am should be signed in by parent or guardian in the front office. All parents who are escorting their child into the building must park in the designated parking areas. There is no parking in designated fire lanes *at any time.* Parents/guardians dropping children off be-tween 8:30 and 8:45 am are requested to pull up as much as possible toward the mailbox to allow adequate room for all cars and to avoid congestion.

Afternoon Carpool

Children who are picked between 3:15 and 3:30 pm should be escorted to the sidewalk by an adult for carpool. Parents wishing to participate in the carpool line will be distributed a number, and all children being picked up by the same car will be assigned that number. The number will be displayed in the right windshield area of the vehicle. Carpool monitors will call out the displayed number, and children assigned this number will be released to the vehicle. If a child is unavailable for pickup in the carpool line, that vehicle will be requested to pull up as far as possible, or may be requested to exit and re-enter the carpool line if a delay is expected. Any parent wishing to enter the building to pick up

their child, must park in the designated parking areas. There is no parking in designated fire lanes *at any time.*

End of Year Duties

12.8

Faculty Policy & Procedure Manual

At the end of the charter school year all classrooms are required to take an inventory of their classroom. The inventory should indicate all materials and furniture both in the classroom and in storage. All materials that are the property of the teacher, but being used in the classroom, should also be indicated in the inventory, noting to whom it belongs. Please note any materials donated to the classroom or materials bought with money donated to a classroom are the property of Peridot Montessori Charter School.

For classrooms that will not be used during the summer session, all materials should be boxed and labeled. All boxes and furniture should be placed in the center of the room, and covered with a drop cloth to allow for painting, cleaning and maintenance.

Classrooms that remain in session year round will be painted and/or cleaned every year on a stagnated schedule. Painting and thorough cleanings will usually take place during break weeks or summer sessions, when enrollment is down. Teachers will be notified with as much notice as possible, so that they can prep the room.

Families and Children

Discipline Policies 13.la

Faculty Policies & Procedure Manual

Our School rules are:

- **Respect yourself**
- **Respect others**
- **Respect the materials and the environment**

These rules are easy for children to understand and help children build confidence in their ability to successfully function in the school environment.

Redirection

Our discipline policy is founded on a belief that children respond best to positive redirection. We will use separation only after redirection to another activity fails. Children should be redirected in the classroom first, removed from the activity in the classroom second, and only

removed from the classroom as a last resort.

In general, positive phrases are more readily heeded than negative ones. For example, "Please walk," instead of "Don't run," or "Use an inside voice," instead of "Stop yelling." Some behaviors may require the use of negatives, particularly if the behaviors violate the three respect rules, for instance, "That's not okay." Children require limits, and frequent misbehavior following instruction on appropriate behavior is often a sign that children are testing the adult or authority figure or they are looking for limits to be set.

Natural and/or Logical

When correction is needed, a logical consequence for a behavior is necessary for the "punishment" to have any meaning for children. For example, a child found writing on the school walls would be asked scrub the school walls, or a child who either intentionally or non-intentionally hurt another child would aid in the child's care to make him/her feel better, such as retrieving an ice pack, or getting a tissue.

Children who break or damage materials are required to replace or repair the materials, regardless of whether the damage was accidental or intentional. It is crucial that children be given the privilege of taking responsibility for their actions.

Parents are required to sign a discipline policy form before enrolling their child. Please read over this form carefully to ensure that you are following the guidelines within.

School Violence

Violent behavior is any offensive, deliberate action or language by a child, out of anger, with the sole intent to cause injury to another child or adult. This may include punching, kicking biting, scratching, head butting, or using an object as a weapon or projectile. A child exhibiting any violent behavior as described above will be sent home for the day. The child should be sent to the office with written documentation of the incident and where his/her parents will be notified to pick up their child. Parents will be re-quested to pay any medical bill resulting from this behavior. A child may also be requested to give community service to the school.

If a pattern of violent behavior develops, the school will request a meeting with the child's parents to determine a course of intervention. This may include an evaluation by a third party.

Parents who demonstrate a lack of concern, or an unwillingness to work with the school to improve their child's behavior may be require expulsion of their child permanently.

Weapons Policy
13.lb

Weapons Policy

Any student bringing/possessing any kind of weapon or item reasonably considered a weapon onto the Peridot Montessori campus or to any school sponsored event (field trips, away games, busses to or from events, etc.) will be suspended. That child will not be allowed back on campus until the school receives a letter from a Mental Health Care Professional certifying that the child is not a danger to him/ herself or others. Subsequent days not in school after the first day's suspension will be counted as Medical Absences.

The student's parents must agree to search their child to guarantee that the child is not bringing weapons or any-thing reasonably considered a weapon to school. They may also be required to follow up on further Mental Health Care.

The school may also require the student to do community service and/or special research papers.

The school may expel a student violating this weapons policy.

Documentation of Issues

13.2

If a staff member has issues regarding a child, his/her parent(s), or another staff member, the staff member should document the area of concern, either using available forms (such as "A Thorn or a Rose," see appendix) or in a letter. Please make sure that when documenting the issue that it is described clearly and succinctly. The letter or form should include the name(s) of the people involved, to whom the concern is addressed, and the date the form was filled out. This will ensure a timely response. Staff members who wish to remain anonymous may do so. Staff members should document their concerns or issues, regardless of whether they have brought them to the attention of the administration.

If the concern is child performance/behavior related, the staff member should spend time observing the child, and keep records of the behaviors in question using the appropriate forms (see appendix for available forms), or keep a running record of the child's behavior.

If a parent comes to you with a concern that you feel needs further attention, direct them to the office to fill out "A Thorn or a Rose" form in the office, or to make an appointment with a member of the Administration. A staff member can direct

the parent to the "Grievance Policy" section of the Parent Handbook for further information.

Student Evaluations

13.3

Teachers must keep records on each student enrolled in his/her class. A written evaluation of the child's performance needs to be given to the parents at least three times a year. Evaluations should be on the forms provided by Peridot Montessori Charter School. If a teacher chooses to use an alternate form for evaluation of the child, the form must be pre-approved for use by a member of the Administration. Evaluations should be based on individual mastery of skills. In addition to the written evaluations, a teacher should be available at least three times a year for parent/ teacher conferences. Written evaluations must be filed in the student's cumulative folder in a timely fashion. Final yearly evaluations need to be in the student files before the final paychecks are distributed.

Teachers who wish to refer a child for further evaluation by our Special Needs Program, must follow the referral policy described in section 13.4, "Special Needs Students."

Students

13.4

As a Maine Public School, Peridot Montessori Charter School is required to provide special services to any child that has been determined to be eligible for such service. The following is Peridot Montessori Charter School's Policies and Procedures regarding students with special needs.

Referral

- Parent and teacher concerns are brought to the attention of the administration and special education

program. The administration and/or special education coordinators will then make suggestion to the parents and teachers regarding the child, including a current medical screening to rule out any medical reason for the concern.

- If concerns still exist after a medical screening and suggested strategies carried out, then the teacher will be asked to do a formal observation of the child, monitoring the child's social, emotional, intellectual, and physical behaviors in the classroom environment. The teacher will then meet with the parents to discuss these observations. If the teacher and parents agree that there is an area of concern, then the regular education teacher and parents will ask the special education coordinator to become involved.
- The special education coordinator will notify the parents of a screening, citing the specific areas of concern.
- The screening is then done and documented by the special education coordinator. The screening will include, but is not limited to: contact with parents and regular education teachers, an observation by special educator, a review of attendance, a review of previous test results, medical history, and social, cultural, and environmental history. The screening will also include strategies for the regular education teacher to use in the classroom, with a time line for those strategies.

Referral, cont'd.

- The teacher will meet with the parents to discuss strategies that he/she has tried in the classroom. The parents will then decide with the regular education teacher whether further involvement by the special education program is necessary.
- After 10 days prior notification, the regular classroom teacher, special education coordinator, parents and a school representative will meet to discuss the screening, strategies suggested and implemented, and decide whether to refer the child for evaluation of the child by the special education program. The

decision of this meeting will be documented, giving the reasons for evaluation, and signatures of all present.

Evaluation

- Parents agree to evaluation and sign a permission to evaluate form.
- Required evaluations are done according to Maine Procedures Manual for Exceptional Children in accordance with each student's individual needs and required testing. The testing is evaluated for purposes of identification for particular types of disabilities including, behaviorally-emotionally disabled, deaf-blind, preschool delayed atypical, hearing impaired, mentally disabled, multi-handicapped, and severely/profoundly mentally challenged, pregnant students, specific learning disability, speech-language impaired, traumatic brain injured, and visually impaired.
- The parents are given 10 days prior notification to meet to review the results of the evaluation.

Determination of Eligibility

- A meeting is held comprising of an IEP (Individual Education Plan) team consisting of parents, regular education teachers, special educator, and an administrator, plus parents representatives. The team discusses evaluation results and whether the child qualifies for special education according to the federal guidelines for each type of disability. This meeting will occur no later than 90 days from the date of referral.
- If the child is eligible for service, an IEP is developed. The IEP documents the strengths and needs of the child, results of testing/evaluations, and any previous assessment results to make placement decisions. Special considerations are made to include behavior problems, limited English

proficiency, blindness or visual disabilities, deafness or special communications needs, and the possible need for assisting technology. Parents will be invited to this conference 10 days prior to the conference. For an initial IEP, a record of prior approval for placement and consent to place a child should be made by the parents.

- According to child's needs, the particular type(s) of services are decided including interventions, accommodations, and modifications. A decision regarding related services such as speech/language therapy, occupational therapy, physical therapy, adaptive physical education, counseling, transportation or other is made which includes types of services, amounts and duration of services.
- An IEP is written that includes the child's present levels of performance, measurable annual goals and short-term objectives, related services, explanations of the extent to which the student will participate with non-disabled students, testing modifications, dates of services, transition plan if 14 years of age, how and when progress will be measured and then reported. An extended school year will be considered and documented as to type, amount and duration of extended services.
- The services of the IEP shall begin within 30 days of the determination that a child has a disability and

implemented as soon as possible after the IEP meeting.

- The IEP is made available to all teachers who are responsible for providing services to the child.
- An annual review of the IEP is made and parents are invited to meet at any other time during the duration

of the IEP that they have concerns they would like to address.

- Change of placement, change in services, and exiting from program are all dealt with via an IEP meeting.
- IEP files are kept confidential and in a secure location.
- Prior notice and consent to disclose information from parents is obtained before disclosure of any special records pertaining to the child.
- Parents have all the rights contained within the Hand-book of Parent Rights of which they are given a copy upon signing permission to evaluate.
- A continuum of services is considered for each child and the placement is made into the least restrictive environment for that child that allows for maximum contact with non-disabled peers during the school day. The settings considered for placement are the regular classroom, a resource classroom, a separate self-contained classroom, a separate setting public, a separate setting private, a public residential facility, a private residential facility, a hospital or homebound setting.
- All teachers giving special education services have to hold a ME licensure for special education.

Reevaluations

- Parents are given notice of reevaluation and sign permission to reevaluate.
- Reevaluations are conducted using assessments per DOE Procedures manual, as well as any other assessment needed to address the particular needs of an individual student

- All assessments are completed, and a meeting with the regular education teacher, special education

teacher, parents and an administrator or representative is held to go over the results of the reevaluation. Parents will be notified of this meeting at least 10 days prior to the meeting.

- The reevaluation shall occur 3 years after initial placement or most recent reevaluation.
- The IEP team will determine at this meeting whether continued placement, change in placement, or exiting from special programs is necessary.

Other Considerations

- When a student arrives at Peridot from another LEA with an existing IEP, there is contact with the previous school system to request records. If the records arrive within a week, then the student is added to NEO and the special needs student headcount. The records are reviewed and IEP meetings are convened when necessary to address any problems or deficiencies in records. . If records for special needs students do not arrive within a week than an IEP meeting is to be convened to write a temporary placement IEP.
- Internal audits of special student records are con-ducted biannually as a self-assessment to keep records in compliance and improve procedures of special education monitoring. The order of the IEP files is the same as the audit order for each specific type of dis-ability.
- All special education files are placed in a secure, confidential place. The only people allowed access to these records are school personnel giving services to these students and parents of these students. Anyone who accesses records is required to keep records confidential and secure and sign the records out and sign them in. All records are labeled confidential.

- A database is kept on all special needs students. This database consists of IEP due dates of each student, three year reevaluation due dates for each student, classroom modifications for each student. This database is updated twice a year, once after the first semester of the school year and the second time at the end of the school year.
- All IEP meetings conducted consider the placement of the student in the least restrictive environment. At least two different settings for services are considered. The reasons why the setting is chosen are documented as well as why other settings are not chosen for services. The extent, if any, each student participates with non-disabled peers is documented. A full inclusion setting, pullout and resource setting, as well as homebound setting is offered along the continuum. The student is placed in the setting where their needs will be best be met. When a child's needs cannot be addressed in a regular classroom, a pullout resource setting or self contained resource setting is considered for that child.
- Technical assistance for staff training and records compliance is available from DOE Exceptional Children's Division.

End of Faculty Handbook Draft

B.4. Pre-Opening Plan

School growth, acceptance of students, and hiring teachers all depend on fundraising, grants, and facilities. If we are able to get a building by paying a percentage of our allotment per child, we will move forward with the larger growth plan, since we are reasonably sure that we will be awarded a charter start up non-SEA grant.

If we do not secure a contract for a building using the percentage method by February, we will move forward with securing gently used mobile classrooms, for which we have

already secured a place to install. With the anticipated start up grant non-SEA funds, we should be able to install and outfit at least four classroom.

Timeline	**Events**	**Responsible Party**
August 2015 - 2016	Fundraising: Indigogo	Board Members
October 2015	Non-SEA Charter Start up Grant	Mary
November 2015	Hire Executive Director (ED)	Board
Nov. ’15 – Feb. ‘16	Secure Facility	Board & ED
Nov. ’15 – Mar. ‘16	Hold Information Sessions about the school	ED & some board members
Nov. ’15 – June’16	Secure Insurances	ED & Board Members
Nov. ‘15-Feb.’16	Visit doctors’ offices, gyms, toddler groups, and other places that parents and children gather to disseminate info.	ED & some board members
Feb.’16	Hold Lottery	ED & at least 2 board members
Feb.’16	Hire Curriculum Director (CD)	ED
Mar. – May ‘16	Hire Staff based on the # of students & classrooms (including one 282/020 teacher)	ED & CD

Mar. – July '16	Order Materials for classrooms	ED & CD
Mar. – July '16	Build classroom shelves	Contractor or New Parents
Mar. – July'16	Computer Software in place	ED & Joe
March – July '16	Order or buy second hand furniture	ED
June 2016	Order second hand equipment	Joe Donahue
June 2016	Busses: Final decision on contract or leasing	ED & Board
June – Aug.'16	Secure all licenses & Certifications	ED or Designee
June – Aug.'16	Final adjustments to Curriculum, Employee Handbook, & Montessori Compass	ED & CD
June – Aug.'16	Staff Development	ED & CD

Tab. 19 Pre-opening Plan Template

Maine Charter School Commission
Required Elements Pre-Opening Plan
TAB 19.

School Name_Peridot Montessori Charter School

(Approved 1-8-13 Updated 4-23-14) Approved 5-6-14

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	In application	
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	In application	6/30/2015

	By-laws	Founders and Governing Board	In application	3/11/2015
	Organizational Chart	Founders and Governing Board	In application	3/11/15
	Organizational Policies and Procedures	Founders and Governing Board	In application	8/2015
	Staff Handbook	Governing Board Executive Director	In application	8/2015
Enrollment	Enrollment Policy and Enrollment Plan	Governing Board	In application	8/2015
	Required min/max enrollments	Governing Board	On contract date	Max 3/15 Min 8/15
	Application process for admission	Governing Board/ Executive Director	In application	8/15

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued:	Assessment of student interest	Executive Director /Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director /Director of Admissions	In application	8/15
	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	April 1 of the school year	

	Report to SAU's	Director		
Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Governing Board / Executive Director	In application	8/15
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	11/2015
	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 School	20 days prior to start of school year	
	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	8/22-26/2016
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	Governing Board	90 days prior to start of	

	renovations to meet approved school inspections	/ Executive Director	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 place	Executive Director / Head of School	10 days after contract date	
	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	8/15
	Code of Conduct	Executive Director / Head of School	On contract date	8/15
	Special Services and Special Education Policy	Executive Director / Head of School /Special Services Coordinator	In application	8/15
	DOE has reviewed the Special Student Population section of the Application: "*Name of Applicant's*	Dept. of Education Special Education	Submitted with Rubric by DOE SPED.	

	application contains all required elements."	Department		
	If applicable, **Title 1** plan approved by DOE. **ELL** plan approved by DOE.	Executive Director /Head of School /Special Services Coordinator	30 days prior to start of school year	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Student Learning continued	Qualification of Staff Certification of School Personnel List of all SPED Staff to include S.S. Numbers and applicable licensure.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 30 days prior to start of school	
	Adequacy of Special Education Services: Grid of special education service time provided to all students enrolled. This includes specially designed instruction, consultation, all related services, provider license or certification number and amount of time for each service and provider.	Executive Director /Head of School /Special Services Coordinator	Submit to ME Dept. of Ed Special Education 14 days prior to start of school	
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	
	Financial accounting system compatible with MEDMS	Governing Board / Executive Director	On signing of contract	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Finance and Financial Services continued	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	

	Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
	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 Procedures in place	Executive Director /Director of IT	On signing contract	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Curriculum and Instruction	Curriculum Plan	Executive Director / Head of School	In application	
	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	
	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	Executive Director / Head	On signing contract	

	reporting plan compatible with MEDMS	of School		
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Student Services, Records and Reporting System continued	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	
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	
			Address: P/CSC/RFP TABS – EXHIBITS A-E	

B.5. Management and Operation

Management Team

Executive Director: Andrea Faurot, MBA, started Cary Montessori School in 1989. In 1997, the school moved to Morrisville, NC, and changed its name to Sterling Montessori Academy. Later that year it accepted a charter from the state of North Carolina and became Sterling Montessori Academy and Charter School. Besides being a school of distinction, it also has maintained the joy of learning on which it was founded. Andrea also has degrees in Learning Disabilities and Regular Education. She has 19 years teaching experience and 13 years experience as the founder and head of school. She has a passion for helping each child become the best that they can be in an

environment of mutual respect. She believes that developing an environment of joy allows both the students and adults to get more out of the time that they spend together.

Andrea has studied leadership and change leadership for the past 15 years. She understands what is needed to help design a shared vision with a solid strategic plan and measurable goals that is owned by the stakeholders, not just “bought into”. She understands what is needed for a smooth transition for change. She has had an uncanny ability to predict the future in the development of past projects.

Academic Director: This person will have Montessori certifications and experience with project-based, integrated learning and skills mastery, as well as experience with students between the ages of 3 to 14. Preference will be given to a person with an advanced degree.

We will eventually add a Middle School Director, specializing in adolescent development and education, preferably someone with a Montessori background.

Secretary/administrative Assistant: The Secretary is a key role in a start-up school. This person is the first impression most people will encounter with school, so they must have excellent written and verbal skills. This person must also be able to multi-task: they will be responsible for accurate record keeping for the various agencies to whom we must report, like NEO; collect and deposit funds; interface with the needs of parents, teachers, children, administration, and vendors.

Tab 20. **Organizational Chart**

Foundation Board
V
Executive Director (Head of School) >
V V
V **Secretary**
Director of Curriculum & Instruction, Middle School Dir., Sp. Ed. Dir.
V
Teachers, Specialist
V
Students, Parents

Tab 21. Position Descriptions and Resumes for Key Staff

Please refer to the Employee Handbook for full position descriptions

Duties	ED	CD	Adm. Assist.	Sped D	Other
Overall Management	X				
Employee Management	X				
Curriculum Management		X			
Facilities Management			YEAR 1 - X		Eventually
Food Management			YEAR 1 - X		Eventually
Employee Files	Shared X	Shared X			
Student Files		Shared X	Shared X		
Reports to Board	X				
Reports to NEO			X		

Transport. Management	YEAR 1 - 3				YEAR 4 ON
Accounts Receivable			X		
Accounts Payable	X				
Special Ed. Management	YEAR 1			YEAR 2	
Payroll	YEAR 1 - X				Eventually
Info Tours	X				

Resume of Key Staff:

Andrea Faurot

1978 US #1, Sullivan ¨ ME 04664 ¨ 781-929-4280 ¨ andrea.faurot@gmail.com

PROFESSIONAL QUALIFICATIONS

Executive Director with over twenty years of experience in long term planning, problem solving, strategic thinking, team leadership, and innovative business practices. Adept at building and maintaining long-term internal and external client relationships. Works well with all levels of management; promotes a collaborative work environment; and provides effective training and motivation to empower teams and individuals to meet and exceed organizational goals. Implements core values and best practices in all areas of a corporation.

Visionary¨ Strategic Planning ¨ Analysis ¨ Client Relations ¨ Forecasting ¨ Research & Market Analysis ¨ Training & Development ¨ Team Facilitation ¨ Account Retention ¨

Communications ¨ Innovative Business Practices ¨ Entrepreneur ¨ Leadership Development ¨ Financial Management ¨ Facilitator ¨ Change Management ¨ Consulting

Alegria Garden Café (Lake Placid, NY)
2011-2013
Owner/Operator
To raise funds for education. Using as much local and organic ingredients as possible.

Alegria LLC (Sharon, MA)
2009-present
Consulting/Business Plans
Writing business plans & Charter School applications for groups interested in starting new schools.

(**MBA** 2006 – 2009)

Thacher Montessori School (Milton, MA)
Teacher/Administration Project
2003-2006

Taught 3–6 year olds. Initiated new practices, evaluations, and meeting schedules. Part of team for strategic planning, ran group meetings, helped develop community input and evaluation. Implemented weekly classroom newsletters.

- Lead all Accreditation Teams with analysis of all information.
- Redesigned Scope/Sequence and Assessment Reports with team.

Cary/Sterling Montessori Academy & Charter School (Cary/Morrisville, NC)
Founder/Head of School
1989-2002

- Designed a Montessori school based on core values and community before they became popular**.** Moved school twice for better environment, from Cary to Morrisville. Created non-profit organization to develop more funds for teacher and student education. Taught 3–6 year olds (am) for 8 years while head of school. Developed year round program with before and after school programs. Implemented many programs for teacher and student to use improved and innovative practices. Interfaced and developed many activities to involve parents and the community at large. Interfaced with all the needs regarding the charter

implementation, including having Montessori aligned with NC state education framework. Initiated in-class implementations of IEPs. Managed all the financial areas of the business: loans, contracts, salaries, tuition, etc.

- Wrote initial and renewal School Charter.
- Bought & Developed 14 Acres & over 40,000 sq. ft. of environmentally friendly classroom space.
- Secured almost 7 million dollars in loans.
- Wrote & rewrote parent & faculty handbooks
- Wrote scope & sequences with evaluation reports with teams
- Designed new employee evaluation process
- Achieved 2000 Strategic goal of School of Excellence from the state in 2005. School is #1 in state 2012, as Strategic Plan intended.

Wake Technical College (Raleigh, NC)
GED Teacher
1988

Montessori Center for Children/New School (Holly Springs, NC)
Intern – Montessori Teacher 3–6
1988-1989

Vance Elementary School (Raleigh, NC)
Learning Disabilities Teacher/Special Education Coordinator
1985-1987

Testing Coordinator, Resource Teacher, Self-Contained Teacher (1 year), Student testing, evaluation, individual plans written and implemented, assisted with comprehension and implementation of student plans at home and within the regular classroom, assisted in correct placement for many students.

Grant: Vocational Rehabilitations for Learning Disabled Adults (Fishersville, VA)
Learning Disabilities Specialist
1984- 1985

Strasburg Middle School (Strasburg, VA)
Learning Disabilities Resources Teacher/ Testing Coordinator
1982-1984
Resource teacher – 5th – 7th grades. Many students gained 4+ years growth in target areas. Educational testing, evaluations, wrote IEPs, & helped teachers implement IEPs in regular classrooms.

Education
M.B.A. – *University of Massachusetts* (Boston, MA)
International Management

Center for Montessori Teacher Training/North Carolina (Apex, NC)
Montessori Certification: 3 – 6 year olds

James Madison University (Harrisonburg, VA)
Graduate work: School Psychology

B.S. – *University of Maine* (Farmington, ME)
Licensed in Regular Education and Learning Disabilities K- 8

University of North Carolina (Chapel Hill, NC)
Psychology – 36 credit hours

Continued Education
2010 – International Leadership Association Conference
2009 – The Master Trainer (IISC)
2007 - Executap: A Master Program for consultants to teach Executive Team management
2006 - Facilitative Leadership (IISC), Essential Facilitator (IISC), Leadership at the Core (Authentic Leadership)
1989 – 2005: Most of the yearly American Montessori Society's conferences
1996 – 2002: Required courses and yearly Charter Conferences. Duke Nonprofit Cert. Program – 30 hrs.
1982 – 1986: Yearly Special Education Conference

B.6. Parent and Community Involvement

Parent/Community Involvement Pre-Opening: To date, we have had monthly meetings for the development of the charter school since June 2014. These meetings have been open to the public, members have invited members of the community, and we have an email list of interested parties. Please note the agenda and minutes in the appendix. We sent letters to all the selectmen in all the towns in the county in May 2015 to make them aware of our intentions, if they had not heard. We have set up a meeting with the local

Superintendent, and expect to meet with the other Superintendents soon (many are new and it is the beginning if the school year). We conducted a SurveyMonkey with over a 200 responses, with all most all in support of the school.

All the board members are parents and community members.

Over the years, we have talked with many families interested in a Montessori school. However, it was never felt that a private Montessori school would meet the needs of the families in the area. A public Montessori school is just what is needed.

Since we have been promoting the school, we have received exceptional support. Many people have written letters of support. Please see our appendix for these letters. We have not come across anyone who has openly expressed displeasure over the idea of a public Montessori school. However, we do know that some people are concerned about charter schools, in particular the way they are funded. We try to educate when even an opportunity arises.

We will continue to have monthly meetings for the school development and to educate the public about our particular school and charter schools in general. Once the charter is passed, we will disseminate information wherever we can to help all families know about our information sessions and upcoming lottery. Since there is not much time between November and the end of February when we want to hold our lottery, we expect to hold several information sessions in many locations. We intend to carry out our “Child Find” Policy, as early intervention is very important to us.

Projected community involvement: After we receive our charter, we intend to connect with all other communities and services serving children in the area, such as Children and Families, Inc., DCF, and doctors offices. We want to develop strong relationships with all family service providers to assist our potential families in any way we can. We believe it is our family’s best interest to be active members of our larger community. This is what we teach our students as well.

One of the grants that we are applying for in February is the Maine Community Grant.

We intend to work with the businesses in the area, once we have received our charter.

School Parent Involvement:We expect parents to be very involved with our community. We believe developing a strong sense of community within the school and with the parents is a key component for student success. Many research papers have been written on this topic.

Communication is an important aspect of this relationship. Written and verbal communication in ways that parents are best able to absorb information is paramount. To this end, we will have an updated website, Facebook page, messages on the school phone, progress reports online that the parents may access anytime, formal progress reports three times a year, monthly parent education meetings, email addresses for staff, open door policy for the head of school, weekly school updates (either by email or notes home), and other forms of communication as the technologies change.

We will have at least two fund-raising events every year, in the form of school picnics, field days, school fairs, or other such events. Just as we want the students in the classrooms to learn to work well together and develop programs at the beginning of each year to help them develop strong bonds, we will provide the same opportunities for parents to develop strong bonds as well. That way they will learn to work together and be able to depend on each other. We have found in the past that this helps all parties work through differences more smoothly, when people have learned to trust each other before differences arise.

We recommend that each parent work at least ten hours per student per year on school projects. We will have a parent from the school parent association help parents identify the school needs and track each family's hours. When parents accept a lottery position for their student, they will be given a form to fill out to let us know their skills and interests and how they would like to help the community.

For the larger community of Hancock County, we wish to be good citizens and contribute the well being of the community in various school-community projects, such as clean up projects or reading to the elderly. This will be determined by each class independently. However, as this is an important part of our curriculum, each class will document how they are helping their greater community.

C. Governance

Peridot Montessori Charter School is governed by the Stanwood Educational Foundation. The board is made up of educators, parents, and business people interested in bringing a free, alternative educational program to Hancock County. They believe that this will help the disenfranchised students in the area, and will help bring year round businesses to the area with parents looking for more school choice.

The Foundation board meets ten (10) times per year. From August through November, they meet the third Monday of the month from 7 p.m. to 8:30 p.m. From January through June, the board meets on the second Monday of the month during the same times.

The board will eventually consist of 9 regular voting board members, the ED, the teacher representative, the student representative equaling 12 board members. The board operates on a consensus basis. If board members are not able to attend a meeting, the motion is put to the members via email, a motion may be passed through unanimous email approval.

The board understands that it is their responsibility to pass policies and procedures agreed upon with the staff. They must oversee all the fiscal aspects of the school. They are the last word in school disputes, but are not involved in the daily operations of the school. They raise funds for the school. They hire the executive director (Head of School), and provide a yearly evaluation.

New board members are educated on their roles as board members. New board members are voted in by the existing board members.

Division of Roles Between the Stanwood Educational Foundation Board of Directors (SEF) and the Executive Director of Peridot Montessori Charter School (PMCS)

Responsibility	**Board of Directors SEF**	**Executive Director of PMCS**
Legal	Exercise a fiduciary role to ensure that the charter school is properly managed. Maintain legal status by ensuring that the appropriate paperwork is submitted to DOE. Review financial and business dealings to avoid conflicts of interest.	Provide information to the SEF Board to demonstrate proper management of the charter school. Prepare and submit annual reports to DOE as required by law. Keep informed of DOE legal requirements for charter schools and communicate these to the board Monitor for the faculty, staff, and administration for conflicts of interest and notify the SEF Board if any are discovered.

	Monitor the SEF Board members for potential conflicts of interest, and notify the President of the Board if any are discovered.	
Financial	Approve the annual budget. Review periodic financial reports. Ensure that the proper internal controls are in place.	Develops the annual budget, with input from section directors and the SEF Board Finance Committee. Assist in the generation of periodic financial reports. Implement proper internal controls.
Strategic Planning	Establish the mission and strategic plan for the charter school, and approve goals designed to achieve these ends. Review the strategic plan and progress, and assess the compliance with the mission outlined in the charter contract.	Participate in establishing the mission and strategic plan for the charter school, and assist the Board in maintaining focus on the goals. Develop and implement specific programs and goals consistent with the mission and charter contract, and present progress reports to the Board.
Policy	Develop and approve new policies. Annually review	Determine needs for new policies. Implement policies that are approved by the Board.

	and evaluate the school's policies.	
Personnel	Set and review personnel policies. Hire the Executive Director, and evaluate and provide feedback on their performance.	Implement personnel policies by creating procedures for personnel to follow. Recommend changes in policies to the Board. Recruit and hires all personnel, and evaluate their performance.
Board Accountability	Establish and communicate clear expectations about Board Membership. Assure effective participation of Board members.	Provide appropriate information to the SEF Board to ensure proper governance. Facilitate communication between the PS Board and the staff.
Decision Making/ Grievance	Define the roles of the SEF Board and the Executive Director in decision-making. Assure appropriate roles of the SEF Board in decision-making. Mediates grievances when a party does not agree with the outcome after the both parties have followed all other	Makes decisions within parameters set by the SEF Board. Mediates grievances between teachers, parents, and students as set forth in the faculty and student handbooks.

	processes to settle the issue. Acts as the appeal board for any decision, including firing by the executive director.	
Community Relations	Promote PMCS to parents and to the community by serving as a representative of the organization.	Represents the school through brochures and program literature, website, media, and public relations.
Contracts	Approves contracts that have been recommended by the Executive Director.	Identifies the need for new contracts, researches providers for those contracts, and recommends those contracts to the Board for approval. Manages the contracts that have been approved by the SEF Board.

Non-Profit Organization Board Policies

Performance Expectations and Job Description for Individual Members of the Stanwood Educational Foundation Board of Directors

1) Believe in and be an ambassador for the values, mission, and vision of the **Peridot Montessori Charter School** and any other educational opportunities put forth by the board**.** Enhance the organization's public standing. Clearly articulate the organization's mission, accomplishments, and goals to the public and garner support from the community. Represent the Board positively by participating in the activities of Empowerment, by attending programs and gatherings organized by and for the school.

2) Work with fellow Board members to fulfill the obligations of Board membership.

3) Behave in ways that clearly contribute to the effective operation of the Board of Directors:

- Focus on the good of the organization and group, not on a personal agenda
- Support Board decisions once they are made.
- Participate in the appraisal of your own performance, and that of the Board.

4) Regularly attend and participate in Board and committee meetings of the organization. Prepare for these meetings by reviewing minutes and bringing the appropriate materials to meetings. If you are unable to attend, notify the Board chair or committee chair, as applicable.

5) Keep informed about Peridot Montessori Charter School and its issues by reviewing materials, participating in discussions, and asking strategic questions.

6) Be able to serve as a committee chair or member, and be willing to take on additional responsibilities as needed.

7) Raise and donate funds for the school and Foundation.

8) Adhere to legal standards and ethical norms. Follow the conflict of interest and confidentiality policies. Inform the Board of Directors of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

9) Ensure effective organizational planning. Actively participate in an overall planning process and assist in implementing and monitoring the plan's goals. Assess and approve need for major policy changes and charter by-law amendments. Assess the quality of the education program and services, and ensure that they are consistent with the mission statement and the charter.

10) Annually review the Performance of the Executive Director from a pre-established set of criteria. Review the results achieved compared with the school's philosophy, annual and long-range goals, and the performance of similar institutions. Ensure that the Executive Director has the moral and professional support s/he needs to further the goals of the organization. Assist in the preparation of an annual, written performance review of the Executive Director, along with the formulation of goals for the following year.

11) Provide oversight that the financial structure of the school is adequate for its current needs and its long-range strategy. Annually review and approve the school's budget, and monitor the implementation of the budget through periodic financial reports.

Approve major actions of the school, such as capital expenditures, and major program and service changes. Provide for an independent annual audit by a qualified CPA.

12) Recruit and orient new Board members, and assess Board performance. Define Board membership needs in terms of skill, experience, and diversity that reflects the school population. Conduct an annual evaluation of the effectiveness of the Board.

C.1. Governing Body

Tab 22. Articles of Incorporation

FILING REQUIREMENTS REMINDER

Once your legal entity has been accepted for filing by the Secretary of State's office, it is important that you keep the following filing requirements in mind.

ANNUAL REPORT FILING:

- An annual report is required to be filed every year in order to maintain a good standing status with this office. The **legal filing deadline is June 1st.**
- The first annual report filing must be filed between January 1st and June 1st of the year following the calendar year in which the entity was incorporated, organized or qualified. Subsequent annual reports must be delivered to the Secretary of State between January 1st and June1st of the following calendar years. **Examples:**

  Articles filed between **January 1, 2014** to **December 31, 2014**, the first annual report is due by June 1, 2015.
  Articles filed between **January 1, 2015** to **December 31, 2015**, the first annual report is due by June 1, 2016.

- This annual report is required to be filed every year in order to maintain a good standing status with this office.
- It is the entity's responsibility to file the annual report in a timely manner. Your annual report can be filed quickly and easily using Maine's online filing system, simply visit SOSonline.org and click on the Interactive Corporate Services link. Payment may be made by Visa, MasterCard, Discover, electronic check or subscriber account. The annual report fee is $85 for domestic business entities, $150 for foreign business entities and $35 for domestic and foreign nonprofit corporations.
- If you must file using a paper annual report form, you may download your entity's preprinted paper form by using our "Create a Preprinted Annual Report Form" also available at SOSonline.org under the Interactive Corporate Services link.
- Our office no longer mails a reminder to file annual reports. Email reminders will be sent to the email address on file for the entity. If you would like to receive an email filing reminder notification, you must provide our office with a valid email address and keep it current at all times. The email will come from CEC.Corporations@Maine.gov so you should update your spam filter to add this email address as a non-spam email. Our office is aware that emails coming from this email address often go into a spam folder in email systems.
- If you file paper annual report forms, it is **very important** that you put a reminder on your calendar to file subsequent annual reports in a timely manner.
- If the report is not received by the filing deadline, there will be a late filing penalty assessed. Failure to pay the late filing penalty will result in the administrative dissolution or revocation of your legal entity.

STATE OF MAINE
Department of the Secretary of State
Bureau of Corporations, Elections and Commissions
101 State House Station
Augusta, Maine 04333-0101

July 15, 2015

JOSEPH DONAHUE
13 DAISY LANE
FRANKLIN ME 04634

ATTESTED COPIES
WR DCN: 2151951600014

Enclosed please find copies of documents recently placed on file with our office. Each copy has been attested as a true copy of the original and serves as your evidence of filing. We recommend that you retain these permanently with your records.

Charter#: 20160009ND Legal Name: STANWOOD EDUCATIONAL FOUNDATION

ARTICLES OF INCORPORATION

DCN: 2151951600015 Page(s) 4

Total Pages 4

NONCOMMERCIAL CLERK OR NONCOMMERCIAL REGISTERED AGENT ADDRESS CHANGE:

A noncommercial clerk or noncommercial registered agent can change their address online. This online service allows the noncommercial clerk or noncommercial registered agent the functionality to change their address on file with our office. To change the address of the noncommercial clerk or registered agent, simply visit "Change of Address Online Service" available at www.SOSonline.org under the Interactive Corporate Services link.

COMMERCIAL CLERK OR COMMERCIAL REGISTERED AGENT CHANGE

A commercial clerk or commercial registered agent can maintain the data associated with its listing and manage the relationships to its represented entities online at www.SOSonline.org under the "Commercial Clerk & Commercial Registered Agent Online Listing & Management Service" Interactive Corporate Services link. In order to use this online service, the commercial clerk or commercial registered agent must have an InforME subscriber account login and password.

PRINCIPAL OR HOME OFFICE ADDRESS CHANGE FOR FOREIGN ENTITIES

An authorized individual of a foreign entity (organized outside of Maine) can change the principal or home office address online. To change the principal or home office address on a foreign entity online, simply visit "Change of Address Online Service" available at www.SOSonline.org under the Interactive Corporate Services link.

APPLICATION FOR EXCUSE:

- Any domestic business or nonprofit corporation that is currently in good standing but not conducting business, which wishes to be put in an inactive status, may file an application for excuse.
- To avoid having to submit an annual report, the excuse form may be filed at any time prior to the next annual report filing deadline. Once a corporation is excused, it is not required to file reports until a certificate of resumption is submitted.

NONPROFIT COMPENSATION INFORMATION REQUIREMENT:

- A public benefit corporation that receives at least 25% of its total funding from one or more municipal, county, state or federal sources shall provide to the public information about the total compensation paid by the corporation to any director or officer of the corporation if the compensation exceeds $250,000 in any 12-month period. The corporation shall make the information available by posting the information on its publicly accessible website or through other comparable means. "Compensation" includes all remuneration and benefits.

To contact a customer service representative for filing assistance, please contact the Division of Corporations, UCC & Commissions at (207) 624-7752.

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

File No. 20160009ND Pages 4
Fee Paid $ 40
DCN 2151951600015 ARTI
-----FILED-----
07/02/2015

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

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 Stanwood Educational Foundation

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:

For educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code"), or corresponding provision of any subsequent Federal tax laws, and in furtherance but not in limitation thereof;.... (see attached Bylaws, Article I)

☐ 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

x Joseph Donahue
(name of noncommercial registered agent)

x 13 Daisy Lane, Franklin, ME 04634
(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.

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 4.

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 12.

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** 6/26/15

Mary Thibodeau-Gagnon (signature)
Mary Thibodeau-Gagnon (type or print name)
Street 58 Tinker Hill Rd (residence address)
Mariaville ME 04605 (city, state and zip code)

(signature)
Susan Brenner (type or print name)
Street 11 Maple Lane (residence address)
Sullivan ME 04664 (city, state and zip code)

x (signature)
Joseph Daraive (type or print name)
Street 13 Daisy Lane (residence address)
Franklin ME 04634 (city, state and zip code)

Form No. MNPCA-6 (2 of 3)

x Jean E. Lamontanaro signature
Jean E. Lamontanaro type or print name
54 Woodland Rd residence address
Ellsworth, ME 04605 city, state/zip

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 an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was c authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to:

Division
101
Augusta,

Secretary of State
of Corporations, UCC and Commissions
State House Station
ME 04333-0101

Telephone Inquiries: **(207) 624-7752** Email Inquiries: CFC.Corporations@Maine.gov

BYLAWS

Of

Stanwood Educational Foundation

(A Nonprofit Foundation)

ARTICLE I

Purpose

The purpose or purposes for which the Foundation is organized are:

1. For educational purposes within the meaning of section 501 (C) (3) of the Internal Revenue Code of 1986, as amended ("Code"), or corresponding provision of any subsequent Federal tax laws, and in furtherance but not in limitation thereof;

2. To make contributions and grants to such corporations, trusts, or community chests, funds or foundations, organized and operated exclusively for educational purposes, which engage in whole or in part in educating children, no part of the net earnings of which inures to the benefit of any private shareholder or individual, and no substantial part of the activities of which is legislation, and which does not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office: and

3. To make contributions and grants to the United States, any State, Territory, or any political subdivision thereof, or the District of Columbia, for exclusively public purposes.

No part of the net earnings of this Foundation shall inure to the benefit of any member or other individual. None of the property of the Foundation shall be distributed directly or indirectly to any member of the Foundation. The Foundation shall not carry on propaganda or otherwise attempt to influence legislation. In the event of the dissolution or liquidation of the Foundation, any assets then remaining shall be distributed among such organizations as shall qualify at the time as exempt organizations described in Code section 501 (C) (3) as the Directors shall determine. The Foundation shall not engage in any transaction or do or permit any act or omission which shall operate to deprive it of its tax-exempt status under section 501 (C) (3) of the Code.

If the Foundation is a private foundation as defined in section 509 of the Code,

(1) The Foundation will distribute its income for such taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Code, or corresponding section of any future Federal Tax Code.

(2) The Foundation will not engage in any act of self-dealing as defined in section 4941 (d) of the Code, or corresponding section of any future Federal Tax Code.

(3) The Foundation will not retain any excess business holdings as defined in section 4943 (C) of the Code, or corresponding section of any future Federal Tax Code.

(4) The Foundation will not make any investments in such manner as to subject it to tax under section 4944 of the Code, or corresponding section of any future Federal Tax Code.

(5) The Foundation will not make any taxable expenditure as defined in section 4945 (d) of the Code, or corresponding section of any Federal Tax Code.

Tab 23. Corporate By-laws

BYLAWS
OF
Stanwood Educational Foundation
(A Nonprofit Corporation)

Document Name:	PS, Inc.-BYLAWS
Document Version:	1.0
Date of Approval:	December-3-2014
Responsible Party:	Mary T Gagnon

SEF

13 Daisy Lane Franklin, ME 04634
c- 781-929-4280

BYLAWS
Of
Stanwood Educational Foundation
(A NONPROFIT FOUNDATION)

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BYLAWS
Of
Stanwood Educational Foundation
(A Nonprofit Foundation)

ARTICLE I
Purpose

The purpose or purposes for which the Foundation is organized are:

1. For educational purposes within the meaning of section 501 (C) (3) of the Internal Revenue Code of 1986, as amended ("Code"), or corresponding provision of any subsequent Federal tax laws, and in furtherance but not in limitation thereof;

2. To make contributions and grants to such corporations, trusts, or community chests, funds or foundations, organized and operated exclusively for educational purposes, which engage in whole or in part in educating children, no part of the net earnings of which inures to the benefit of any private shareholder or individual, and no substantial part of the activities of which is legislation, and which does not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office: and

3. To make contributions and grants to the United States, any State, Territory, or any political subdivision thereof, or the District of Columbia, for exclusively public purposes.

No part of the net earnings of this Foundation shall inure to the benefit of any member or other individual. None of the property of the Foundation shall be distributed directly or indirectly to any member of the Foundation. The Foundation shall not carry on propaganda or otherwise attempt to influence legislation. In the event of the dissolution or liquidation of the Foundation, any assets then remaining shall be distributed among such organizations as shall qualify at the time as exempt organizations described in Code section 501 (C) (3) as the Directors shall determine. The Foundation shall not engage in any transaction or do or permit any act or omission which shall operate to deprive it of its tax-exempt status under section 501 (C) (3) of the Code.

If the Foundation is a private foundation as defined in section 509 of the Code,

(1) The Foundation will distribute its income for such taxable year at such time and in such manner as not to become subject to the tax on undistributed

income imposed by section 4942 of the Code, or corresponding section of any future Federal Tax Code.

(2) The Foundation will not engage in any act of self-dealing as defined in section 4941 (d) of the Code, or corresponding section of any future Federal Tax Code.

(3) The Foundation will not retain any excess business holdings as defined in section 4943 (C) of the Code, or corresponding section of any future Federal Tax Code.

(4) The Foundation will not make any investments in such manner as to subject it to tax under section 4944 of the Code, or corresponding section of any future Federal Tax Code.

(5) The Foundation will not make any taxable expenditure as defined in section 4945 (d) of the Code, or corresponding section of any Federal Tax Code.

ARTICLE II
Offices

Section 1. Principal Office. The principal office of the Foundation shall be **P.O. Box 414, Sullivan, ME 04664**.

Section 2. Registered Office. The registered office of the Foundation required by law to be maintained in the state of Maine may be, but need not be, identical with the principal office.

Section 3. Other Offices. The Corporation may have offices at such other places, either within or without the State of Maine, as the Board of Directors, from time to time, may determine, or as the affairs of the Foundation may require.
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ARTICLE III
Members

Section 1. Qualifications and Selection of Members. The members of the Foundation shall be made up of the members of the Board of Directors.

Section 2. Place of Meetings. All meetings of members shall be held at the principal office of the Foundation, or at such other place, either within or without the State of Maine, as shall be designated in the notice of the meeting or agreed upon by a majority of the members.

Section 3. Monthly Meetings The Monthly Meetings of members shall be held during the Academic School year, if not a legal holiday, but if a legal holiday, then on the next day following not a legal holiday, or as soon thereafter as convenient to members, for the transaction of such other business as may be properly brought before the meeting. The board of directors shall have the option to vote on whether to hold a monthly meeting in the month of December.

No business shall be transacted at a Monthly Meeting of members, except such business as shall be (a) specified in the notice of meeting given as provided in Section 6 of this Article III, or (b) otherwise brought before the meeting by or at the direction of the Board of Directors. Notwithstanding anything in these bylaws to the contrary, no business shall be conducted at a Monthly Meeting except in accordance with the provisions as set forth in this Section 3. If the chairperson of the Monthly Meeting determines that any business was not properly brought before the meeting in accordance with provisions prescribed by these bylaws, he or she shall so declare to the meeting, and to the extent permitted by law any such business not properly brought before the meeting shall not be transacted.

Section 4. Substitute Monthly Meeting. If the Monthly Meeting shall not be held on the day designated by these bylaws, a substitute *Monthly* Meeting may be called in accordance with the provisions of Section 5 of this Article. A meeting so called shall be designated and treated for all purposes as the Monthly Meeting.

Section 5. Special Meetings. Special meetings of the members may be called at any time by the President, Secretary or Board of Directors of the Foundation.

Section 6. Notice of Meetings. Written or printed notice stating the time and place of the meeting shall be delivered not less than ten (10) nor more than fifty (50) days before the date thereof, either personally, electronic mail, school posting or by postal mail, by or at the direction of the President, the Secretary, or other person calling the meeting, to each member of record.

In the case of a Monthly or substitute Monthly Meeting, the notice of meeting may, but need not, specifically state the business to be transacted at the meeting unless it is a matter that is expressly required.

In the case of a special meeting, the notice of meeting shall specifically state the purpose or purposes for which the meeting is called.

When a meeting is adjourned for thirty days or more, notice of the adjourned meeting shall be given as in the case of an original meeting. When a meeting is adjourned for less than thirty days in any one adjournment, it is not necessary to give any notice of the adjourned meeting other than by announcement at the meeting at which the adjournment is taken.

Section 7. Voting Rights. All voting rights shall be vested solely in the Board of Directors.

ARTICLE IV
Advisory Panel

Section 1. Powers. The Advisory Panel shall serve as advisors to the Board of Directors.

Section 2. Number, Term and Qualifications. Two (2) advisors may be appointed by and serve at the pleasure of the Board of Directors. Said advisors shall serve until their death, resignation, removal or disqualification and any vacancy shall be filled by the Board of Directors. Advisors may be removed with or without cause at any annual or special meeting of the Board of Directors.

Section 3. Meetings. The Advisory Panel may have meetings as requested from time to time by the Board of Directors. Otherwise, the Advisory Panel shall only meet as member of the Foundation, but shall have no voting power. There shall be no quorum requirement for the Advisory Panel.

ARTICLE V
Directors

Section 1. General Business. The business and affairs of the Foundation shall be managed by the Board of Directors or by such Executive Committees as the Board may establish pursuant to these bylaws.

Section 2. Number, Term and Qualifications. The number of Directors of the Foundation shall not exceed twelve (12). The need for additional directors and the qualifications of directors shall be determined by the Board from time to time. Each director shall hold office until his or her death, resignation, retirement, removal, disqualification, or his or her successor is elected and qualifies.

The Director shall not serve more than two (2) - three (3) year terms. The second 3-year term requires a majority vote by the existing Board members. The vote shall take place one month before expiration of the term. Directors need not be residents of the State of Maine.

Section 3. Nomination and Election of Directors. Except as provided in Section 5 of this Article, the directors shall be elected by the members at the next monthly meeting of members after the director's term has expired or vacancy occurs; and those persons who the board unanimously agree are best suited for the job will be elected.

Section 4. Removal. Directors may be removed from office with or without cause by a vote of members at any annual or special meeting. If any directors are so removed, new directors may be elected at the same meeting to fill the unexpired term of the removed director.

Section 5. Vacancies. A vacancy occurring in the Board of Directors may be filled by consensus of the remaining directors, although less than a quorum or by the sole remaining director; but a vacancy created by an increase in the authorized number of Directors shall be filled only by election at the next annual meeting of the members.

Section 6. Compensation. The Board of Directors shall not compensate directors for their services as such but may provide for the payment of all expenses incurred by directors in attending regular and special meeting of the Board.

Section 7. Executive Committee. The Board of Directors, by unanimous resolution, may designate two (2) or more directors to constitute an Executive Committee, which committee to the extent provided in such resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the Foundation except as otherwise provided by law.

The Executive Committee shall not amend, delete or otherwise change the bylaws. The designation of an Executive Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed upon it, him or her by law.

ARTICLE VI
Meeting of Directors

Section 1. Regular Meetings. A regular meeting of the Board of Directors shall be held immediately after, and at the same place as, the monthly meeting of members. In addition, the Board of Directors may provide, by resolution, the time and place, either within or without the State of Maine, for the holding of additional regular meetings.

Section 2. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two (2) directors. Such meetings may be held either within or without the State of Maine.

Section 3. Notice of Meetings. Notice of any special meeting of the Board of Directors shall be given at least ten (10) days before the meeting by any usual means of communication. Such notice need not specify the purpose for which the meeting is called unless specifically required by law or by these bylaws.

Section 4. Waiver of Notice. Any Director may waive notice of any meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 5. Quorum. A majority of the Directors authorized by these bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

Section 6. Manner of Action. Except as otherwise provided in these bylaws, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

The unanimous vote of the duly elected directors shall be required to adopt a resolution constituting an Executive Committee. A consensus vote of the directors then holding office shall be required to adopt, amend or repeal a bylaw, or to adopt a resolution dissolving the Foundation.

Section 7. Informal Action by Directors. Action taken by a majority of the directors without a meeting is nevertheless Board action if written consent to the action in question is signed by all the directors and filed with the minutes of the proceedings of the Board, whether done before or after the action so taken.

Section 8. Presumption of Assent. A director of the Foundation 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 unless his or her contrary vote is recorded or his or her dissent is otherwise entered in the minutes of the meeting.

ARTICLE VII
Officers

Section 1. Number. The officers of the Foundation shall consist of a President, a Vice-President, a Secretary, a Treasurer, and other officers as the Board of Directors may from time to time elect. Any two (2) or more offices may be held by the same person, except that no officer may act in more than one (1) capacity where action of two (2) or more officers is required.

Section 2. Election and Term. The officers of the Foundation shall be elected by the Board of Directors. Such elections may be held at any regular or special meeting of the Board. Each officer shall hold office until his or her death, resignation, retirement, removal, disqualification, or his or her successor is elected and qualifies or his or her term expires.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board with or without cause; but such removal shall be without prejudice to the express and written contract rights, if any, of the person so removed.

Section 4. Compensation. The Board of Directors shall not compensate officers of the Foundation for their services as such, but may provide for the payment of all expenses incurred by officers in carrying out their duties.

Section 5. President. The President shall be the principal executive officer of the Foundation and, subject to the control of the Board of Directors, shall supervise and control the management of the Foundation in accordance with these bylaws.

The President, when present, shall preside at all meetings of the Board of Directors and members. He or she shall sign, with any proper officer, any deeds, leases, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Foundation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be delegated by the Board of Directors to some other officer or agent and, in general, he or she shall

perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. President Elect. In some circumstances such as New Board member being nominated for presidency, a New Executive Director being hired, or one year prior to the expiration of the current President's term; it would become necessary to nominate and vote on a President Elect. The President Elect will work closely with the current or interim President. The President will give the President Elect some presidential responsibilities in accordance to the Bylaws. The President also monitors the progress of President Elect and advises he/she accordingly.

Section 7. Vice-President. The Vice-President, unless otherwise determined by the Board of Directors, shall, in the absence or disability of the President and President Elect, perform the duties and exercise the powers of that office. In addition, he or she shall perform such other duties and have such other powers as the Board of Directors shall prescribe, or as directed by the President.

Section 8. Secretary. The Secretary shall keep accurate records of the acts and proceedings of all meetings of members and directors he or she shall give all notices required by law and by these bylaws. He or she shall have general charge of the corporate books and records and of the corporate seal, and shall affix the corporate seal to any lawfully executed instrument requiring it. He or she shall have general charge of the membership books of the foundation and shall keep, at the registered or principal office of the Foundation, a record of members showing the name and address of each member. He or she shall sign such instruments as may require a signature, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned from time to time by the *President* or by the Board of Directors.

Section 9. Treasurer. The Treasurer shall have custody of all funds and securities belonging to the Foundation and shall receive, deposit or disburse the same under the direction of the Board of Directors. He or she shall keep full and accurate accounts of the finances of the Foundation in books especially provided for that purpose. He or she shall cause a true statement of its assets and liabilities as of the close of each fiscal year and of the results of its operations and of changes in surplus for each fiscal year, all in reasonable detail, to be made and filed at the registered or principal office of the Foundation within four (4) months after the end of such fiscal year. The statement so filed shall be kept available for inspection by any member for a period of ten (10) years; and the Treasurer shall mail or otherwise deliver a copy of the latest such statement to any member upon his or her written request thereof. The Treasurer shall, in general,

perform all duties incident to his or her office and such other duties as may be assigned to him or her from time to time by the Board of Directors.

Section 10. Bonds. The Board of Directors may by resolution require any or all officers, agents, and employees of the Foundation to give bond to the Foundation, with sufficient sureties, conditioned on the faithful performance of the duties of their respective offices or positions, and to comply with such other conditions as may from time to time be required by the Board of Directors.

ARTICLE VIII
Interested Directors and Officers

No contract or transaction between the Foundation and one or more of its directors or officers, or between the Foundation and any other Foundation, partnership, association, or other organization in which one or more of its directors or officers are directors or officers, or have a financial interest, shall be void or voidable solely for this reason, or solely because the director or officer is present at or participates in the meeting of the Board of Directors or a committee thereof which authorizes the contract or transaction, or solely because his or her votes are counted for such purpose, if:

(a) The material facts as to his or her relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Directors or the Executive Committee, and the Board or Committee in good faith authorized the contract or transaction by the affirmative votes of a majority of the disinterested Directors, even though the disinterested directors be less than a quorum; or

(b) The material facts as to his or her relationship or interest and as to the contract or transaction are disclosed or are known to the members entitled to vote thereon, and the contract or transaction is specifically approved in good faith by vote of the members; or

(c) The contract or transaction is fair as to the Foundation as of the time it is authorized, approved or ratified, by the Board of Directors, a committee thereof, or the members.

Common or interest directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or of a committee which authorizes the contract or transaction.

ARTICLE IX
Contracts, Loans, Checks and Deposits

Section 1. Contracts. Consistent with the purpose of the Corporation as contained in the Charter, the Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or lease, or execute and deliver any instrument on behalf of the Foundation, and such authority may be general or confined to specific instances. The Board of Directors may enter into employment contracts for any length of time it deems wise.

Section 2. Loans. No loan shall be contracted on behalf of the Foundation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks and Drafts. All checks, drafts or other orders for the payment of money issued in the name of the Foundation shall be signed by such officer or officers, agent or agents of the Foundation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Foundation not otherwise employed shall be deposited from time to time to the credit of the Foundation in such depositories as the Board of Directors shall direct.

ARTICLE X
General Provisions

Section 1. Waiver of Notice. Whenever any notice is required to be given to any member or director under the provisions of the Maine Nonprofit Corporation Act or under the provisions of the Charter of by-laws of this Foundation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 2. Amendments. A consensus vote of the directors then holding office shall be required to adopt, amend or repeal a bylaw, or to adopt a resolution dissolving the foundation at any regular or special meeting of the Board of Directors, provided that written notice of the intent to amend or repeal or adopt new bylaws is given.

Section 3. Fiscal Year. Unless otherwise ordered by the Board of Directors, the fiscal year of the Foundation shall be from July 1 through June 30.

Section 4. Indemnification. Any person who at any time serves or has served as a director, officer, employee or agent of the Foundation, or in such capacity at the request of the Foundation for any Foundation, partnership, joint venture, trust or other enterprise, shall have a right to be indemnified by the Foundation to the fullest extent permitted by law against (a) reasonable expenses, including attorneys' fees, actually and necessarily incurred by him in connection with any threatened or pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, and whether or not brought by or on behalf of the Foundation, seeking to hold him or her liable by reason of the fact that he or she is acting in such capacity, and (b) reasonable payments made by him or her in satisfaction of any judgment, money decree, fine, penalty, or settlement for which he or she may become liable in any such action, suit or proceeding.

The Board of Directors of the Foundation shall take all such action as may be necessary and appropriate to authorize the Foundation to pay the indemnification required by this bylaw, including without limitation, to the extent needed, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of the indemnity due him or her.

Any person who at any time after the adoption of this bylaw serves or has served in any of the aforesaid capacities for or on behalf of the Foundation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right or benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from the provision of this bylaw.

Section 5. Books and Records. The Foundation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors, and shall keep at the registered or principal office a record giving the names and addresses of the directors and members. All books and records of the Foundation may be inspected by any member or his agent or attorney for any proper purpose at any reasonable time.

Section 5. Dissolution Clause. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Tab 24.
IRS Form 1023

See PDF File at end for electronic only

Tab 25. Conflict of Interest Policy

All board members have signed this document and they are on file with the secretary:

Stanwood Educational Foundation Conflict of Interest Policy

***A resolution was passed at the August 17th, 2015 board*
meeting to accept this
Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect (the "Organization's") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization 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:

a. An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a 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

A financial interest is not necessarily a conflict of interest. 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. After disclosure of the financial 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.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a Conflict of Interest

a. 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.

b. 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.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization 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.

d. If a more advantageous transaction or arrangement is not reasonably 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 the Organization'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 Conflicts of Interest Policy

a. 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.

b. 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:

a. 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 of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the

transaction or 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. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, 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:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization 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 the Organization 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:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization'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, the Organization may, but need not, 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 present Stanwood Educational Foundation board consists of five (5) parents and business owners. All of the board members have had a child they feel would be served in a different setting than the traditional schools available in Hancock County at the present time or in the past. For some, they look forward to the school for their children. For others, they would like to promote a Montessori school in the area for those children entering the system after their children.

Our president, Mary Thibodeau-Gagnon, is a business woman, a mother of three older children, and the leader of the area robotics team. Our treasurer and secretary, Joe Donahue, is an IT specialist, a father of three, and a local minister. Jean Lamontanaro, is our graphic designer, a mother of two, and an educator. Susan Brenner is an educator, mother of three, and active in her community. Jon Monroe is a business consultant, community activist, and father of one son.

Although we have many others interested in the school, we know that more board members will be available once they know that we have secured the charter.

Advisory Board

Sandi Keys is one of our advisors. She has just been named the Curriculum Director at the Hillview Montessori Charter School in MA. She has been a Montessori teacher for many years, has experience in business and fundraising. Although she works in MA, she still lives in ME.

We have other advisors in finance and Montessori that are not formally on our Advisory Board at this time.

Tab 26. Board Resumes

Mary Thibodeau-Gagnon
58 Tinker Hill Road, Mariaville, ME 04605 ■ 207-537-2560 ■ geherbals@rivah.net

8 Years of Administrative Assistant Experience in Financial Services Industry ▪ 20+ Years of Polished Customer Service Experience ▪ Excellent Communication Skills ▪ Extensive Word Processing Experience ▪ Proven Ability to Work Independently ▪ Positive Attitude

Small Business Owner
Boondocks Botanicals September 2014 to present
Self publish wellness eBooks on Kindle Direct Publishing; make and market herbal products

Freelance Writer
Elance February 2014 to present
Create, edit, and proofread health and wellness focused eBooks

Call Center Representative
L.L. Bean August 2011 to December 2011
Provided seasonal customer service at the Bangor Call Center. .

Enumerator
U.S. Department of Commerce/Census Bureau May to October, 2010
Canvassed Hancock County and Completed Questionnaires

Administrative Assistant to Senior Staff
Union Trust Company 1999-2002
- Provided direct support to Bank President, Board of Directors and senior staff including Executive Vice President, Marketing Director, Human Resources Director, Auditor and bank-wide Commercial Lenders.
-Assisted with start-up of and transition to the bank's new financial services department and began direct support of Financial Planners and Brokerage.
-Served in a back-up capacity for bank-wide payroll processing.

Administrative Assistant
NorthCountry Federal Credit Union 1994-1999
-Provided direct support to Credit Union President, Board of Directors, Marketing Director, Chief Financial Officer and Consumer and Mortgage Lenders.
- Maintained and operated 14-line switchboard and assisted credit union members with account transactions and inquiries.
-Helped define and implement job description for new Member Services Representative position.
- Received cross-training in Accounting Department (covered Assistant. Controller's maternity leave), Deposit Services (as IRA/CD Specialist) and Tellering.

La Leche Leader/Volunteer Lactation Counselor ■ 4-H Science Club Leader ■ 4-H Robotics Leader ■ Charter School Advocate ■ Little League Volunteer ■ Homeschool Support Blogger

University of Maine, Orono – Interdisciplinary Concentration in Classics, 1990
Sage Mountain Herbal Center, Barre, VT – Completion of 18-month Herbal Certification, 2001
University of Natural Health, Indianapolis, IN – Holistic Nutrition Certification, 2011

Organic Gardening ■ Wildcrafting ■ Piano ■ Hiking ■ Permaculture ■
■ Improving Public Education ■ Gratitude ■ Holistic Nutrition

Cathy Planchart, VP Marketing - Bar Harbor Bank & Trust 207-667-9963
Lisa Gadway, Marketing Director - NorthCountry FCU 800-660-3258
John Donaghy, Former Crew Leader/Census Bureau 207-812-0892

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School __Peridot Montessori Charter School

Name of Board Member _Mary Thibodeau-Gagnon

Mailing Address 58 Tinker Hill Road, Mariaville, ME 04605

Telephone (Home) 207-537-2560

Telephone (Business) same

Email Address mthibodeaugagnon@gmail.com

Occupation ebook publisher, business owner

Questions:

1. **How long have you resided in Maine (the catchment area)?** I have lived in the catchment area for over 16 years, and grew up about an hour away.

2. **Why do you wish to serve on the governing board?** *Because I have a passion for improved educational public options for kids, including those like my elder son, who is dyslexic, so they are all offered an environment in which they can thrive, for free.*

3. **What interests or concerns do you have regarding the proposed public charter school?** *I have been involved with and informed about the charter school movement in Maine since the RSU restructuring, which resulted in our two towns splitting up while owning our local school together, in Otis. I was on a panel of concerned citizens and we were looking at options and charter schools, though not yet legalized in Maine, were of great interest to us. At that time I was the person who volunteered to research charter schools. I feel very strongly charter schools are good for communities, when there are dedicated people involved and a community that is interested.*

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).** *I have been a homeschooler for seven years, and have started up and led a 4-H Science Club for afterschool, a 4-H Lego Engineering Club and currently am coaching a competitive 4-H Robotics Club.*

5. **What special qualifications do you have that will help you to be a board member?** *A sincere desire to ensure a learning environment in which all kids thrive and dedication to performing my duties in maintaining our Bylaws and vision. I also have administrative assisant experience in financial services, supervisory experience and excellent communication skills.*

6. **Describe the role that the board will play in the charter school's operation.** *Keeping the ongoing focus on our vision and according to our Bylaws, and overseeing the management of the foundation and the building of the school.*

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** *Set it up for success by fostering positive communication and cooperation within the community (we are planning on meeting with local educators to initiate a cooperative relationship and also are planning on doing stem outreach during the summer to engage and provide value to our community), ensure active fundraising and grant writing to be able to provide what is physically needed to start up the school, and maintaining the focus of our vision of bringing a Montessori option to all public school children in Hancock County while bringing more vibrancy to our growing community.*

8. **What is your understanding of the appropriate role of a public charter school board member?** *It is my responsibility to work with the other board members to uphold our Bylaws and make real our mission.*

9. **How will you know that the charter school is succeeding (or not) in its mission?** *By visiting the classrooms and seeing the students at work, by keeping communications with staff and board members, and by our evaluating our reputation within the community.*

Sign__Mary Thibodeau-Gagnon_____ Date_____8-30-15_____

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Jean Lamontanaro
54 Woodland Road | Ellsworth, Maine 04605
jean.lamontanaro@gmail.com
Home: (207) 669-8282 | Cell: (207) 610-0362

Current Position

Education Coordinator, Wilson Museum, Castine (March 2015-Present)

• Write and send out press releases for Museum events
• Plan programs and activities for children who visit the Museum
• Create brochures, fliers and other documents to share information about the Museum

Design Experience

Forward Living Magazine (March 2013-July 2014)

• Designed logo and overall look for magazine
• Complete all necessary design work for covers, interior pages, and ads

North Country Journal (January 2014-July 2014)

• Redesigned entire magazine, including cover layout and design
• Designed ads for new clients and redesigned ads for existing clients
• Completed layout and design for covers and interior pages

Bull and Pinch store, Bar Harbor (March 2013-June 2013)

• Created logo for sign to hang outside of store in Bar Harbor

Applications Used

• Adobe InDesign, Illustrator and Photoshop
• 1and1.com's Website Builder and MyWebsite

Art Teaching Experience

Elementary Art Teacher, RSU 24, Ellsworth (September 2008-June 2011)

• Taught art to students in kindergarten through fifth grade
• Created and revised curriculum to provide optimal learning opportunities
• Selected and ordered supplies and teaching materials to meet needs of curriculum and budget

Elementary Art Teacher, MSAD #37, Harrington (September 2006-June 2008)

• Taught students in kindergarten through eighth grades
• Attended several training sessions addressing learning styles and various strategies and tools for differentiated instruction

High School Art Teacher, Middletown High School, New York, September 2005-June 2006

• Taught students in grades nine through 12
• Integrated math, science and the language arts into my curriculum

Other Work Experience

• Cleaner, Central Maine Cleaning, Ellsworth, December 2014-Present
• Cleaner, Richen Management, Ellsworth, September-December 2013
• Childcare provider, Ellsworth, September 2011-September 2013

Education

University of Maine, Orono, January-December 2009
• 6 credits completed toward Master of Education degree
• Grade Point Average: 4.0

State University of New York, New Paltz, New York, September 2001-May 2005
• Bachelor of Science in Art Education
• Grade Point Average: 3.97
• Valedictorian of Class of 2005

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School __Peridot Montessori Charter School____

Name of Board Member ___Jean Lamontanaro_____

Mailing Address __54 Woodland Road, Ellsworth, ME 04605_____

Telephone (Home) ___207-669-8282_____

Telephone (Business) ___207-610-0362 (cell)_____

Email Address ___jean.lamontanaro@gmail.com_____

Occupation ___Education Coordinator at the Wilson Museum_____

Questions

1. **How long have you resided in Maine (the catchment area)?** 9 years

2. **Why do you wish to serve on the governing board?** I feel that it is important to offer a variety of public education options for families in the area. As an educator and as a parent, I understand the value of making sure that all students go to a school where they can reach their full potential. I think with my experiences as a teacher and parent, I can bring a unique perspective to the board.

3. **What interests or concerns do you have regarding the proposed public charter school?** I first developed an interest in Montessori education when I provided after school care for a preschool student attending a local Montessori school. I picked her up at school a few days a week and was intrigued by what I observed at the school. I was interested in learning more about the Montessori philosophy. I made contact with the director of another local Montessori school and did some reading about the philosophy and also observed the classroom at her school. I believe Montessori education creates independent and well-rounded students, and I think a Montessori charter school could be a great addition to our community.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).** Elementary Art Teacher (Ellsworth School Department/RSU 24: 2008-2011); Percent for Art Committee (Ellsworth Elementary-Middle School: 2010); After School Program Assistant (Knowlton School, Ellsworth: 2009-2010); Elementary Art Teacher (MSAD 37: 2006-2008); High School Art Teacher (Middletown, New York: 2005-2006)

5. **What special qualifications do you have that will help you to be a board member?** My experience working as an art teacher has given me knowledge of a variety of schools and situations and will allow me to examine issues from an educator's perspective. As a mother, I have also been given the opportunity to explore issues from a parent's perspective. My graphic design skills will allow me to help with the marketing needs of the board and school.

6. **Describe the role that the board will play in the charter school's operation.**

The board will help to promote the school's mission and values to the public. The board will also keep informed about what is going on with Peridot Montessori and participate in overall planning for the school. The board will assist with raising funds for the school and review the financial situation. We will also review the performance of the Executive Director, as well as the performance of the Board itself.

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** I think we will need to secure grants and raise funds in order to gather the money necessary to cover all of the startup costs. We will also need to share with the community information about our school. We will need to make sure that others understand the mission and vision for our school. It will important for us to continue to reach out to others in the community to share information about Peridot Montessori.

8. **What is your understanding of the appropriate role of a public charter school board member?** A board member should act as an ambassador for the school and represent the school's value and mission to the community. He or she should attend regular meetings and participate in committees. It is important for all board members to focus on the goals of the group and work together to come up with the best solutions for each situation. Board members should oversee what is going on with the school and make sure that the school is reaching its full potential according to the mission and vision the board has agreed upon for the school.

9. **How will you know that the charter school is succeeding (or not) in its mission?** I think it will be important to attend school functions and observe what is going on in the school to see that the students are receiving an education that will make them "mindful and dynamic citizens of the world." It will be important to stay informed about the achievements of the students and use information gained from student evaluations and assessments to see that students are growing and learning according to the school's mission.

Sign Joan E Lamontagne **Date** 8/31/3015

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Susan Brenner

11 Maple Lane, Sullivan, ME 04664 207-422-3673 brennersimpson5@gmail.com

Professional Qualifications

Worked in Montessori elementary school in Southern California for 1 year. Currently homeschooling my own 3 children for the past 10 years. Independently studied the various learning styles of children and well read on alternative approaches to education. Studied Nonviolent Communication technique as presented in Marshall Rosenberg's book Nonviolent Communication.

Employment Experience

Clubhouse Daycare Center, Ellsworth, Maine - *Preschool Teacher 1998-2000*

Prescott Unified School District, Prescott, Arizona - *Substitute Teacher 1996-1998*

House Painter, Prescott, AZ - *1996*

Santa Monica Dermatology, Santa Monica, California - *Office Assistant 1992-1993*

Palisades Montessori Center, Pacific Palisades, California - *Preschool/Kindergarten Teacher Assistant 1990-1991*

Crown Books, Santa Monica, California - *Assistant Manager 1987-1989*

*For the past 10 years I have been homeschooling our 3 children and have volunteered in our community.

Education

Prescott College, Prescott, AZ - Double Major, Human Development and Fine Arts 1996

Personal Interests/Community Service

Lead Side Drummer, Maine St. Andrew's Pipes and Drums, Brewer, ME 2003-present

Volunteer at Courtland Rehabilitation Center, Ellsworth, ME – Coordinate local young musicians to perform for residents monthly.

Personal References

Mary Thibodeau- Gagnon, 4-H leader 207-537-2560

Bob Kumpa, Middle School teacher, Mtn. View School 207-422-3200

Dr. Casey Hanson, MD, Gouldsboro, ME 207-963-4066

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School _Peridot Montessori Charter School_____

Name of Board Member ___Susan Brenner_____

Mailing Address_ PO Box 155, Sullivan ME 04664_____

Telephone (Home) __(207) 422-3673_____

Telephone (Business) _____

Email Address _brennersimpson5@gmail.com_____

Occupation __Homemaker_____

Questions:

1. **How long have you resided in Maine (the catchment area)? 17 years**

2. **Why do you wish to serve on the governing board? To help create a learning environment where local kids who might need a different approach to education can thrive.**

3. **What interests or concerns do you have regarding the proposed public charter school? Interest in seeing it open to pre-k to 8th grade, how it will impact our local communities, seeing different families come to this area because of this type of school, in seeing surrounding local schools improve to stay in par with our charter school.**
4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s). Teacher Assistant Montessori Kindergarten Pacific Palisades CA, Substitute Teacher Prescott AZ Unified School District, Primary Teacher Clubhouse Early Childcare Center Ellsworth ME**

5. **What special qualifications do you have that will help you to be a board member? Worked in a Montessori Kindergarten and implemented educational protocol, seen firsthand how some kids fall through the cracks in public school and how early intervention can make a world of difference in their futures, homeschooling our 3 children for 15+ years.**

6. **Describe the role that the board will play in the charter school's operation. Will support director, faculty and staff, adhere to bylaws and promote our school to advance our mission, fundraising.**

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful? Outreach, communication within and outside our local communities, ongoing education for board members about school policy, montessori method, etc.**
8. **What is your understanding of the appropriate role of a public charter school board member? Support director, promote school mission, meet on a regularly scheduled timeframe to discuss concerns and progress, fundraising.**

9. **How will you know that the charter school is succeeding (or not) in its mission? Success of its students, satisfaction from its teachers, faculty and staff, and parent base, state testing results.**

Sign____Susan Brenner_____ Date___8-31-15_____

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Resume of:

Jon Monroe

Professional Experience

1997-present: Kotler Marketing Group a multi-industry consulting company focused on marketing management, located in Washington, D.C., and China.

- Consultant (1997-1999)
- Training Director and Senior Consultant (1999-2002)
- Director of Consulting Services, KMG China (2002-2004)
- Independent Sub-Contractor (2004-2007)
- Director of Consulting Services, KMG China (2008-2009)

Responsibilities:

- Strategic Organizational Effectiveness Consulting:

Development and implementation of planning systems
Situation analysis, strategy development, and strategic alignment
Marketing program design
Statistical and survey research
Management and marketing management strategic and organizational assessments
Organizational design and implementation

- Speaking and Training

- Public seminars and corporate events
- Company training and workshop programs for middle and upper management
- Training and workshop facilitation
- Presentations to senior management

- Business development

- Project sales and proposal writing
- Development of strategic allies/partnerships

- Other

- Project management
- Internal training and mentoring of consulting staff
- Creation, development, and coaching in the use of management tools, such as ROI models and calculators, customer and distributor loyalty programs, channel assessment tools, and others…

I have maintained a steady connection with the company after ceasing full-time work in 2009. Most recently, I escorted a delegation of visitors from Aviation Industrial Corporation of China (AVIC) to the University of Pittsburgh Medical Center to mediate discussions about a potential joint venture. Prior to that my principal duties included managing a series of large scale projects for Yutong Bus Company, Ping An Property and Casualty and Ping An Financial Services, China's largest non-state-owned financial services company.

Prior to 1997 I was an instructor at the college level in Political Science: Assistant Professor of Political Science, Aquinas College in Grand Rapids, Michigan, 1993-95. Approximately three years. Adjunct Professor of Political Science at Central Michigan University, 1990-92. I taught statistics, international relations, and comparative politics.

Skills

n Project leadership and management. I managed multi-national/multi-cultural project teams assigned to work with customers across a variety of industries.
n Customer relations. I consistently convinced clients to make significant changes in their business practices.
n Ability to quickly understand and address institutional needs.
n Sales and promotion. I regularly made sales calls and sold several of the largest consulting contracts in our company's history. I played a key role promoting the company brand in China by delivering public seminars and other events
n Data analysis using Excel and SPSS
n Survey design and executive interviews

References

Bob Sargent	6 Maple Ave Sargentville, ME 04673 207-359-2260 rmsargent47@gmail.com
Milton Kotler	President, Kotler Marketing Group 925 15th Street, NW, 4th floor, Washington, D.C. 20005 Phone 202-331-0555; Mobile: 202-415-5941 E-mail: mkotler@kotlermarketing.com
Cao Hu	CEO, Kotler Marketing Group, China 1415 New China Insurance Plaza

Futian District, Shenzhen, PRC, 518048
Phone: +86-755-88264178
E-mail: caohu@kotler.com.cn

Education

B.A., University of Michigan, 1986

Ph.D. Michigan State University, 1995. Political Science.

Community

Since returning to the US I have been active as a member of the Ellsworth Elementary and Middle School Parent, Teacher, and Friends association and as a volunteer at George Stevens Academy providing occasional events for international students and mentoring students in the Independent Study program.

Contact Information

182 Surry Road
Ellsworth, Maine 04605
Phone: 207-667-0032
Mobile: 207-664-3507
Email: jmonroe6400@yahoo.com

Board Member Information Sheet
Directory Information

Name of proposed Public Charter School: Peridot Montessori Charter School

Name of Board Member: Jonathan Monroe

Mailing Address: 182 Surry Rd., Ellsworth ME 04605

Telephone (Home) 207-667-0032

Telephone (Business) same

Email Address: jmonroe6400@yahoo.com

Occupation: management consultant, citizen science project manager

Questions:

1. **How long have you resided in Maine (the catchment area)?** 8 years

2. **Why do you wish to serve on the governing board?** Being involved in the process of improving education is important to me.

3. **What interests or concerns do you have regarding the proposed public charter school?** My greatest concern is that this school contributes positively to the public school system and becomes a resource for raising educational quality. I intend to explore every possible means to make this school beneficial to surrounding schools.

4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).** I have been an assistant professor at Aquinas College in Grand Rapids, Michigan. I have volunteered to assist students with independent study at George Stevens Academy. I am a member of the Parent-Teacher organization at Ellsworth Elementary and Middle School. I am currently the project manager for the Shore Inventory citizen science project of the Friends of Blue Hill Bay.

5. **What special qualifications do you have that will help you to be a board member?** My experience as a consultant has helped me with conflict resolution, creating and focusing on areas of common ground, and finding solutions to institutional issues. As a former educator I have some familiarity with educational issues as seen from the perspective of instructors. I intend to be a resident advisor in the area of experiential education and will use my knowledge and contacts in the area to ensure that our STEAM program is deeply engaging.

6. **Describe the role that the board will play in the charter school's operation.** We will be active in fundraising and monitoring adherence to the school's mission and developmental strategy. We should be ready to contribute in any way that will sustain the school during its start-up period.

7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** We must make sure the school has the resources it needs to create awareness of its unique and beneficial qualities, that it has the resources to fulfill its educational mission, and that its finances are managed in a manner consistent with the mission. In the immediate term this will require focus on fundraising and grant-writing. Our first challenge is to initiate a series of fundraising measures that create operating funds for the non-profit while simultaneously raising our profile with potential donors. These measures will include

8. **What is your understanding of the appropriate role of a public charter school board member?** Finding resources for the school, monitoring compliance with mission and regulations, providing assistance to the administration, especially in matters of fundraising and community relations; reviewing and commenting on educational and management strategies.

9. **How will you know that the charter school is succeeding (or not) in its mission?** When our Peridot families are as enthusiastic in their praise of the school as we expect to be.

Sign: **Date: 8/30/2015**

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

Rev. Joe Donahue | Pastor, Ellsworth Church of the Nazarene

Objective

Serve God and His Church through fulfilling a call to bi-vocational pastoral ministry. Engage the local community as an agent of forgiveness and reconciliation. Serve in Love.

Education

Nazarene Theological Seminary, Kansas City, MO
2013

- Masters of Divinity (M. Div)
- Core and Elective coursework in Greek, Counseling, Philosophy of Religion, Intercultural studies, Ethics, & Leadership

Eastern Nazarene College, Quincy, MA
2005

- Bachelor of Science, Management Information Systems (BS/MIS)
- Served on two traveling Summer Ministry Teams (2003, 2004)
- Director & Travel Coordinator for a student-led drama ministry team
- Faculty-selected Student Service award, 2005
- Maintained over a 3.2 GPA and 8 semesters of Academic Scholarship
- Core and Elective coursework in Greek, Systematic Theology, and Modern / PostModern Philosophy

South Portland High School, South Portland, ME
2001

- Led student-organized Bible Study
- Elective coursework on Biblical Literature, Psychology, and Sociology

Experience

Director, Basham Institute for Ministry Development 2014 - Present

Church of the Nazarene Maine District Training Center

- Administer and lead District efforts for Clergy development and lifelong learning
- Class Instructor
- Participate in Regional Caucus in our to better serve our Clergy

Senior Pastor
2011 - Present
Ellsworth Church of the Nazarene, Ellsworth, ME

- Administer and Lead local ministry efforts
- Serve Worship team, tech team, and outreach to new visitors
- Strong focus in Children's Ministry and Sunday School

Associate Pastor of Youth
2007 - 2011
Lisbon Falls Church of the Nazarene, Lisbon Falls, ME

- Led weekly NYI meetings as well as teen Sunday School.
- Organized and led family-oriented worship, discipleship, fellowship, and outreach activities at least once a month.
- Officiated two weddings, two Communion services, and filled pulpit supply numerous times.
- Involved students into practical worship service including multimedia and computer support, dramatization, music performance, and Scripture reading
- District NYI Teen Camp Director, 2008 - 2011 and District NYI Bible Quiz Director, 2011
- NYI Representative to NYI General Convention, 2009

Small Groups Director 2006 - 2007
Southwood Church of the Nazarene, Raytown, MO

- Provided resources and collaboration for small group ministry leaders
- Led a home-based young adult small group

Student Ministries
2001 - 2005
Melrose Church of the Nazarene, Melrose, MA
Eastern Nazarene College, Quincy, MA

- Participated in Worship Team, Multimedia, and Men's Ministries
- Student Leader in coffeehouse-style Teen Outreach with over 150 students in attendance
- Boy's Staff Chaplain, Windsor Hills Campground, New England District
- Elected to ENC Student Government Association as Director, Student Ministries Organization
- NYI Representative to NYI General Convention, 2005

Student Ministries & Worship Arts 1997 - 2001
South Portland Church of the Nazarene, South Portland, ME

- Maine District NYI Age-Level Representative

- Local NYI Council
- Sound Tech & Worship Team participant

References

Jon Twitchell, Pastor, Cape Elizabeth Church of the Nazarene. 207.318.3515.
Allen Hamlin, Pastor, Millinocket Church of the Nazarene. 207.491.5998.
Vincent Micale, President & CEO, SystemArchitecture.NET. 207.838.2308.

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School ____Peridot Montessori Charter School_____

Name of Board Member _____ Joe Donahue _____

Mailing Address _____13 Daisy Lane, Franklin, ME 04634_____

Telephone (Home) _____565-5077_

Telephone (Business) _____

Email Address _____pastor@ellsworthnazarene.net

Occupation _____Pastor

Questions:

1. How long have you resided in Maine (the catchment area)?
4 Years
2. Why do you wish to serve on the governing board?
In order to promote and support the best possible educational opportunities
3. What interests or concerns do you have regarding the proposed public charter school?

My children have benefitted from a Montessori pre-school education and it was a wonderful experience. We desire to help provide this opportunity for others in our community.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

I have taught coursework for a college extension in Biblical Literature and Philosophy.

5. What special qualifications do you have that will help you to be a board member?

I have broad experience in board involvement through churches and community organizations. I understand process, precedence, and the role of a board member to the organization.

6. Describe the role that the board will play in the charter school's operation.

It will promote and support development in all aspects of the school.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

One of the most significant problems we have already encountered in our discussions is the general lack of understanding in the community about what a Charter School is and how it can benefit the community. In order to ensure a successful school will be to publicly address charter school awareness.

8. What is your understanding of the appropriate role of a public charter school board member?

An appropriate role of the board member will be engage the community in education and awareness and resourcing the school to achieve its mission.

9. How will you know that the charter school is succeeding (or not) in its mission?

A successful Charter School will be evidenced by support in the local community and retention into higher grades.

Sign____ Joe Donahue __ **Date**____**8/31/2015**_____

Advisory Board Resume

Sandi Keys

166 Pine Hill Road, Berwick, Maine 03901
207-651-7065 | sandikeys@gmail.com

Education

Endicott College — Masters in Education, December 2001

Colorado State University — Bachelor of Science, December 1985
Recreation Resources with a concentration in Park and Recreational Administration

Professional Experience

2014 - present **Lead Teacher**, Hill View Montessori Charter Public School (MA)
Teaching all subject matter in accordance with Montessori and Common Core curriculum for grades 4 through 6.

2013 - 2014 **Curriculum Coordinator** and **Upper Elementary Co-Directress**, Inn Street Montessori School (MA)
Responsible for integrating curriculum and developing streamlined programming for grades 1-8 as Curriculum Coordinator. Responsible for teaching all subjects of the Montessori curriculum to Grades 4 and 5 as well as geometry for Grades 6-8.

2000 - 2013 **Upper**, **Lower Elementary**, and **Children's House Co-Directress**, Cornerstone School (NH)
Taught all subject matter as co-directress for Grades 4-6 (2010-2013), Grades 1-3 (2001-2010), and afterschool students aged 3-14 (2000-2002).

2010 - present **Editor/Designer**, Alison's Montessori (NJ)
Consultation and curriculum development of Montessori materials.

2003- 2009 **Sales Manager**, Azoka Company (NH)
Sales manager for Montessori curriculum materials, including phone sales, trade show operations, billing, shipping and receiving, and promotional materials.

1998 - 2000 **Recreation Department Director**, Town of Berwick (ME)
Responsible for managing all aspects of the recreation department, including construction of a multi-purpose field and upgrades to an existing recreation facility.

1989 - 1992 **Senior Program Director**, Dorchester YMCA (MA)
Responsible for supervising professional staff, including fitness, aquatics, childcare center, and after-school programs, and executing all functions of the program department.

Certifications

Seacoast Center for Education (NH)
9-12 Elementary Certification July, 2011

Seacoast Center for Education (NH)
6-9 Elementary Certification August, 2003

Northeast Montessori Institute (ME)
3-6 Early Childhood Certification May, 2001

Professional Organizations

- AMS 2000-present
- AMI 2009-2010
- NAMTA 2007-2009
- Massachusetts Montessori Association
- National Recreation and Park Association 1994- 2000
- Mass. Recreation and Park Association 1993 - 1997
- Association of Health, Physical Education, Recreation and Dance 1992-1994

207-651-7065 | sandikeys@gmail.com

Endicott College — Masters in Education, December 2001

Colorado State University — Bachelor of Science, December 1985

Recreation Resources with a concentration in Park and Recreational Administration

Professional Experience

2014 -

Lead Teacher, Hill View Montessori Charter Public School (MA) present

Teaching all subject matter in accordance with Montessori and Common Core curriculum for grades 4 through 6.

2013 -

Curriculum Coordinator and Upper Elementary Co-Directress, Inn Street Montessori School (MA) 2014

Responsible for integrating curriculum and developing streamlined programming for grades 1-8 as Curriculum Coordinator. Responsible for teaching all subjects of the Montessori curriculum to Grades 4 and 5 as well as geometry for Grades 6-8.

2000 -

Upper, Lower Elementary, and Children's House Co-Directress, Cornerstone School (NH) 2013

Taught all subject matter as co-directress for Grades 4-6 (2010-2013), Grades 1-3 (2001-2010), and afterschool students aged 3-14 (2000-2002).

2010 -

Editor/Designer, Alison's Montessori (NJ) present

Consultation and curriculum development of Montessori materials.

2003-

Sales Manager, Azoka Company (NH) 2009

Sales manager for Montessori curriculum materials, including phone sales, trade show operations, billing, shipping and receiving, and promotional materials.

1998 -

Recreation Department Director, Town of Berwick (ME) 2000

Responsible for managing all aspects of the recreation department, including construction of a multi- purpose field and upgrades to an existing recreation facility.

1989 -

Senior Program Director, Dorchester YMCA (MA) 1992

Responsible for supervising professional staff, including fitness, aquatics, childcare center, and after- school programs, and executing all functions of the program department.

Certifications

Professional Organizations

Seacoast Center for Education (NH)

9-12 Elementary Certification July, 2011

Seacoast Center for Education (NH)

6-9 Elementary Certification August, 2003

Northeast Montessori Institute (ME)

3-6 Early Childhood Certification May, 2001

• AMS 2000-present

• AMI 2009-2010

• NAMTA 2007-2009

• Massachusetts Montessori Association

• National Recreation and Park Association 1994- 2000

• Mass. Recreation and Park Association 1993 - 1997

• Association of Health, Physical Education, Recreation and Dance 1992-1994

Tab 27. Board Profile

Board & Advisory	Business	Finance	Montessori	Tech.	Fund Raising	Leadership	Edu.	Non Profit	Comm. Lead
Mary Thibodeau	X	X		X	X	X		X	X
Joe Donahue	X			X	X	X		X	X
Susan Brenner		X	X				X	X	X
Jean Lamont-anaro				X			X	X	

Jon Monroe	X	X				X		X	
Sandi Keys	X		X		X	X	X	X	
CPA	X	X							
MONT. Teach			X	X			X		

Tab 28.

Stanwood Educational Foundation Officers

President: Mary Thibodeau-Gagnon
Treasurer: Susan Brenner
Secretary: Joseph Donahue

Stanwood Committee Chairs

Fundraising Committee Chair, Jon Monroe
Tech Committee Chair, Joe Donahue

D. Business and Financial Services

D.1. Budget

Financial Assumptions

We believe that the most effective way to manage our income after opening is to stay within the percentages set forth by Charter School funding leader, Self-Help Bank of Durham, NC. Their percentages match our own experience as well. Their percentages are 55% on teaching staff, 15% for Facilities, and 30% other (in “other” is generally 10% for all administration).

All of our budget numbers have been based on percentages of per pupil funding. Except for the pre-opening numbers, we have not included the expected grants and other fundraising in our budget. We want to know that after opening, we are able to maintain minimum sustainability on what we will receive from the state. All other funds will enhance our program and allow us to offer more services.

We have neither added the income or the expenses for state testing in our budget, even though we do intend to administer the state tests to our students. We will not have more than 50 students taking the test in the first year of operation.

Allocating funds by percentage of the industry norms helps the board and the head of school keep a tight budget.

Income

We estimate we will start with 151 four-year-olds through eighth graders and 24 three-year-olds in the first year. We estimate that we will receive $6,600 per charter student and $4,400 per part-time three-year-old. We have not budgeted for an expected fifteen (15) special needs students. However, we have staffed for that contingence through our regular funding.

We have not budgeted income or expenditures for before/after school care and summer camp. We expect those programs to be self-sufficient, in that they will pay for their own staff and materials. Although, we do expect that these programs will eventually bring strong financial support, for budgeting purposes we do not count on them in the first three (3) year budgets.

Fundraising & Grants

As indicated in our numbers, we expect to raise a minimum of $235,000 to be able to open seven classrooms. We would prefer to open with $500,000 for seven classrooms. We could open with less funding and fewer classrooms if we take advantage of the mobile classrooms option (our third choice).

We are writing charter grants, foundation grants, and community grants. We are fundraising through the Maine Association of Charter Schools, social media, and crowdsourcing (Indiegogo).

We will sign up for programs like grocery store cards, igive, and other programs that allows people to give effortlessly. We will continue to seek easy fundraising programs that allow people to give to the school through items they already purchase.

Once the school has started, we will have an annual fundraising event with a silent and live auction of student made items. We will start a capital Champlain to raise funds for a permanent building for the Stanwood Educational Foundation.

Expenditures

Teachers & Staff

In keeping with the Self-Help Bank percentages, we will allocate 55% of the projected income for teachers and support staff.

If we have 151 full-time PK - eighth graders and 24 part-time three-year-olds, at $6.600 per year and $4,400 per year respectively, we will have $606,210 for 10 Montessori/State Certified teachers, 4 full time assistants, and three part-time preschool teachers. Because we will not know if we have any special needs students, we intend to hire a dual co-teacher/special education teacher to work in our fourth through eighth grade classroom the first year. This way, if we have a sustainable special needs population, we will only need to hire a regular teachers. If this is after the school year starts, that person will be easier to find.

Along with the 11.2% employee costs, we have budgeted $6000 per per employee for health insurance. Once we have our own building, we expect to allocate more funds for teacher salaries and to be able offer matching retirement.

These numbers include time off and substitutes.

Facilities

We intend to stay within the 15% parameter for total facility expenditures by either renting a building paying 7.75% per student per year or leasing mobile classrooms (or as we like to call them “cottages”). The mobile classrooms we have priced would keep us below the approximate 7.75% range.

Our research indicates that the break even point per mobile classroom is 22 students, based on the $6600 per student per year. They will cost approximately $10,000 per classroom to install. A minimum of $18,500 is needed to outfit each classroom with chairs, tables, shelves, and Montessori materials.

If we take the mobile classroom option, we will add one classroom for every $28,500 in money raised for start-up funds and accept students in 22 to 25 pupil blocks. This way we would keep tight control over our growth. However, we may not be able to grow as quickly as planned. We would keep a strong financial foundation - key in any start-up business.

Staying within the 7.75% range for rent or lease allows us 8.25% for the rest of the facilities expenses - heat, electric, water, sewer, snow removal, minor repairs (major repairs would be in the contract for the landlord or leasing company).

All of the spaces we are considering at the present time are on Route #3 and have parking lots large enough for busses and playground space.

Furnishings

Assumptions: All shelves are handmade in house, so we are only estimating the cost of materials. Tables and chairs are purchased at surplus stores.

Fixtures are mostly Montessori Materials. They can run anywhere from $15,000 to $25,000 per classroom. We know that we are able to make many of the materials and generally save our funds for the important materials that we are not able to make, like puzzle maps and movable alphabet. We will start with the minimum and enhance our classrooms as funds become available through fundraising or donations.

Miscellaneous

We have received quotes for various equipment, such as copiers, trash removal, licenses, fees, etc. We know that unexpected expenses always arise, which is why we have tried to keep a very tight budget to make it through the start-up phase.

Tab 29.

Maine Charter School Commission				**Budget Template**		
		TAB 29. Budget				
				Year	Year	Year
			Pre-Opening	Year One	Year Two	Year Three
Revenues						
	Per-Pupil Allocation			996600	1203255	1382140
	Federal Entitlement Funds					
	Federal and State		1500	150000	1500	

	Grants		00		00	
	Foundation Grants		10000			
	Fundraising Events		75000	10000	20000	30000
	Parent Contribuitions					
	In-Kind Contributions					
	Other: 24 part-time 3 year olds			105600	105600	105600
			----------	----------	----------	----------
			235000	1262200	1478855	1517740
Expenses						
	Research & Planning					
		Market Research				
		Curriculum Development				
		Application Costs	40			
		Consultants	30000			
		Staff Recruitment	2000	600	600	600
		Board Recruitment				
		Website Development: in kind				
		Marketing Materials	3000	1000	1000	1000
		Nonprofit Incorporation	850			
		Admissions Lottery				
		Other:				
			----------	----------	----------	----------
		Research & Planning	35890	1600	1600	1600
	Instructional Services					
		Teacher Salaries & Benefits		460130	535470	544342
		Substitute Salaries & Benefits		7800	8900	10000
		Aides Salaries & Benefits		120400	125500	156000
		Textbooks				
		Classroom Supplies		7000	8000	9000
		Classroom Furniture	18000			

		Classroom Equipment	105000			
		Academic Computers/Software	4000			
		Staff Development	1000	3300	3700	4100
		Travel & Conferences	500	1800	2000	2200
		Other:				
			----------	----------	----------	----------
		Instructional Services	128500	600430	683570	725642
	Special Education Services					
		Teacher Salaries & Benefits			50000	50000
		Aides Salaries & Benefits				
		Special Facilities/Equipment		1200	1500	1800
		Curriculum				
		Instructional Materials				
		Contracted Services		12000	12000	12000
		Other: Montessori Compuss		1715	1960	2205
			----------	----------	----------	----------
		Special Education	0	14915	65460	66005
	Supplemental Programs & Services					
		Athletic Programs		600	800	1000
		Art & Enrichment Programs		600	800	1000
		Summer/Bridge School/Programs				
		After-School Programs				
		Community Service Programs				
		English Language Learner Programs				
		Music Programs				
		Tutoring Programs				
		Uniforms				

		Other:				
			----------	----------	----------	----------
		Supplemental Programs	0	1200	1600	2000
	Library					
		Librarian Salary & Benefits				
		Books & Other Reading Materials				
		Furniture				
		Computers/Software				
		Audiovisual Equipment				
		Other:				
			----------	----------	----------	----------
		Library	0	0	0	0
	Student Support Program & Services					
		Nurse Salary & Benefits				
		Health Supplies & Equipment		300	350	400
		Guidance Counselor Salary & Benefits				
		School Psychologist Expense		12000	12000	12000
		Voluneer Expense				
		Other:				
			----------	----------	----------	----------
		Student Support	0	12300	12350	12400
	Facilities					
		Rent/Leas/Mortgage	7291	87500	100000	112500
		Maintenance Salaries & Benefits		6000	6850	7700
		Maintenance & Repair Expenses		2400	2750	3000
		Utilities	200	6800	7777	8750
		Telephone	40	1200	1200	1200
		Internet Services	100	1200	1200	1200
		Fire & Security		1200	1200	1200

		Custodial Services				
		Custodial Supplies		1200	1375	1550
		Waste Disposal	68	816	816	816
		Other: Snow Removal		1000	1000	1000
			---	---	---	---
		Facilities	7699	109316	124168	138916
	Transportation & Food Service					
		Busing Costs		37450	42800	48150
		Driver Salary & Benefits				
		Field Trip Expense				
		Food Service Salaries & Benefits				
		Food Service Supplies & Equipment				
		School Breakfast Expense				
		School Lunch Expense				
		School Snacks Expense				
		Other:				
			---	---	---	---
		Transportation & Food Service	0	37450	42800	48150
	Administration & Support					
		Administrators' Salaries & Benefits	40838	90000	100000	110000
		Staff Salaries & Benefits		30000	32000	33000
		Office Supplies	350	6000	6900	7700
		Photocopy Expense	1000	3492	4000	4500
		Administrative Computers/Software		3000	1000	1000
		Office Equipment	1200			
		Postage & Shipping	500	180	200	220
		Bookkeeping & Audit		6000	6000	6000
		Payroll Services	231	960	1200	1500
		Banking Fees	0	240	300	360
		Interest Expense				

		Legal Services	3000	3000	3000	3000
		Liability & Property Insurance	2940	5050	5500	6000
		Directors' & Officers Insurance	4375	7500	7500	7500
		Marketing	3000	3000	3000	3000
		Grant Writing				
		Board Expense				
		Staff Recruitment Expense	2000	600	600	600
			---	---	---	---
		Administration & Support	59434	159022	171200	184380
		TOTAL EXPENSES	231523	936233	1102748	1179093
		SURPLUS or (DEFICIT)	3477	325967	376107	338647
		This assumes SpEd Funds for # of Students		0	15	20

Maine Charter School Commission				**Enrollment Template**
TAB 29. Budget				
Grade	**Year One**	**Year Two**	**Year Three**	
Pre-Kindergarten	**25**	**25**	**25**	
Kindergarten	**26**	**26**	**26**	
1st Grade	**25**	**25**	**25**	
2nd Grade	**25**	**25**	**25**	
3rd Grade	**25**	**25**	**25**	
4th Grade	**5**	**25**	**25**	
5th Grade	**5**	**7**	**25**	
6th Grade	**5**	**6**	**9**	
7th Grade	**5**	**6**	**8**	
8th Grade	**5**	**6**	**8**	
9th Grade				
10th Grade				

11th Grade				
12th Grade				
	----------	**----------**	**----------**	
Total	**126**	**151**	**176**	
Est. Daily Avg.				
Student Characteristics, Totals by Characteristic				
Students residing outside the catchment area?				
Students with low income status?				
Students with special needs?		**15**	**20**	

Maine Charter School Commission			**Staffing Template**	
TAB 29. Budget				
Budget Category	**Position Name**	**% FTE**	**Salary**	**Notes**
Instructional Services	**Teachers**	**9.75**	**4640130**	**Add $7800 for Subs**
	Teacher Assistants	**5.5**	**12040**	**Used 55% formula**
	Teacher			
Special Educatiion	**Special Ed Teacher**			
	Special Ed Teacher			
	Special Ed Teacher			
Supplemental Programs	**Coach**			
	Art Teacher			
	Music Teacher			
	ELL Teacher			
	Tutor			
Library Programs	**Librarian**			

Student Support	**Nurse**			
	Guidance Counselor			
Facilities	**Custodian**			
	Maintenance Worker	**0.5**	**6000**	
Transportation/Food Service	**Bus Driver**			
	Cafeteria Worker			
	Cafeteria Worker			
Administration & Support	**Head of School**	**1**	**70000**	**.75 of Salary, Summer B/A income covers the rest**
	Curriculum Director	**0.25**	**10000**	
	Finance Director			
	Receptionist			
	Admin. Assistant	**1**	**30000**	

			Pre-Opening Cash Flow										
	TAB 29. Budget												
		Dec. 2015	**Jan**	**Feb. 2016**	**March**	**April**	**May**	**June**					
		Month 1	**Month 2**	**Month 3**	**Month 4**	**Month 5**	**Month 6**	**Month 7**	**Month 8**	**Month 9**	**Month 10**	**Month 11**	**Month 12**
Per-Pupil Allocation													
Federal Entitlement Funds													
Federal and State Grants non-SEA				**150000**									
Foundation Grants								**10000**					
Fundraising Events		**75000**											

Parent Contributions															
In-Kind Contributions: hardware/ software/ shelves															
Other															
		----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**		
		75000	**0**	**150000**	**0**	**0**	**0**	**10000**	**0**	**0**	**0**	**0**	**0**		
Research & Planning															
	Market Research														
	Curriculum Development														
	Application Costs	**40**													
	Consultants	**30000**													
	Staff Recruitment				**2000**										
	Board Recruitment														
	Website Development: in kind														
	Marketing Materials	**3000**													
	Nonprofit Incorporation	**850**													
	Admissions Lottery														
	Other:														
		----------	**----------**	**----------**	**----------**	**-----**	**-----**	**-----**	**-----**	**-----**	**-----**	**-----**	**-----**		

		-	--	--	-	------	------	------	------	------	------	------	------		
	Research & Planning	33890	0	0	2000	0	0	0	0	0	0	0	0		
Instructional Services															
	Teacher Salaries & Benefits														
	Substitute Salaries & Benefits														
	Aides Salaries & Benefits														
	Textbooks														
	Classroom Supplies														
	Classroom Furniture							18000							
	Classroom Equipment							105000							
	Academic Computers /Software							4000							
	Staff Development							1000							
	Travel & Conferences														
	Other:														
		---------- -	---------- --	---------- --	---------- -	------ ---	------ ---	------ ---	------ ---	------ ---	------ ---	------ ---	------ ---		
	Instructional Services	0	0	0	0	0	0	128000	0	0	0	0	0		
Special Education Services															
	Teacher Salaries & Benefits														
	Aides														

	Salaries & Benefits														
	Special Facilities/Equipment														
	Curriculum														
	Instructional Materials														
	Contracted Services														
	Other:														
		----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**		
	Special Education	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
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	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Library															
	Librarian Salary & Benefits														
	Books & Other Reading Materials														
	Furniture														
	Computers /Software														
	Audiovisual Equipment														
	Other:														
		----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**		
	Library	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Student Support Program & Services															
	Nurse Salary & Benefits														
	Health Supplies & Equipment														
	Guidance Counselor Salary & Benefits														
	School Psychologist Expense														
	Volunteer														

	Expense														
	Other:														
		----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**		
	Student Support	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Facilities															
	Rent/Leas/ Mortgage							**7291**							
	Maintenance Salaries & Benefits														
	Maintenance & Repair Expenses														
	Utilities							**200**							
	Telephone	**40**	**40**	**40**	**40**	**40**	**40**	**40**							
	Internet Services							**100**							
	Fire & Security														
	Custodial Services														
	Custodial Supplies														
	Waste Disposal							**68**							
	Other:														
		----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**		
	Facilities	**40**	**40**	**40**	**40**	**40**	**40**	**7699**	**0**	**0**	**0**	**0**	**0**		
Transportation & Food Service															
	Busing Costs														
	Driver Salary & Benefits														

	Field Trip Expense														
	Food Service Salaries & Benefits														
	Food Service Supplies & Equipment														
	School Breakfast Expense														
	School Lunch Expense														
	School Snacks Expense														
	Other:														
		----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**		
	Transportation & Food Service	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Administration & Support															
	Administrators' Salaries & Benefits	**5834**	**5834**	**5834**	**5834**	**5834**	**5834**	**5834**							
	Staff Salaries & Benefits														
	Office Supplies	**50**	**50**	**50**	**50**	**50**	**50**	**50**							
	Photocopy Expense in kind														
	Administrative Computers /Software														

	Office Equipment	1200													
	Postage & Shipping			500											
	Bookkeeping & Audit														
	Payroll Services	33	33	33	33	33	33	33							
	Banking Fees														
	Interest Expense														
	Legal Services														
	Liability & Property Insurance	2940													
	Directors' & Officers Insurance	4375													
	Marketing	3000													
	Grant Writing														
	Board Expense														
	Staff Recruitment Expense														
		-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------		
	Administration & Support	17432	5917	6417	5917	5917	5917	5917	0	0	0	0	0		
	TOTAL EXPENSES	51362	5957	6457	7957	5957	5957	141616	0	0	0	0	0		
	SURPLUS or (DEFICIT)	23638	-5957	143543	-7957	-5957	-5957	-131616	0	0	0	0	0		9737

			Cash Flow Template			Address: P/CSC/RFP TABS - Exhibits A-E			

2016 - 2017 School Year			**First Full Year**									
TAB 29. Budget												
	July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**
	83000	**83000**	**83000**	**83000**	**83000**	**83000**	**83000**	**83000**	**83000**	**83000**	**83000**	**83000**
							12500	**12500**	**12500**	**12500**	**12500**	**12500**
											10000	
24 three year olds: part-time		**10560**	**10560**	**10560**	**10560**	**10560**	**10560**	**10560**	**10560**	**10560**	**10560**	**10560**
	----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**
	83000	**93560**	**93560**	**93560**	**93560**	**93560**	**106060**	**106060**	**106060**	**106060**	**116060**	**106060**
Market Research												
Curriculum Development												
Application Costs												
Consultants												
Staff Recruitment	**1000**											
Board Recruitment												
Website Development: board member												
Marketing Materials	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Nonprofit Incorporation												
Admissions Lottery									**150**			
Other:												
	----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**
Research & Planning	**1100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**250**	**100**	**100**	**100**

Teacher Salaries & Benefits		**41,830**	**41830**	**41830**	**41830**	**41830**	**41830**	**41830**	**41830**	**41830**	**41830**	**41830**
Substitute Salaries & Benefits			**780**	**780**	**780**	**780**	**780**	**780**	**780**	**780**	**780**	**780**
Aides Salaries & Benefits			**12,040**	**12040**	**12040**	**12040**	**12040**	**12040**	**12040**	**12040**	**12040**	**12040**
Montessori Compass Software Service	**143**	**143**	**143**	**143**	**143**	**143**	**143**	**143**	**143**	**143**	**143**	**143**
Classroom Supplies	**7000**											
Classroom Furniture												
Classroom Equipment												
Academic Computers/Software	**3500**											
Staff Development	**300**	**300**	**300**	**300**	**300**	**300**	**300**	**300**	**300**	**300**	**300**	**300**
Travel & Conferences	**150**	**150**	**150**	**150**	**150**	**150**	**150**	**150**	**150**	**150**	**150**	**150**
Other:												
	----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**
Instructional Services	**11093**	**42,423**	**55243**	**55243**	**55243**	**55243**	**55243**	**55243**	**55243**	**55243**	**55243**	**55243**
Teacher Salaries & Benefits -												
Aides Salaries & Benefits -												
Special Facilities/Equipment	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Curriculum												
Instructional Materials												
Contracted Services	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**
Other:												
	----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**
Special Education	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**	**1100**
Athletic Programs	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**
Art & Enrichment Programs	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**

Summer/Bridge School/Programs												
After-School Programs: Separate Budget												
Community Service Programs												
English Language Learner Programs												
Music Programs												
Tutoring Programs												
Uniforms												
Other:												
	----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**
Supplemental Programs	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Librarian Salary & Benefits												
Books & Other Reading Materials												
Furniture												
Computers/Software												
Audiovisual Equipment												
Other:												
	----------	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**	**----------**
Library	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Nurse Salary & Benefits												
Health Supplies & Equipment	**25**	**25**	**25**	**25**	**25**	**25**	**25**	**25**	**25**	**25**	**25**	**25**
Guidance Counselor Salary & Benefits												
School Psychologist Expense - contracted	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**
Volunteer Expense												
Other:												

	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
Student Support	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**	**1025**
Rent/Lease/Mortgage	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**	**7118**
Maintenance Salaries & Benefits	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**
Maintenance & Repair Expenses	**200**	**200**	**200**	**200**	**200**	**200**	**200**	**200**	**200**	**200**	**200**	**200**
Utilities	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**	**1400**
Telephone	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Internet Services	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Fire & Security	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Custodial Services - included in Maint.												
Custodial Supplies	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Waste Disposal	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**68**	**68**
Other: Snow removal					**100**	**200**	**200**	**200**	**200**	**100**		
	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
Facilities	**9686**	**9686**	**9686**	**9686**	**9786**	**9886**	**9886**	**9886**	**9886**	**9786**	**9686**	**9686**
Busing Costs: contracted		**525**	**3500**	**3500**	**3500**	**3500**	**3500**	**3500**	**3500**	**3500**	**3500**	**2100**
Driver Salary & Benefits - contracted												
Field Trip Expense												
Food Service Salaries & Benefits												
Food Service Supplies & Equipment												
School Breakfast Expense												
School Lunch Expense												
School Snacks Expense												
Other:												
	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

Transportation & Food Service	0	525	3500	3500	3500	3500	3500	3500	3500	3500	3500	2100
Administrators' Salaries & Benefits - .75/.25	9000	9000	9000	9000	9000	9000	9000	9000	9000	9000	9000	9000
Staff Salaries & Benefits - 1	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500
Office Supplies	500	500	500	500	500	500	500	500	500	500	500	500
Photocopy Expense	291	291	291	291	291	291	291	291	291	291	291	291
Administrative Computers/Software	3000											
Office Equipment												
Postage & Shipping	15	15	15	15	15	15	15	15	15	15	15	15
Bookkeeping & Audit	500	500	500	500	500	500	500	500	500	500	500	500
Payroll Services	80	80	80	80	80	80	80	80	80	80	80	80
Banking Fees	20	20	20	20	20	20	20	20	20	20	20	20
Interest Expense												
Legal Services	3000											
Liability & Property Insurance	420	420	420	420	420	420	420	420	420	420	420	420
Directors' & Officers Insurance	625	625	625	625	625	625	625	625	625	625	625	625
Marketing		3000										
DOE Charter Comm. 3%	2492	2492	2492	2492	2492	2492	2492	2492	2492	2492	2492	2492
Board Expense												
Staff Recruitment Expense	50	50	50	50	50	50	50	50	50	50	50	50
	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
Administration & Support	22493	19493	16493	16493	16493	16493	16493	16493	16493	16493	16493	16493
TOTAL EXPENSES	46597	74,452	87247	87247	87347	87447	87447	87447	87597	87347	87247	85847
SURPLUS or (DEFICIT)	36403	19,108	6313	6313	6213	6113	18613	18613	18463	18713	28813	20213

D.2. Financial Management

The school will use Generally Accepted Accounting Practices (GAAP) in its accountability to the state, the board, and the stakeholders. It is important to us that the school has transparent accounting practices, as we are stewards of the taxpayer's money.

The school will use Quickbooks Online (or any product that allows us to interface with NEO and work online)for its accounts payable, receivable, and payroll. For the first three to five years these will all be done in house. Quickbooks Online gives easy access for the board to review any expenditures and monitor all cash flow. The ED will compile monthly reports to the board about all income and expenditures for the month.

A budget will be crafted by the school every year and approved by the board. As noted earlier, we have a consensus model for all of our group decisions. It may take longer, but everyone has been heard and acknowledged in the end. The budget will be set after we know what the projected income will be, but hopefully no later than April for the beginning of the following July fiscal year.

Two outside audits will be performed every October for the past fiscal year (July - June). One on the charter school and one on the combined income of the charter school with the preschool, before and after care, and the summer camps. A copy of the audits will be keep in the main office for public review.

The Executive Director will be responsible for delegating any accounting responsibilities, and will be responsible for following up on outcomes. The ED will be responsible for writing and delivering the business report for the 10 board meetings per year.

D.3. Facilities

At this point, we have a plan A, B, & C for facilities.

Plan A

There is a school that went out of business a little over a year ago with a campus that would easily convert to the 11 classrooms we need. The building already has a gym and another large meeting room. This campus is on 7 acres in Trenton on Route 3.

We are negotiating with either the owner or another investor to allow us to pay 7.75% of our allotment per student per year until we are able to raise the funds to buy the building (hopefully in 5 to 10 years).

This is an ideal, central location. This would allow us to grow as we wish and not have to move. By paying on a percentage basis, it allows us to maintain our desire to keep within our 15% budget for facilities.

Plan B

There are several other buildings for sale and rent in the general target area that we are investigating. None of these buildings are as well suited to our needs and would be temporary until we were able to build our dream, green building.

At this point, we have to actively pursued any of these options, so we. Do not know if the owners would allow use the same deal to pay a percentage per child.

Plan C

This is our least favored plan, as it will limit growth.

One of our board members has access to grant us the land to hook up mobile classrooms. Each mobile classroom would cost us the same percentage that we are looking for, but only when nearly full, 22 out of the 25 per classroom. This would mean that we would only be able to open full classrooms; thus possibly limiting growth.

This would also only be a temporary situation. Once we raised funds for our own building, moving might be a factor in student attendance.

This property is also on Route 3.

Tab 30. Room Schedule

Minimum Spaces	Students	Teachers	Square Footage	Type Room
Three 3-6 classes/ each	8 three yr olds 8 four yr	1 PT Assist. T 1 Mont. T	Approx. 1000 sq.ft. each	classroom

with…	olds 9 five yr olds	1 State T		
Three 6-9 classes/ each with…	9 six yr olds 8 seven y olds 8 eight yr olds	1 Mont./State Teacher 1 Assist. T	Approx. 1000 sq.ft. each	classroom
One 9-14 class with	25 students/ mixed ages	1 Mont./State 1 SpEd/Reg.	Approximatel y 1200 sq. ft.	classroom
Three Office Spaces		1 Secretary 1 ED, 1 CD	Approx. 900 sq.ft. divided	Office Space
Bathrooms			In classrooms, if mobile	
Kitchen Space			May be shared space	
Total		17.5 Staff	9100 sq ft. min.	

Tab 31. Facilities Lease or Contract

Although we have obtained estimates for total costs for leasing mobile classrooms, we do not have a contract or lease with any vendor yet.

Tab 32. Schedule of Furnishings and Fixtures

Classroom/Office	Chairs	Tables	Shelves	Fixtures
3-6 Class A	**28 @ $25**	**10 @ $50**	**20 @ $50**	
3-6 Class B	**28 @ $25**	**10 @ $50**	**20 @ $50**	
3-6 Class C	**28 @ $25**	**10 @ $50**	**20 @ $50**	
6-9 Class A	**27 @ $25**	**10 @ $50**	**20 @ $50**	
6-9 Class B	**27 @ $25**	**10 @ $50**	**20 @ $50**	
6-9 Class C	**27 @ $25**	**10 @ $50**	**20 @ $50**	
9-14 Class	**27 @ $25**	**10 @ $50**	**20 @ $50**	
Front Office	**1 @ $75**	**1 @ $200**	**4 @ $50**	**2 locked cab.**
ED Office	**1 @ $75**	**1 @ $200**	**3 @ $50**	**@ $100**
CD Office	**1 @ $75**	**1 @ $200**	**3 @ $50**	
Totals	**195 @ $5025**	**73 @ $4100**	**150 @ $7500**	**$200**

Assumptions: All shelves are handmade in house, so we are only estimating the cost of materials. Tables and chairs are purchased at surplus stores.

Fixtures are mostly Montessori Materials. They can run anywhere from $15,000 to $25,000 per classroom. We know that we are able to make many of the materials and generally save our funds for the important materials that we are not able to make, like puzzle maps and movable alphabet.

D.4. Transportation

The school would like to operate four (4) busses. All busses would pick up from one of four (4) designated pick up/drop off places. They will pick up at 8:00 a.m. and drop off at 3:50 p.m. The pick up/drop off places will be: the community playground center in Sullivan, the Family gas station in Holden on 1A, the Orland Community Center, and the community playground center in Town Hill.

The school will also assist in arranging carpools. This is generally a wonderful opportunity for the parent body to help in community affairs. In other schools, we have found that a parent volunteer usually takes on this role. If none are forthcoming however, the school secretary and administration will fill in any gaps.

We will make all reasonable efforts to make sure that transportation is not a barrier for any student are able to attend the school, including providing handicapped accommodations when needed.

We will not be responsible for pick up or drop off for students staying in the before or after care programs, or students in the three-year-old program.

Tab 33.

We have been in contact with Student First in Orland, ME. We have based our cost projections on their information. We do not have a contract with them at this time, because we hope to find a way to get either donations for electric busses, or have electric busses donated.

If we contract with Student First, it will mean that we have to combine one route that will take 45 minutes. We do not wish for our students to be in busses that long, if we can find an alternative. As noted in our timeline, we have left the final decision until June, cutting it a bit close, but feeling that this will give us the best chance to find other alternatives so children will only be on busses for a half hour or less.

D.5. Insurance
Tab 34. Insurance

We have used the insurance estimates provided for us by Keys Insurance:

KEYS INSURANCE
PO BOX 311
FARMINGTON, MAINE 04938

Peridot Montessori Charter School (PMCS)

To be located in central Hancock County, either Ellsworth or Trenton

A pre-K through 9 school

Foundation for PMCS:
Stanwood Educational Foundation
% Andrea Faurot
P.O. Box 414
Sullivan, ME 04664

Contact for this quote: Mary Thibodeau-Gagnon, Board President 207-537-2560/mthibodeaugagnon@gmail.com

Numbers in black represent the estimates for Peridot Montessori Charter School. All else comes from a estimate from a similar school in another state.
This school has not been built yet. We are applying for our Charter with the state so that we can build the school, but need an insurance estimate in with the charter application.

Property Premium Estimate			**$1,200**
	Contents	**$150,000**	
	Deductible	**$1,000**	
	Form	**Special**	
Equipment Breakdown Included			
General Liability Premium Estimate			**$850**
$			
Rating Basis:	**Students**	**275**	
	Faculty	**19**	
Limits:			
Per Occurrence Limit		**$1,000,000**	
Annual Aggregate		**$3,000,000**	
Sexual Abuse & Molestation		**$1,000,000 per occurrence**	
		$3,000,000 aggregate	
Employee Benefits		**$1,000,000 per occurrence**	
		$3,000,000 aggregate	

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate
$3,000

$1,000,000 per occurrence
$2,000,000 aggregate

Additional Defense $100,000/$50,000/$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution". Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

Fidelity Bond Estimate $350
Limit $250,000

Auto Premium Estimate $N/A
Hired & Non Owned Autos Only
Limit of Liability $N/A

Head of Class Endorsement $?

Workers Compensation Premium Estimate $4,200
Statutory State - NC
Employers Liability $500/ $500/ $500
Payroll Estimate $562,130

Umbrella Premium Estimate
$2,500
Limit of Liability $1,000,000

TOTAL ESTIMATED PREMIUM
$

Student Accident Coverage $7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

D.6. Food Service

Until we have a permanent location, all children not on free lunch, will bring their own lunches from home from a preapproved list of foods found in the parent handbook. Students on free lunch will be provided with lunch through a licensed, contracted provider. One has not been selected at this time. We will not be able to create a budget or contracts until we have a better idea of how many children are in need. For instance, if we have two students in need of lunch, it does not make sense to participate in the National School Lunch Program. It will be more cost effective to provide the lunches through another source. However, if we have a large number, we will participate in the plan.

All children with food allergies will be identified on a non-public clip board for staff and substitute's eyes only. This list will include all children with any kind of allergy in the classroom, and the proper procedures to follow should the student become exposed.

Breakfast will be available for eligible students in their classrooms (and any student in early care who didn't get breakfast). All classrooms allow children access to have snack from 9 am on. Children may choose to eat any time they are hungry, as long as they are not in a lesson with a teacher.

Food prep is part of the curriculum from age three on. Students learn how to cut and prepare various fruits and vegetables, they even learn how to make bread. The fun part of the lesson is getting to eat the "work" and sharing it with your friends. Grace and courtesy are an important part of our curriculum as well, we take food consumption as a time to teach and practice manners.

Snack is a shared event. Usually children in the class sign up to bring in snack for their friends from home for the week. Due to allergies, most snack prep has to be done in school, but we will still uphold the tradition of students taking turns purchasing and

providing snack for their classmates. For families in which it would be a hardship, the school will help them shop and bring the food into the classroom, as if it had come from home. This will help the student feel a part of the group and take the burden off the parents.

After school snack will be provided by the school as part of the after care program.

D.7. Closure Protocol

No one goes into a venture expecting to close, but unforeseen things can happen. For this reason, in our accounting practices, we will note all items purchased with state funds and all items purchased with funds donated or raised by the Stanwood Educational Foundation.

Should the school totally close, the Stanwood Educational Foundation would use their funds to pay off all debts and donate the rest and their materials to another non-profit Montessori school. They would ask the state what they would like done with the items purchased with state funds. Traditionally, since most of the state funds generally go towards salaries and other intangibles, this is not generally a long list.

Students

If the school had to close for financial or other reasons, it would make every effort to assist all students in locating the best option for students to transfer. Records would be updated and sent to the receiving school promptly (within 30 days). Since parents/guardians would have copies of everything on file anyway, this should not be a problem.

Staff

The school would make every attempt to give the staff as much notice as possible and assist them in finding new employment, when appropriate. All necessary documents will be transferred to the state.

Tab 35. Closure Plan

Maine Charter School Commission
CLOSURE PLAN
TAB 35.

Approved 7-3-12
4-24-14 Tab Change

1. *1. Documentation of Closure Action:*

Should Peridot Montessori Charter School be closed for any reason by the Stanwood Educational Foundation 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 Stanwood Educational Foundation 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 Peridot Montessori Charter 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 Peridot Montessori Charter School reverts to non-charter status, notification of this change will be made to all parties listed in this section.

1. 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 Peridot Montessori Charter School will have a 30 day deadline.

Peridot Montessori Charter 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 Peridot. 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 Peridot Montessori charter 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 Peridot Montessori Charter School has. They include, but are not limited to, records related to performance and grievance.

1. 3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify Peridot Montessori Charter 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.

1. 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 Peridot Montessori Charter 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 Peridot Montessori Charter 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.

E. Education Service Provider

Tab 36. N/A
Tab 37. N/A
Tab 38. N/A

Appendix

Letters of Endorsement

August 30, 2015

The Maine Charter School Commission
182 State House Station
Augusta, ME 04333-0182

As both a parent and an educator, I have witnessed the value of alternative educational choices for those who may struggle and falter in a traditionally structured public school classroom. My own sons, who found the curriculum in a very highly rated school district less than optimal for them, were able to thrive in a specialized, supplemental program in that same district that fed their curiosity, addressed their strengths, and allowed them to showcase their skills and creativity.

A special educator for sixteen years, I have seen firsthand the efficacy of multisensory instruction that unlocks our alphabetic code for children with reading difficulties; and I have heard firsthand the frustration of teachers who are not able to deliver differentiated, specialized instruction due to time and designated curriculum constraints.

I support the Peridot Montessori Charter School project and the parents who seek a public alternative educational environment that will offer their children, through curriculum and methodology, the greatest opportunity to receive an education that will enable them to become productive, successful citizens.

Thank you for your consideration of this project.

Sincerely,

Linda Kuhn

Linda Kuhn, M.Ed.
Certified Orton Gillingham Therapist

On Thu, Aug 13, 2015 at 2:01 PM, Jessica Rollerson <jessica@witherle.lib.me.us> wrote:

To Whom It May Concern,
My name is Jessica Rollerson. I am the Children's Librarian at Witherle Memorial Library. I also have 20 years of experience working with children who have behavioral or mental/emotional disabilities. I am a parent to two biological children and three long-term foster children. I also have a Master's Degree in Education and Psychology. As you can tell, I have a keen interest in children and their educational experiences and mental health.

It has come to my attention that there is an effort to create a new charter school in the Ellsworth area called Peridot Montessori Charter School. This is to be a Montessori pre-K through 8 school. I'd like to offer my statement of adamant support for this effort.

It has been my experience that educational choice is essential to the wellbeing of families and children. No one school can possibly address the needs of all children. My own children were consolidated from their small elementary school to a larger central school. Both immediately

became sullen, bullied, depressed children. Other children at this school thrived. They loved the larger environment and were interested in the many extracurricular activities offered. My children became increasingly desperate despite our encouragement, many meetings with teachers and a hope that they would get used to it. They needed another choice, Finally, at great expense and hardship, our family moved to the next town which still had its tiny, rural school. Our children recovered their personalities over the next year and are now thriving. Both remember their time at the big school as the most frightening, depressing days of their lives and are deeply grateful for their new, little school.

This morning, at the library, I spoke with a woman who is a nanny in Ellsworth. Her charge is being placed in a Christian school after having had a disastrous year at the public school. The Christian school does not support medicating children. So, the parents are faced with either having to drive to the school three times each day to deliver and administer medication or take their child off of the medicine that has finally allowed him to have some normalized interactions with adults and peers. They are faced with two impossible choices. They need another choice.
Of my five children, two will go to public high school; two will go to the local elementary and one will homeschool. We've homeschooled, unschooled, created hybrids and attended public schools. As a result, I can say with absolute confidence that each child and each family needs the power to choose the best fit for each child in their time. A Montessori option in Ellsworth will be lovely. They will be able to serve a population of families that do not fit into the public system and who cannot or should not homeschool. A good fit between a family and their school changes lives. It changed our life. No longer do my children cry before school. No longer do the slam through the door and punch holes in their bedroom walls. They are happy. They are peaceful. They have friends and support. I know other families who say the same things now that their children attend the very school we left. A good fit matters.

I sincerely hope you will support the Stanwood Educational Foundation and the Peridot Montessori Charter School. I believe they will change the lives of the families who seek them out. A good fit matters.

Sincerely,
Jessica Rollerson

Jessica S. Rollerson

Witherle Memorial Library
P.O. Box 202
Castine, Me 04421

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jessica@witherle.lib.me.us

Parent Handbook

Peridot Montessori Charter School
Family Handbook 2016-2017

Our Vision:

Our vision is for PMCS to instill in every child a belief that they can contribute to their communities and to our understanding and care of the natural world. We envision a learning environment in which children experience school as a place where the lines between learning and doing melt away and where they actively experience the fulfillment of contributing to their communities, to nature, and to science in an atmosphere of mutual respect, respect for place, and respect for nature. Finally, we envision a learning environment in which the capacity of children to become lifelong learners is celebrated and supported. We believe that the best way to pursue this vision is by joining the developmental principles of Montessori with the practical and experiential principles of STEAM learning.

Mission Statement:

Peridot Montessori Charter School (PMCS) inspires the pursuit of life-long learning using principles of the Montessori philosophy of education and human development. Serving children from early childhood through adolescence, we are committed to providing students in Hancock County educational opportunities that allow them to reach their fullest potentials. Maria Montessori's vision of education is realized through PMCS's goal to cultivate mindful and dynamic citizens of the world.

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SIGNATURE PAGE

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Welcome to Peridot Montessori Charter School!

Peridot Montessori Charter School is actually two schools under one roof. The Preschool is a private, non-profit school for age 3 preschool students. Both programs operate from 7:30 a.m. to 5:30 p.m. Peridot Montessori Charter School is a public PK-8 school operated by a not-for-profit organization, the Stanwood Educational Foundation. The charter school is under the auspices of the Maine Department of Education. The Peridot Montessori Charter was granted by the state in the fall of 2015; we held our first attendance lottery in February of 2016.

We do not discriminate on the basis of sex, race, class, national origin or religion. We accept any student that is developmentally ready for our program, including children with special needs.

THIS HANDBOOK contains some sections that pertain either ONLY to Preschool Students or ONLY to Charter Students. Please read carefully to ensure you are reading information that pertains to your children's particular ages or groups.

Part I
BASIC INFORMATION

School Physical Address

Peridot Montessori Charter School

School Electronic Addresses

E-mail:
Website: www.peridotmontessori.org

Federal Tax ID Number

#47-4620707

Telephone/FAX Numbers

207-XXX-XXXX

Part II
Academic Philosophy

The Montessori Method

Peridot Montessori Charter School implements the philosophy, method and didactic material of Dr. Maria Montessori (1870-1952). We are members of the American Montessori Society (AMS) and the Montessori Foundation. Dr. Maria Montessori was the first university-trained female physician in Italy. She had a particular genius for observing children as they really are, rather than as adults wish them to be. Dr. Montessori's writings suggest to both parents and teachers many advantageous conditions for the natural development of the whole child from birth through maturity. This system of education is both a philosophy of child growth and a rationale for guiding such growth. Montessori education is designed to take full advantage of the self-motivation and unique ability of children to develop their own capabilities. Children need adults to expose them to the possibilities of their lives, but children direct their responses to these possibilities.

Montessori education, based on children's developmental needs for freedom within limits, mandates a carefully prepared environment which guarantees exposure to materials and experiences that develop intelligence as well as physical and psychological abilities. The materials are self-correcting, interesting to children, and developmentally appropriate. In this way, Montessori provides children with an opportunity for an orderly, creative and distinctly personal education – one which accommodates the distinctly personal rate at which children progress.

Premises of Montessori Education Include:

- Children are to be respected as different from adults, and as individuals who differ from each other.
- Children possess unusual sensitivities and intellectual powers for absorbing and learning from his environment that are unlike those of adults in quality and capacity.
- The most important years of growth are the first six years of life when unconscious learning is gradually brought to the conscious level.
- Children have a deep love and need for purposeful work. They work, however, not as adults for profit and completion of a job, but for the sake of the activity itself. It is this activity which accomplishes for children their important goal: the development of themselves, and their intellectual, physical and psychological powers.

Goal of Montessori Education
The aim of Montessori Education is to encourage self-discipline, self-knowledge, independence, enthusiasm for learning, an organized approach to problem-solving, and academic skills. Rather than fill children with facts for a pre-selected course of study, children should cultivate their own natural desires to learn.

Are Children Free to Do What They Choose in the Classroom
Children are free to move about the classroom at will when appropriate, to talk to other children when appropriate, to work with materials respectfully, and to ask teachers to introduce new materials to them. Children are not free to disturb other children at work or to abuse the materials so important to their development. Children must also respect the physical facility and themselves.

Sensitive Periods
One of Dr. Montessori's observations upheld by modern research is the importance of the sensitive periods for early learning. These are periods of intense fascination for learning a particular characteristic or skill, such as going up and down steps as an infant/toddler, putting things in order, counting, or reading. It is easier for children to learn a particular skill during the corresponding sensitive period than at any other time during their lives. The Montessori classroom takes advantage of this fact by allowing children the freedom to select individual activities which correspond to their own periods of interest.

Montessori Families

Is Montessori Education for all Children?
Schools employing Montessori philosophy and pedagogy have successfully educated children through 18 years of age in classes which include children of all ability levels. Because of its individual approach, Montessori education is uniquely suited to public education, where children of many backgrounds are grouped together.

Is Montessori Education for all Families
Montessori is both an educational philosophy and a way of life, children who respond best to a Montessori educational environment are from homes which also encourage self-discipline, self-knowledge, independence, enthusiasm for learning, and an organized approach to problem-solving.
The return on your financial/temporal investment in Montessori education will be enhanced if there is consistency between home and your child's classroom. This does not mean putting Montessori materials in your living room. It means taking the Montessori perspective on life. With this perspective, your attitudes, your pace, your expectations and the limits you establish for your child will be in keeping with the

principles that Maria Montessori developed for her teachers – principles that came from her lifelong observation of the nature of children. To gain this perspective you can read Montessori's writings, attend Parent/Faculty Association educational meetings, or join a Montessori discussion group on the internet.

Additional Sources of Information

Montessori on the Internet

Some websites to get your online inquires started include: www. montessori-namta.org, www.montessori.org, www.montessoriconnections.com, www.amshq.org

Suggested Montessori Readings

Dr. Montessori was also a prolific author; texts you may find helpful in your role as Montessori parents include:

The Secret of Childhood, by Maria Montessori
The Absorbent Mind, by Maria Montessori
Dr. Montessori's Own Handbook, by Maria Montessori
Montessori Today, by Paula Polk Lillard
Follow The Child-The Basics by Rob Keyes
A Parent's Guide to the Montessori Classroom, by Aline D. Wolf
Maria Montessori: Her Life & Work, by E.M. Standing

Student Population

Peridot Montessori Charter School serves approximately 275 students in eleven classrooms. In most classroom environments, children are grouped according to the following age spans:

Ages	Montessori Group	Traditional Equivalent
3-6	Preprimary	Preschool – Kindergarten
6-9	Primary	First – Third Grade
9-12	Elementary	Fourth – Sixth Grade
12-14	Middle School*	Seventh – Eighth Grade

*The traditional Montessori secondary plane of development, called Erdkinder, encompasses ages 12-18 years. Contemporary secondary school systems are split into 6-7-8th grade middle schools, and 9-10-11-12th grade high schools. Because our graduating middle school students often transition into traditionally structured high schools, we have kept a two-year span in our middle school program.

Age Grouping

According to the Montessori philosophy, children are grouped developmentally rather than chronologically. If classroom equipment is to be challenging enough to provoke a learning response from children, it must be properly matched to the standard children have already developed in their past experiences. This experience is so varied that the most satisfying choice can usually be made by the children themselves. The Montessori classroom offers the opportunity for children to choose from a wide variety of material levels. The children can grow as their interests lead them from one level of complexity and competency to another. By grouping children in three-year age spans, younger children have a graded series of models for imitation, and older children have an opportunity to reinforce their own knowledge and build self-confidence through helping younger children.

Please note: Montessori is a non-graded philosophy; we will occasionally refer to grade level because that is the contemporary standard of the state of Maine's Department of Education, to which our PK-8th grade program is responsible.

Grading and Progress

Children are not graded or evaluated in reference to their peers. Individual progress is monitored by teachers purely in terms of the progress that students have made mastering individual skills. Teachers and parents review written progress reports three times during the year. Parents may monitor their child's progress through our online Montessori Compass record keeping system.

Standardized Testing

Children in select grades also take the Maine standardized test, commonly known as the Common Core test, which measure progress made during the school year in specific academic areas. We do not teach to the test. We teach test taking skills as a practical life activity.

PART III
Nutrition, Health & Safety

Nutrition

Snack
As part of the Montessori tradition, students take turns bringing morning snack for their friends. For the parents convince, students bring in snack for a whole week on a rotating basis. Please see Appendix B for a listing of acceptable snacks. Please allow your child to be part of the planning and shopping process. (If your child is on free lunch, please see the office, we have made special arrangements so that your child may participate).

After school snack is provided for all students in after care.

Lunch : Subject to change, depending on facilities
A balanced lunch is prepared daily at school for those children who choose to purchase school lunch. A monthly lunch menu is posted in hallways, on the kitchen door, and on our internet site.* Children may have seconds, when available, of any item after they have tasted all the food on their plates. Children who bring their own lunches should take an active role in packing them, in addition to making guided food choices for the lunches. These meals should be nutritionally balanced, enjoyable for the children, and not beyond the children's ability to open and prepare at school without adult assistance. Please DO NOT pack sweets or carbonated beverages of any sort. You may also buy just milk if your children bring lunch. See Appendix C for a listing of food items.
***Menu is subject to change due to ingredient availability.**

The law requires that we offer each child a well-rounded lunch. If Peridot has to supplement the lunch your children bring to school with a fruit, vegetable, or protein, you will be charged for a whole lunch.

Birthday Celebrations
Montessori birthday celebrations are very special. In many classes, birthday children bring in pictures for each year of their development to make a timeline. During the celebration, the children come to the line, where, in the center of the line, a candle represents the sun. The birthday children, holding globes, walk slowly around the sun (candle), one revolution per year of age. The children, parents or teachers talk about developmental mileposts the children have reached during each year. Parents are invited to participate in this special celebration. Parents may also provide a special snack with the necessary paper goods on that day, if they wish. Please notify the classroom teacher in advance of any planned celebration or snack at school so that the

class can plan accordingly. **Teachers have the final approval of snacks served in their classrooms.** Thank you for your cooperation in this area.

School-sponsored Special Occasions
Occasionally the school sponsors activities during which food is served. Due to cultural guidelines or traditions, such as at Halloween/Harvest Festivals, the children may have the opportunity to bring to school food items which are ordinarily not appropriate in the classroom. **Again, teachers have the final approval of snacks served in their classrooms.**

Health

School Nurse
Peridot does not employ the services of a school nurse (a licensed position in Maine), so our health and safety guidelines are formulated with the abilities of the current faculty in mind. Members of our faculty are trained in CPR, First Aid, and have knowledge of bloodborne pathogens.

First Aid Procedures
The faculty is permitted to perform the following procedures for first aid: direct children to wash an abrasion or cut with soap and water, apply a bandage, take an ancillary temperature (under the arm), offer a baggie of ice for bumps and bruises, and call the parents or other adult listed on the children's permanent student record as an emergency contact, and call 911.

Faculty members are not permitted to remove splinters, or ticks, or administer non-prescription medications, including sunscreen, ointments, or pain killers. Parents will be called if their children get splinters or ticks or need other first aid which the faculty is unable to offer. For this reason,

IT IS IMPERATIVE THAT THE SCHOOL OFFICE HAVE ALL THE CURRENT PHONE NUMBERS WHERE YOU CAN BE REACHED DURING YOUR CHILDREN'S SCHOOL DAY!

Medicine
All medicines are stored in and administered from the school office. Medicine administration is a service, not a requirement of the state. We endeavor to make sure children get their medicine when the medicine is required to be dispersed. We may only administer completely labeled prescription medicines, or over the counter medicines accompanied by a note from a physician. Please request medicines which do not need a school-day dosage when possible. Since sunscreens may not be kept in the

classrooms, the logistics involved in keeping them and applying them from the office make it impossible for us to apply them at school. Therefore, please apply sunscreens at home before your child leaves school.

Please fill out a medication administration form in the office before leaving any medicine at school. We are required to confiscate over-the-counter medicines which children bring to school without a physician's note.

Updating Student Records
Please use the "Student Records Update Form" available in the main school office for this purpose. We cannot be responsible for updates given over the telephone, verbally in person, or left on pieces of paper other than the "Student Records Update Form."

Health Records
We are required by the State of Maine to keep certain health records on children at school. We provide health record forms when you enroll your children; this form must be completed by the children's physician. We require an updated physical exam every two years, with the initial exam dated no more than six months prior to initial admission. Please note on your children's health forms AND notify your children's teachers and the school office if your children have chronic health conditions. Chronic health conditions include asthma, allergies, or anything requiring continuous medication or special consideration. Peridot complies with FERPA regarding matters of confidentiality.

Entering Kindergartners are required to provide Peridot with a completed Kindergarten Health Assessment Form. This form must be completed by the children's physicians.

We are sorry, there can be no exception to this requirement.

[Occasionally parents experience difficulties scheduling a school physical with the children's regular pediatricians due to high volume demand on physicians' schedules. Unfortunately, we still cannot admit children without a complete physical examination record and immunization record. There are walk-in medical offices in the area which can, for a fee, provide your children with school physicals on a first-come, first-served basis. Please contact the school office if you need more information about such services.]

Student Illness Policy
Parents will be asked to come to school and pick up their children during the day or keep their children out of school if any of the following symptoms develop:

- Temperatures over 98.9 degrees Fahrenheit as measured under the arm (this equals a 99.9 oral temperature)
- Vomiting or diarrhea (unformed, uncontrolled bowel movement)
- Continuous headache or stomachache
- Communicable disease or parasite before and until 24 hours after first dose of medicine has been administered. Open wounds in communicable disease, such as chicken pox, must be scabbed over for 24 hours before the children return to school.
- All children with ANY of the above symptoms must stay home for *24 hours after the symptoms cease.* ***We will not admit children to school who return earlier than the 24-hour, post-illness period has passed; we also cannot allow these children to wait in the office until the 24-hr waiting period has passed.***

Accidents and Incidents

All accidents and incidents requiring first aid are reported to parents in writing. Serious injury policies are regulated by the state. If children require treatment beyond what we can administer, we will attempt to contact the parents. If we are unable to contact either parent in a timely fashion, we will contact the emergency contacts listed in the children's student records, and, in an emergency situation, will arrange for ambulance transport to an appropriate treatment center.

Parking Lot Safety for Students

We are delighted our school is growing in families and facilities; however, frequently our traffic needs exceed our current parking spaces. During the 8:30-8:45 a.m. and 3:00-3:30 p.m. "rush hour" at Peridot, many cars line up to drop-off and collect children in undesignated parking areas. Therefore, it is essential that children, (who are the legal and moral responsibility of their parents whenever the parents are on school property or with their children at a school-sponsored function off campus), be closely supervised by parents, particularly while the children are in the parking lot area.

Automobile Safety

There is a no-parking fire lane at the front school sidewalk. It is marked by yellow lines.

PLEASE DO NOT PARK IN THE FIRE LANE.

You may drop your children off at either end of the fire lane, or you may park along the playground or in a parking space and escort them into the building.

Student Safety Patrols
Student safety patrols will be present during the busiest traffic times of the day to escort people across the front school driveway between the parking lot and the sidewalk, and **to keep cars out of the fire lane.** Please respect the safety patrol efforts to assist our school community in observing traffic courtesies and laws!

Student Records
We are required by the State of Maine, the Department of Education, and Childcare Licensing to keep certain school records on children enrolled at school. You will be given these when you enroll your children. If your information changes during the school year, please come to the office and request that changes be made using the "STUDENT RECORD UPDATE" form. Once you fill out this form, a copy of the non-confidential information changes will also be give to your children's teachers.

FERPA

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. ~ 1232g:34 CFR Part 99) states that you and your child have access to your educational records. If you have any disagreements about what is in your child's official records, you have the right to appeal those records. We first ask that you discuss your concern with the person responsible for writing the report.

If an agreement is not reached, you may bring the matter to the administration. If you are not satisfied with the results at that point, you may bring the matter to the Stanwood Educational Foundation. If you are still not satisfied, you are allowed to take it to the courts.

It is our intent to work with families and never write anything in a report that is not previously discussed with the family. Therefore, we do not expect that this will be an issue.

Note: All student records must be signed out and in, and are kept locked in the office. All electronic records are password protected. Parents always have non-editing access to their child's records.

Discipline
Our school rules are

- **Respect yourself**
- **Respect others**
- **Respect the materials and the environment**

These rules are easy for children to understand and help children build confidence in their ability to successfully function in the school environment.

Overview:

Each person in the school is expected to **respect themselves, others, and the environment**. We use the query method to help each person decide if their behavior is respectful, especially to themselves.

The Montessori curriculum has always included grace and courtesy. We teach peace education on a regular basis. We believe that often disputes arise when students do not have the language needed to overcome differences. Therefore, we teach and practice, through role-playing, language that will assist in conflict resolutions.

In the younger classrooms the students use “a peace rose” as a “talking stick”. The person holding the rose may approach another student to discuss a “situation. The other student is taught that they must listen to the student with the rose without interrupting. When the first student has said their peace, then the other student is given the rose and allowed to speak. The students are to pass the rose back and forth until they have resolved their issue. Once they have come to a conclusion, they are to hold the rose together and pronounce. “We declare peace.” The rose is put back on the shelf and the students resume their work.

In most older classrooms, the students have a peace table, usually with an object to hold to indicate who has permission to speak at that point. They are to sit together to work out their differences until a solution that is acceptable to both parties is reached.

With all students, if they come to an impasse, they may ask for a teacher’s assistance to help sort out the situation. The teachers do not get involved unless they are asked, or if the volume gets too loud for the situation, the students may be asked to use their inside voices. The teachers practice active listening with the students and teach them how to listen carefully to what others are saying as well. All conflicts are teachable moments. The teacher may witness an event that s/he will bring to meeting time to teach how to resolve a conflict. Giving the students affective language to use and letting them role-play when emotions are not involved.

Another part of our culture is to garner an agreement with the students at the beginning of each year as to how they expect themselves and others to interact in the classroom and on the school grounds. We remind the students daily for at least the first three months, what they have decided is the way they would like to interact. When a teacher does have to remind a student of a negative behavior, they are only pointing out what

the student already agreed was the desired behavior. Therefore, the students are considered in control and the teachers are there to help remind them.

If behaviors get out of control and a student needs some extra help, we rely on logical consequences to situations. When needed, a student may be expected to make restitution for their behavior. For example, a student decides to act out in class, disturbing everyone's work. Gentle reminders and redirection has not changed the persistent disruptive behavior. The teacher may point out to the student privately that their behavior has taken a lot of instructional time away from the other students. The student and the teacher may agree that the student will do some extra research on a topic of interest to the class and present their findings. This helps the student "pay" back the time he used, and gives him the extra attention he seems to need, in a positive form.

We endeavor to keep students busy with self-chosen activities ("works") which they enjoy, therefore leaving little time for errant behaviors. In rare cases, however, a child will be out of sorts with themselves. In these cases, we may send a child home for the rest of the day to regain their composure. We do not make this punitive, and we remind the student that they are welcome back tomorrow when they are feeling better.

In very extreme situations, a student may be asked to seek professional medical help before returning to campus. In such cases, a team of teachers, parents, administrators, and other professionals, will convene to map out the best course of study for the student.

As with all schools, if a student puts themselves or others at perilous risk, such as, but not limited to, bringing firearms or weapons to school, or continually threatening others on campus, a student may be expelled. In such cases, the student will have the right of appeal with the school board. The school board's decision will be the final say.

Although we do not have a "no tolerance" policy, it is our responsibility to keep all children and staff safe.

Redirection: Our discipline policy is founded on a belief that children respond best to positive redirection. We will use separation only after redirection to another activity fails.

Example: CHILD 1 is working with a material on a rug when CHILD 2 attempts to barge in. The appropriate way for CHILD 2 to initiate interaction with CHILD 1 is 1) to ask if they can work together, or 2) ask if CHILD 2 may watch CHILD 1 while CHILD 1 works.

To help children accomplish this form of cooperation, we teach children to use words to ask permission, rather than to use their bodies to interrupt other children or a work in progress. CHILD 1 has the right to refuse politely to work with other children, and CHILD 2 must respect this request to work alone. At this point, CHILD 2 can self-direct to another area, or the teacher may redirect CHILD 2 to another work or similar work.

In general, positive phrases are more readily heeded than negative ones. Here are some examples:

POSITIVE	**NEGATIVE**
Please walk	Don't run
Use an inside voice.	Stop yelling.
Chairs are for sitting.	Don't stand on that.

Some behaviors require the use of negatives, particularly those that violate the 3 respect rules, such as "Stop that is dangerous.," "That's not okay," or "No." Children require limits, and frequent misbehavior following instruction on appropriate behavior is often a sign that children are testing or looking for limits. Please give your children what they need to grow safely and happily.

Natural Consequences: When correction is needed, a natural consequence for a behavior is necessary for the "punishment" to have any meaning for children. For instance: children who write graffiti on school furniture/walls are required to scrub school furniture/walls, not write 100 times on a piece of paper, "I will not write on furniture or walls."

Children and Teachers: One additional safety rule we enforce strictly: Children must not run away from a teacher. After one warning per school year, children will be sent home for this behavior. Teachers and children mutually require verbally, physically, and emotionally respectful treatment towards each other. All children are welcome to return to school the next day with a fresh start.

Children and Other Children: Children who hurt other children are required to stay with the children they hurt, and to do what they can to help the injured children "feel better," whether this means reading the children a story until they feel better, or getting a piece of ice for bumps and bruises and a tissue for tears. Of course, children do not administer physical first aid to other children, but they can administer "emotional" first aid. Children who call names can be required to say or write five nice

things about the person they insulted. These are examples of natural consequences, where the “punishment” is related to the “crime.”

Children and Materials: Children who break or damage materials are required to replace or repair the materials, regardless of whether the damage was accidental or intentional. Maria Montessori said that education was a preparation for life. Perhaps you have been in an auto collision with someone who “just didn’t see you,” or “couldn’t stop in time.” They hit you accidentally. Of course, you still expect the party at fault to pay for damages. The same holds true for children. It is crucial for children to be given the privilege of taking responsibility for their actions. As adults, we are unable to “get into children’s heads” to learn if intentions were malicious or accidental. Classroom investigations into the motives behind mishaps can also be fruitless, and take away valuable minutes from both the children’s classroom time and the teacher’s instruction time. Rather, children may use a clear, coin-collection jar at home to gather earned funds towards replacing a material. This lets them see their hard work translate into a responsible solution to the broken/damaged material.

Signing In/Signing Out

Parents do not sign children in and out of class; rather students are required to shake the adult’s hand “good morning” and “goodbye.” This establishes a personal contact between children and their classroom adults, who then make a written note of the children’s arrival time and which adult brought the children to school that day. This system is the basis for your children’s official attendance record. Only after children shake hands in the morning is the classroom teacher responsible for the safety of the children. See Arrival and Dismissal for more information on this topic.

Outdoor Activities

Outdoor play is a required part of our schedule. We do not take children outside for long periods of time when the temperature is above 90°F or below 20°F. All children attending school go outside with their class; children who cannot go outside should remain at home. If they have injuries or illnesses that prevent play (such as asthma), there are places outside for the children to sit outdoors with the teachers. We do not make provisions for children to remain indoors.

Appropriate Play Clothing: We play hard at Peridot Montessori, and the soil may stains fibers and shoes. Fortunately, most children’s skin is wash-and-wear, so no permanent harm is done! Please make sure your children are dressed appropriately in play clothes which they may get dirty without worrying about a scolding at the end of the day. **Also, children need a change of spare clothing.** We do not have spare clothing or laundry facilities on hand; children who soil themselves so thoroughly that they are unable to attend class and who lack a change of clothes will be sent home to change.

We DO NOT recommend that children wear their best clothes to school. Teachers cannot guarantee that your children will return home in clean clothes and cannot be responsible for soiled clothing. It is part of the sensorial education of children, particularly those in the Preprimary classes, that they be allowed to freely experience the sandbox when it is wet from morning dew, as well as when it is dry from superheated afternoon air. It is part of the practical life education of children that they learn to adequately wash their faces and hands after they play out of doors. If you plan to go somewhere special after school, please bring clothes for your children to change into when you pick your children up at the end of the day. If your children are routinely dirtier than you wish them to be at pick-up time, please arrange your schedule so they have time to clean themselves to your satisfaction upon your arrival at the end of the day. It is a violation of child care licensing codes for teachers to leave a playground full of children to periodically “spruce” up children before their parents arrive, nor is it fair or reasonable to ask children to stay clean while they are at school.

School Violence or Bullying

Violent behavior is any premeditated, offensive, deliberate action by children with the sole intent to cause injury or humiliation to other children or adults. This may include punching, kicking, biting, scratching, head butting, or using an object as a weapon or projectile. (Injury from accidental collisions, horseplay, careless behavior or minor disputes will be dealt with in an appropriate manner and is not considered violent as described in this policy.)

- Children who cause injury as a result of a violent incident will be immediately suspended for the remainder of the school day if the incident occurred before noon. If the incident occurred after noon, the children will be suspended for the following 24 hours at the administrator's discretion. The children will be taken to the office, and their parents/guardians called to take them home. We expect parents or guardians of the violent children to offer to pay any medical expenses that may be incurred by the injured parties.
- If a pattern of violent behavior develops, the school will request a meeting with the children’s parents to determine a course of intervention. This may include, at the parent's’ expense, an evaluation be a third-party mental health professional.
- Parents who demonstrate a lack of concern or an unwillingness to work with the school to improve their children’s behaviors may necessitate expulsion of the child.
- If the pattern of violence does not significantly decrease over a 90 day period, the school will request the children's expulsion. The children may then apply for readmission six months after withdrawal and be readmitted at the school’s discretion, provided that 1) documentation is presented from a mental health or education professional detailing a significant behavioral improvement and

indicating expectation of continued progress; and 2) the school has space to readmit the children.

- (Children identified with special needs will follow Special Education Laws.)

Illegal Items

If children are caught on school property with illegal drugs or a concealed weapon, we will confiscate the items and retain the right to contact the police and the children's parents or guardians.

Part IV
Parent Involvement

Observing Classrooms

Observations are made in the classrooms. When you observe in the classroom, it is important to sit quietly and unobtrusively in a chair designated by your children's teachers. You may take notes if you wish. Please do not speak to the children in the class unless they speak to you first. Observation is a part of the scientific method upon which Montessori philosophy is based, and it therefore should not be a distraction to the day-to-day operations of the classroom.

Parent Faculty Association (PFA)

Peridot Montessori Charter School is fortunate to have an active Parent Faculty Association. Parent Education meetings are every third Tuesday of the month at 6:30 p.m. We urge you to join for a $5.00 membership fee and become involved in the PFA activities. The PFA is involved in many areas of our school community, including:

- Monthly Parent Education Meetings;
- Beginning of the Year Parent Orientation;
- Fundraisers, such as School Spirit Wear;
- Annual social events, such as the June Family Picnic;
- Teacher Appreciation Week;

and many other wonderful contributions.

Volunteering/Tracking Volunteer Hours

There are a myriad of opportunities for volunteering in all aspects of Peridot's operations. Aside from the more traditional roles as classroom helpers and office workers, we need people to help with everything from landscape work outside to building classroom furnishings. A full list of parent volunteer opportunities is available from the Parent Faculty Association. If you have a special ability that is not represented on the volunteer list, chances are the school could easily use your help in whatever area your special skill, talent, or strengths lie.

Parents of Peridot Montessori Charter School students are required to volunteer 15 hours service to the school for each child enrolled in the program. As stated above, opportunities will be available through the Parent Faculty Association, and that organization will be coordinating the volunteer program. There is a notebook in the main

school office for you to record your time, the date you helped, and the activity you performed. You may also send a note via info@peridotmontessori.org.

A parent volunteer enters this information into a computer database so you may check to see the total hours you have volunteered as the school year progresses.

Parents wishing to serve as classroom volunteers must complete a one-time safety and classroom management workshop offered four times a year on campus. Time spent in this workshop counts towards your 15 hour requirement.

All volunteers working directly with children must have a fingerprinted, background check through the state, known as the CHRC!

Other Interactions

Disputes with a Classroom Teacher

If you have a concern with classroom teachers regarding individual education matters with your children, please make an appointment to discuss these concerns with the teachers. If you cannot come to a mutually satisfying resolution, a member of the administration will accompany the parents to act as mediator and assist in finding an agreeable solution.

Disputes with the School

There are three methods for resolving a problem with the school that does not involve your children's individual education:

- "A Thorn or a Rose." This form is available in the office or on our website to record suggestions, praise, or complaints to administration or staff in writing. You may request a reply in writing or a meeting with a specific person. You may submit the form in confidence. Copies of all submissions are kept in the office. We have received some excellent suggestions and lovely compliments through this program. Please avail yourselves of this opportunity for feedback.
- Parents may make an appointment with a member of the administration to discuss a concern privately. We are happy to meet with you.
- You may address your concern to the Board of the Stanwood Educational Foundation. Please be advised that this should be a last resort, not a preliminary approach. Names of the Board Members and methods of contacting them are available through the PFA, on the website, or in the school office.

Part V

Preschool/Kindergarten Guidelines

(For parents of 3-6 year old Students Only)

Preschool/Kindergarten Administration

Peridot Montessori operates under the auspices of the Stanwood Educational Foundation and its Board of Directors. Daily operations are supervised by the Executive Director and Assistant Directors. The sitting Board of Directors chooses new members of the board, who, upon acceptance of the board member position, subsequently become permanent members of the board. Board meetings are operated under the open meeting laws. For information on contacting current members of the board, please inquire in the school office.

Preschool/Kindergarten Faculty

Our faculty members are individuals who: have Montessori Certification; are in a formal training program which, upon successful completion of the program, awards internationally recognized Montessori certificates; and/or have demonstrated the capability to be full-time classroom assistants. One of the three staff members will also have a Maine state certification. As a new school experiencing continuous growth, Peridot Montessori's faculty composition may be dynamic. Although the teachers are assigned to the 3, 4, or 5 year olds for purposes of child care laws and our charter, they work as a cohesive group with all the students.

Student Application and Enrollment

Since we have our lottery for our four year old program when children are two, it allows parents the option of taking advantage of our three year old program for either the part time or full time program. If not all spaces are taken by eventual charter students, we will take students at Peridot Montessori on a first-come, first-served basis according to available spaces. We do not interview, test, or otherwise qualify students as a basis for admission. We do require children to be developmentally ready for our program, including being completely toilet trained and able to clean themselves in all areas associated with bathroom requirements.

In accordance with our state license, all children must have had their third birthday before beginning classes at Peridot Montessori. We regret there can be absolutely no exception to this policy.

Small group tours are conducted on a regular basis for parents of prospective applicants. We accept students year-round according to availability.

Certain completed student forms must be on file in the school's office **prior to the child's first day of attendance**. Please check with the school office to receive these forms.

Preschool Hours of Operation, School Calendar, Student Attendance/Absence

Hours of Operation

Peridot Montessori operates from 7:30 a.m. to 5:30 p.m. Monday through Friday, except as noted on the school calendar, which is printed in Appendix A.

School Calendar

Please note the difference between days the school is closed for school-day Charter students only, and holidays when the campus is closed for ALL students and staff. These days include New Year's Day; Martin Luther King, Jr. Day; Good Friday; Memorial Day; Independence Day; Labor Day; Thanksgiving Day; the day after Thanksgiving Day; and the WHOLE WEEK inclusive between Christmas Eve and New Year's Day. We are also closed for teacher workdays every year.

Student Attendance/Absence

Regular School Day: Families who wish their children to attend only during the school-day are asked to have their children at Peridot Montessori no later than 8:45 a.m. on a daily basis. The regular school day ends at 3:15 p.m. We expect attendance by all students to be prompt and faithful. It is imperative that children arrive on time in the morning. Tuition for the regular school day is the same as the tuition for the all-day school program. See the notes on fees in Appendix B at the end of this handbook.

Arrival and Dismissal: Parents of Academy students must walk their children to their class, where the children must greet the teacher to let them know they have arrived. This practice should be followed when students are either on the playground in the morning, or when students go to their classrooms first thing in the morning. Some teachers prefer a handshake greeting, so please ask what is appropriate in the mornings. The greeting ensures that teachers are aware of the children's presence and are responsible for the safety of the students.

In the afternoon, please go to your children's classes or the hallway/playground and require your children to say goodbye to their teachers. This allows teachers to sign the children out, ensuring the safety of the students. We do not release children to anyone other than the parent with the express, written permission of the parent or guardian.

When non-parent/non-guardian adults arrive to pick up children, they should show a photo identification to the faculty members responsible for the children.

Preschool children are not permitted to walk home without an attending adult.

Rationale for Consistent Drop-off Times (Getting to School on Time): Occasional exceptions to a family's routine drop-off time occur; please fill out a tardiness excuse in the school main office if your child is later than 8:45 a.m. The morning work period is when much of the academic work in a Montessori 3-6 classroom occurs. Children who arrive after class has begun feel much of the same bewilderment (and sometimes embarrassment) adults would feel arriving late for a meeting the first thing in the morning. Research shows that children who attend a complete class session learn more and have more self-confidence than children who regularly miss portions of class time, even in an individualized learning environment. Our classrooms regularly have a group time (called *line* because the children sit on a line taped on the carpet) in the morning, during which Montessori teachers introduce new academic concepts, as well as make announcements about the day's events, read stories, etc. This large group time teaches children how to successfully and politely function in a group setting. During line, teachers present skills children may not have the opportunity to practice at any other time during the day, such as: waiting their turn to talk; passing an item from child to child in a cooperative manner; choosing by whom they wish to sit; sharing in celebrations with other children, such as the birthday celebration "The Walk Around the Sun"; and having "show and tell" or "sharing time."

Plainly put, this is a time of community building that is unequaled in your children's school day and cannot be reproduced or "made up" by the teacher if your children miss line or only are present for part of line. Montessori guidelines for Grace and Courtesy consider repeated interruption to be ill-mannered; teachers are often unable or unwilling to interrupt a lesson for the twenty-four children who were in class when line began to accommodate one child who is tardy. Morning line can be compared to a conversation among children and faculty members. Just as we wish to teach our children to let us finish a sentence in a conversation or let us finish making an uninterrupted phone call, Montessori philosophy asks that we teach the value of self-control and general etiquette standards by bringing our children to school on time so they will not interrupt the classroom line. The morning greeting between children, parents, and teachers is an expression of mutual respect and a willingness to work together in concert. Tardiness puts children at a social and emotional disadvantage from the moment they step into class. Often, children who are tardy express reluctance at saying goodbye to parents and at entering a classroom that is already in session. For your children's sake, please endeavor to bring them to school on time on a daily basis.

Rationale for Consistent Pick-up Times (Reliability): We ask that you call in advance when you know your children will be picked up later than normal due to exceptional circumstances. Although your children may not be able to read a clock yet, they have “body clocks” which let them know when “it’s time to go home.” Much of the difficulty parents experience at drop-off and pick-up time can be attributed to inconsistent scheduling. Children have a need for both physical and temporal order, and they may become worried or “out of sorts” when their schedule is repeatedly disregarded. (Think of how often child-rearing experts recommend a bedtime “ritual” to assist children in going to bed peacefully!) Also, children rarely begin a “big” work when they know it is almost time to go home; it is more difficult for parents to interrupt a work that has just begun. Try to envision the following scenario: After working very hard all day to complete menial tasks, you begin a project you have looked forward to starting all day. Fifteen minutes into the project, you are told to immediately put away all your materials and leave your work area for the rest of day, or even week. The resulting stress and frustration at the end of a long day is what often leads children to whining and tantrum behavior in an effort to preserve their sense of order.

Parents who pick their children up later than 5:30 p.m. by the school’s clock are charged $10.00 for 0-15 minutes tardiness, $10 for 16-30 minutes, and so forth up to $40 per hour. The fee is due the same evening you pick up your children; you may pay with cash, a check or go to the school office and pay with a credit card. Because we use these funds to pay for additional staffing costs incurred by late pick-up time, please do not ask to be excused from this fee.

Please notify the school office and the classroom teacher of any changes in schedule.

Before and After School Program for 3-6 Year-Olds: Families who wish to use the before and after school program may do so with the understanding that they must endeavor to maintain a regular drop-off time no later than 8:45 a.m., and a regular pick-up schedule for their children.

How Long Should my Child be at School? Although Peridot Montessori is open 10 hours a day, we do not recommend that any children attend for that long a day on a regular basis. Children are individuals and have individual needs. If the faculty observes that children’s particular needs are not well met by those children's schedules, the faculty will recommend a schedule variation to the families. If, in the opinion of the faculty and administration of Peridot Montessori, particular children have scheduling needs which are not being met by their current schedules, families will be asked to create alternative schedules. If alternative schedules are not possible, families may be counseled to find other school arrangements for their children.

Unscheduled School Closings

Weather related and emergency closings are announced on TV, radio, Facebook, www.peridotmontessori.org, and on our school answering machine.

Preschool Fees

Tuition

Tuition for Peridot Montessori Preschool (3 year olds) and Before & After school care is charged by the month. Tuition contracts are executed from 1 July through the following 30 June annually. Tuition are due the first day of the month. If the amount due is not paid by the 5th of the month, an 18% APR will be charged on that overdue amount beginning the 6th of the month. One month's tuition or one month's notice is due when you withdraw your children from the school. Tuition is due whether or not your children attend. Fee increases are made once a year effective 1 July. See Appendix C for a current schedule of fees.

Application/Enrollment

A preliminary application fee is due upon application; a non-refundable enrollment fee is due on the first day of enrollment.

Snacks/Lunch

Peridot provides a balanced snack for all After School students. Morning snack is provided by parents for a week at a time on a rotating basis. This is meant to be a learning experience for your child. Please include them in the planning and purchasing part of snack when it is their turn. Please note the list of acceptable snack items. Families have two program choices for lunch. Children may bring a balanced, sack lunch which does not require school refrigeration from home, or children may buy lunches from the school for $2.50 per lunch. Lunch credit may be purchased in advance in blocks of 20 lunches for $50.00 (approximately one month lunches). School lunch includes milk. The school also offers milk to students who wish to bring lunch from home and buy school milk. All lunch fees must be paid in the school office.

The law requires that we make sure children get a well-rounded lunch. If Peridot has to supplement the lunch your children bring to school with a fruit, vegetable, or protein, you will be charged for a whole lunch.

Field Trips

Field trips are an additional cost which varies according to type of trip.

Private Lessons
Peridot Montessori is fortunate to provide a limited amount of private piano and violin instruction. Fees for instruction are due directly to the individuals providing service.

Curriculum for 3-6 Year-olds

Children who have successfully completed Preprimary are ready to attend Montessori Primary (6-9) or a traditional first grade class.

Preprimary Classroom Curriculum

Practical Life or Daily Living Skills: self-care skills, environmental care, domestic care, food preparation
Sensorial: training the auditory, visual, tactile, gustatory (taste), baric (weight), thermic (temperature), kinesthetic (motor), stereognostic (body-eye coordination), and olfactory (smell) senses; classification; seriating; grading; observations; geometrical shapes and forms; geometric laws
Language: developmental speech and listening skills, phonics, pre-reading through reading, pre-writing through writing, parts of speech, grammar and composition
Mathematics: Digit recognition and formation, qualitative and quantitative concepts, +, -, X, /, decimal system, time, measurement
Geography: land forms, continents, countries, states, capitals, mapping, foreign culture/language appreciation
Science: plants and animals and their parts, living/non-living, experimentation, nutrition, natural science
Art: color theory, experimentation with different media, art history and art appreciation
Music: singing, rhythm, instrument recognition, music identification, notation, movement
Gross Motor: developmental movement, posture, balance, locomotion, jumps, grace, dance, coordination
Social Skills: grace and courtesy, personal space, respect, skills for coping with differences in others, choosing games to resolve disputes.

STEAM Curriculum: Preprimary

The pre-pirmary curriculum includes the integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM). The STEAM approach at Peridot aims to integrate learning across the disciplines. Since its inception, the mission of our school has been to foster a love of learning and to create well rounded, global citizens. Applying this interdisciplinary approach, we are able to make numerous connections between science, technology, engineering, arts, and mathematics. This approach is a natural extension of the Montessori curriculum which provides both inspiration and instruction. Children then engage in hands-on, inquiry based activities which allow them to build on the concepts and skills they have learned.

Sample Preprimary Schedule

(This hypothetical schedule is not intended as a classroom model. Our Montessori-trained teachers structure the classroom schedule to best serve the current student population.)

7:30-8:30 a.m.	Before School Care in Group Setting (May include playground time in fine weather)
8:30-8:45 a.m.	Children come into classroom; put away their things, say good-morning to faculty and friends in the classroom.
8:45 - 9:00 a.m.	Morning group line; announcements, calendar, group academic lesson
9:00 - 11:30 a.m.	Morning work period, which includes snack.
11:30-12:15 p.m.	Playground time.
12:15-1:00 p.m.	Lunch time and practical life.
1:00-2:30 p.m.	Rest time or 1:30 p.m. Older children have an hour & a half work time
2:30-3:15 p.m.	Wake up, work time; charter students go home
3:30-5:30 p.m.	Outside time, snack, inside work time
5:30 p.m.	Last children go home

Part VI
CHARTER SCHOOL GUIDELINES
(For Parents of 4-14 Year-old Students Only)

Charter School Authority and Administration

Peridot Montessori Charter School functions as its own Local Education Agency (LEA) separate from any other school district, charter school or LEA in the state. It is operated by the *Stanwood Educational Foundation* and their Board of Directors. Daily operations are supervised by an Executive Director (Head of School) and Assistant Directors. The sitting Board of Directors, who, upon acceptance of the board member position, serve a three-year term. Board meetings are operated under the open meeting laws. For information on contacting current members of the board, please inquire in the school office or our website: peridotmontessori.org

Charter School Faculty

Our faculty is composed of individuals who: have Montessori Certification in a specific age group; have Maine State Certification; are in a formal training program which, upon successful completion of the program, awards internationally recognized Montessori certificates; or have demonstrated the capability to be full-time classroom assistants. State law mandates that 75% of our classrooms have Maine State Certified Teachers. In addition, we have faculty with Special Education certification. As a new school, Peridot's faculty composition is apt to be dynamic.

Student Application and Enrollment

Application
Applications to Peridot Montessori Charter are accepted year-round.

Enrollment

Peridot Montessori holds a lottery for 4 year charter spaces when children are two! We have additional spaces for kindergarteners. Parents may choose to send their child who has won a 4 year old charter seat to the 3 year old program, but they are not required to do so to keep that space the next year. It is our hope that all children will who have won a charter space will attend the three year old program. We will do our best to help make it an affordable option for all families.

Enrollment in Peridot is determined by random lottery every February for the following school year. Preference is given to siblings of students already enrolled and faculty children. Applications are grouped by age to maintain desired balances of age, in keeping with Montessori philosophy of multi-age classroom groupings. Beyond that, students are chosen purely by random number regardless of background or ability. We are required to not take more than 10% of children out of any given classroom, so children in first grade or above moving from another school may be wait listed if more than 10% of the classroom they have come from have submitted applications.

Peridot is able to accommodate children with a variety of special needs; however, our classrooms are not conducive to educating children who operate more effectively in a smaller group setting. Our ability to grow and add students to the total number of student spaces is determined annually by the State Board of Education in June. This affects applicant' status on the wait list. Children remain on the wait list until they are offered a place. New applicants are added to the wait list from the previous lottery until the first day of the school year. Applications received after the first day of school will be held for the next lottery.

Once students receive Charter positions, they will retain Charter status for the duration of their time at Peridot.

Charter Hours of Operation, School Calendar, Student Attendance

Hours of Operation

Peridot Montessori Charter School operates from 7:30 a.m. to 5:30 p.m. Monday through Friday, except as noted on the school calendar.

School Calendar

A school calendar is printed in Appendix A. ***Please note the difference between days the school is closed for school-day Charter students only, and holidays when the campus is closed for ALL students and staff.*** These days include New Year's Day; Martin Luther King, Jr. Day; Good Friday; Memorial Day; Independence Day; Labor Day; Thanksgiving Day; the day after Thanksgiving Day; and the WHOLE WEEK inclusive between Christmas Eve and New Year's Day. We are also closed for one teacher workday every year.

Student Attendance/Absence

Regular School Day: Families who wish their children to attend only during the school-day are asked to have their children at Peridot Montessori School no later than 8:45 a.m. on a daily basis. The regular school day ends at 3:15 p.m. for Pre-Kindergarten-

eighth grade students. We expect attendance by all students to be prompt and faithful. It is imperative that children arrive on time in the morning. This is not only our policy; it is required by the State of Maine Department of Education, which mandates we keep track of student tardiness and absence, excused and unexcused. **Records of attendance are reported to the Department of Education. Maine State Statute has a compulsory attendance law. Children must be in school all of the 183 days we are in session unless they have a valid excuse.** Illness (as outlined in the Health and Safety section of this handbook), bereavement, or trips with educational content are considered excused absences. Any travel to a foreign culture is by its nature considered educational, and is therefore considered an excused absence. **All other absences must be approved by school administration in advance of the absence. If your children are late or absent, please come to the main school office to fill out an excuse form or fill out the form online, sign it and send or scan it in.**

Arrival and Dismissal: For the 3:15 Charter School afternoon pick-up, you may either park your car and come to the sidewalk to collect your child, or you may drive up in the drive-through lane and pick up your child from the teacher. Children who have not been picked up by 3:30 p.m. will be taken to the afterschool program.

Attendance-based Funding: Our public funding is calculated on the average daily attendance for the months of August, September, and part of October (the first forty school days of the year). For this calculation, the state does not consider whether absences are excused or unexcused.

Before and After School Program: Families who wish to use the before and after school program may do so with the understanding that they must endeavor to maintain a regular drop-off and pick-up schedule for their children. The school office and the classroom teacher should be notified of any changes in schedule. For information regarding tuition for this program, please read the Fees portion of Appendix B in this handbook.

Summer Camp: During the eight week summer session, a seven week, science, technology, and art summer camp is available for children who have completed first grade or higher grades through eighth grade. The school is closed the last week of summer vacation so that faculty members may prepare their environments for the new school year which begins in August. Summer camp tuition is payable in full at time of registration; brochures for the summer camp are available in the spring of each year. Summer camp tuition does not include lunch; students must bring lunches from home.

Unscheduled School Closings: Weather related and emergency closings are announced on TV, radio, www.peridotmontessori.org and our school answering

machine recording. If we have occasion to close the school during the school day (in the case of an ice storm, for example) after you have dropped your children off in the morning, we will call families at the numbers they have given the office.

Tuition

There are **no tuition** or admission fees for school-day Charter students. The school day begins at 8:45 a.m. and ends at 3:15 p.m. for pre-kindergarten through eighth grade students.

Before and After School Care for K-6th Grade

This is available per year on a contract basis. Before School Care is available from 7:30 a.m. to 8:30 a.m.; After School Care is available from 3:30 p.m. to 5:30 p.m. **Tuition fees for Before and After School Care, and milk and lunch fees are due by the first of the month.** If the amount due is not paid by the 5th of the month, an 18% APR will be charged on that overdue amount beginning the 6th of the month. Fee increases are made once a year, effective 1 July. See Appendix C for a current schedule of fees.

Before and After School Care for 7th-8th Grade

After 3:15p.m. Monday - Friday, middle school students who remain on campus may be involved in 1) homework assignments; or 2) community service activities on campus. As long as the students are positively occupied with either of these tasks, this time will not be charged to the family as after school care. If, however, the arrangement becomes a childcare situation, (due to student behaviors or lack of compliance with the guidelines), the middle school students will join the afterschool program for the younger children (Grades K-6), and will be required to participate in the program as directed by the after school faculty members. Families will be charged for this level of childcare for their middle school students. Middle school students who are unable to participate successfully in either of these options will not be permitted to remain on campus after the Middle School program ends at 3:15 p.m.

Snacks/Lunch

A snack fee for school-provided kindergarten snack is due once per year. Morning snack is available for elementary and middle school children for a small daily cost; students may also bring a snack from home, as long as these snacks fall within the guidelines in Appendix C of this handbook.

Families have two program choices for lunch. Children may bring a balanced sack lunch (which does not require school refrigeration) from home, or children may buy lunches from the school office for $2.50 per lunch. Lunch credit may be purchased in advance in blocks of 20 lunches for $50.00 (approximately one month’s lunches). The school also offers milk to students who wish to bring lunch from home and buy school milk.

The law requires that we offer children a well-rounded lunch. If Peridot has to supplement the lunch your children bring to school with a fruit, vegetable, or protein, you will be charged for a whole lunch.

Field Trips
Field trips are an additional cost; this cost varies according to the type of trip.

Private Lessons
Peridot Montessori is fortunate to provide a limited amount of private piano and violin instruction. Fees for instruction and instrument rental are due directly to the individuals providing service.

Charter Primary/Elementary Curriculum for 6-12 Year-olds

Children who have successfully completed Preprimary are ready to attend Montessori Primary (ages 6-9) and Elementary, respectively.

Primary/Elementary Classroom Curriculum

Practical Life or Daily Living Skills: self-care skills, environmental care, domestic care, food preparation, animal/plant care
Classification: seriating, grading, observations, geometrical shapes and forms, laws of geometry, classification of plant/animal kingdoms, geological specimens
Language: developmental speech and listening skills, phonics, prereading through reading, reading comprehension, pre-writing through writing, parts of speech, grammar and composition
Test-taking Skills: standardized test answer sheets, following written and aural directions
Mathematics: digit recognition and formation, qualitative and quantitative concepts, +, -, X, /, decimal system, time, measurement, word problems, pre-algebra, number theory, pre-calculus
History/Geography: topographical land forms, continents, political maps, products, countries, states, capitals, mapping, foreign culture/language appreciation, timelines and geography of historical events
Science: identification of plants and animals and their parts, living/non-living, experimentation, nutrition, natural science, scientific method, measurement
Art: color theory, experimentation with different media, art history and art appreciation
Music: singing, rhythm, instrument recognition, music identification, notation

Gross Motor: developmental movement, posture, balance, locomotion, jumps, grace, dance, coordination, physical education classes
Social Skills: grace and courtesy, personal space, respect, skills for coping with differences in others, choosing games to resolve disputes, assisting others.

Sample Primary/Elementary Schedule

(This schedule is hypothetical and is not intended as a classroom model. Our Montessori-trained teachers structure the classroom schedule to best serve the current student population as a whole.)

7:30-8:30 a.m.	Before School Care in Group Setting (May include playground time in fine weather)
8:30-8:45 a.m.	Children come into classroom; put away their things, say good-morning to faculty and friends in the classroom.
8:45-9:00 a.m.	Morning group line; announcements, group academic lesson
9:00-12:00 a.m.	Morning work period, which includes snack.
12:00-1:00 p.m.	Lunch/Playground time
1:00-3:00 p.m.	Afternoon work period, which may include P.E., music/art/foreign language/culture
3:00-3:15 p.m.	Afternoon line; dismissal to home or after school
3:15-5:30 p.m.	Last children leave for the day

Charter Middle School Curriculum for 12-14 Year-olds

Students who have successfully completed Elementary are ready to attend Montessori Middle School (ages 12-14).

Middle School Curriculum Areas Include

Practical Life or Daily Living Skills: self-care skills; environmental and domestic care; food preparation; animal and plant care; consumer and health education; professional development; volunteer service

Language: developmental speech and listening skills; reading comprehension; creative writing; literature; parts of speech; grammar and composition; analogies; logic of the argument; public speaking; research and reference skills
Test-taking Skills: completing standardized test answer sheets; following written and oral directions
Mathematics: qualitative and quantitative concepts; +, -, X, /; decimal system; measurement; word problems; pre-algebra; algebra, number theory, pre-calculus; geometry
Social Sciences: topographical land forms; political sciences/government; products; political maps; mapping; local, state, regional, national, global history; economics, sociology, psychology
Science: natural, biological, earth and space; physical, computer and chemical sciences
Foreign Culture/Language Appreciation: conversation; reading/writing; cultural studies
Physical Development: individual and team sport skills
Fine Arts: music history/appreciation; fine arts and crafts in various media

STEAM Curriculum: Elementary/Middle School

Rigorous integrated academics: Educational efforts across the country are shifting to emphasize integrated, applied learning in Science, Technology, Engineering, Arts, and Mathematics (STEAM) to meet the needs of a rapidly changing economic, cultural, and social landscape. These methods include:

- Inquiry learning - students investigate real-world problems and issues that allow them to apply and direct their natural curiosity.
- Project-based learning - curriculum is structured around projects that integrate all subject areas with an emphasis on applied Mathematics, Science, Technology, Engineering and the Arts.
- Community connections - students work closely with community partners through mentorships, consultations, collaborations, and information sharing, further authenticating their efforts.

Community-based methods: Our curriculum utilizes the vast ecological, cultural, and social resources in the Four Corners through field experiences and partnerships with local institutions, higher education, and community organizations. Learning is contextualized both locally and globally, allowing concrete studies of local communities to be transferred to more abstract, global contexts. Service-learning, community participation, and outreach are important components of the curriculum.

Bringing it all together: Each of these educational approaches overlap in both theory and practice. Montessori classrooms use project-based learning and community-centered approaches as standard practice. By building capacity through curriculum and professional development in STEAM, the applied sciences and arts are emphasized in all grades, K-8.

Sample Middle School Schedule

This schedule is hypothetical and is not intended as a classroom model. Our Montessori-trained teachers structure the classroom schedule to best serve the current student population as a whole. Middle School content curriculum is taught in large blocks of time called immersions, or in shorter blocks of time for skill areas.

7:30-8:30 a.m.	Before School Care in Group Setting (May include playground time in fine weather)
8:30-8:45 a.m.	Children come into classroom; put away their things, say good-morning to the faculty and friends in the classroom
8:45-9:00 a.m.	Morning line, announcements
9:00-12:00 a.m.	Morning immersion work period, which includes snack. May also include skill work for music, art, foreign language/culture, skill builder elective.
12:00-1:00 p.m.	Lunch/Outside Time
1:00-3:00 p.m.	Afternoon immersion work period, which may include skill work for music, art, skill builder elective; foreign language/culture; idea exchange
3:00-3:15 p.m.	Practical Life; Afternoon line
3:15-5:00 p.m.	Physical Development, projects, clubs
5:30 p.m.	Last children leave for the day

SIGNATURE PAGE

We, the undersigned, have read and understand the Family Handbook. We have asked questions where we needed clarification. We look forward to a collaborative investment in our child(ren)'s education at Peridot Montessori.

_____	_____
Parent Signature	**Date**
_____	_____
Parent Signature	**Date**
_____	_____
Student Signature (when age appropriate)	**Date**

Please Note: A signature page must be turned into the office via scan or hard copy even if you opt for an electronic copy of the Handbook. Thank you.

Part VII
Appendices

APPENDIX A
School Calendar

Peridot Montessori Charter School Calendar
2016-2017

August 2016

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
T	T	T	T	T/F
*	30	31		

September 2016

M	T	W	TH	F
			1	2
X	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016

M	T	W	TH	F
3	4	5	6	TC
XC	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	X	X	X
28	29	30		

December 2016

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	E
X	X	X	X	X

January 2017

M	T	W	TH	F
TC	3	4	5	6
9	10	11	12	13
X	17	18	19	20
23	24	25	26	27
30	31			

February 2017

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
XC	XC	XC	XC	XC
27	28			

March 2017

M	T	W	TH	F
		1	2	3
6	7	8	9	T
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	XC
XC	XC	XC	XC	XC
24	25	26	27	28

May 2017

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	TC
X	30	31		

June 2017

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	#
T	T	21	22	23
S	27	28	29	30

July 2017

M	T	W	TH	F
X	X	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

X	= Whole School Closed
XC	= School Closed, Childcare Open
T	= Teacher Workday, Whole School Closed
TC	= Teacher Workday, Childcare Open
*	= First Day of Charter School
F	= Family Orientation
#	= Last Day of Charter School
S	= Summer Camp Begins
E	= Early Release

APPENDIX B
Academy & Charter Fee Schedule

Preliminary 3 year old Application Fee	$50
Preschool 8:45 - 12:15	$440/mo
Lunch per month	$TBA
Preschool: 3 year olds 7:30 - 5:30	$660/mo

Full Time Preschool	
7:30 a.m.- 5:30 p.m.	$660/mo

Before/After School Care Pre-Kindergarten - Sixth	
7:30 a.m.-8:30 a.m.	$100/mo
3:30 p.m. - 5:30 p.m.	$200/mo
A la carte hours/days	$7/hr $50/day
Late fees for every portion of 15 minutes	$10.00/15 min.

These rates DO NOT include child care days when Charter School is closed.)

Before/After School Care Pre-Kindergarten - Sixth	
7:30 a.m.- 8:30 a.m. and 3:30 p.m.- 5:30 p.m.	$333/mo

(This rate includes child care days when Charter School is closed.)

Summer Camp	$TBA/wk

APPENDIX C
School Lunch and Snack Choices

The law requires that we offer children a well-rounded lunch. If Peridot has to supplement the lunch your children bring to school with a fruit, vegetable, or protein, you will be charged for a whole lunch.

Acceptable Snack and Lunch Food

Any fresh fruit and vegetables
Dips for vegetables, like hummus & dressings
Graham, saltine or rice crackers
Nut spreads
Cheese, cream cheese
Yogurt
Whole lean meats
100% juice
Milk
Muffins, bagels, or other wholesome bread products

Students MAY NOT Bring

Carbonated beverages
Candy, gum
Anything with chocolate coating ingredients
Please enjoy anything considered "treats" at home (this excludes birthday celebrations, although bagels and flavored cream cheese have always been a big hit.)

Meetings/Agendas

Bank Letter

Bangor
Savings Bank
You matter more.

August 26, 2015

Stanwood Educational Foundation
D/B/A Peridot Montessori Charter School
Andrea Faurot
13 Daisy Lane
Franklin, ME 04634

Dear Andrea,

It is with pleasure that I write this letter expressing our commitment to work with you and the Board of The Stanwood Educational Foundation. In preparation of the establishment of The Peridot Montessori Charter School, Bangor Savings Bank has met with you and others in order to prepare and develop a banking relationship.

As the school moves forward, we have worked closely with you in order to establish a banking deposit account as well as gather information for insurance, payroll, and merchant services.

As a banking partner, please contact us in order to help the school accomplish their goals. Your success matters to us. Thank you for choosing Bangor Savings Bank.

Sincerely,

Sheryl A. Edgecomb

Sheryl A. Edgecomb
Vice President / Branch Manager
Bangor Savings Bank

Cc: file