



community **Montessori**
EDUCATION FROM WITHIN

Employee Handbook

School Year 2010-11

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SECTION I

GENERAL INFORMATION

A. About this Document

The policies stated in this Handbook are intended as guidelines only and are subject to change at the sole discretion of the Director of the school or the Community Montessori Board of Directors. All staff members are responsible for upholding the policies and procedures stated herein, and in the Family Handbook and/or other procedural documents. Those guidelines should be read carefully and questions should be asked to the Director for clarification. The Family Handbook describes the general information about our school.

B. Statement to Staff

In this document we discuss our beliefs about, expectations of and intentions with all staff members. Our fundamental premise is that we have selected a staff of talented, competent, responsible adults, and that you, in turn, have chosen Community Montessori as the place you want to be. These individual decisions were based on our shared vision of what education and the Community Montessori community might be. We would like to share the vision, which is based on valuing and practicing cross-cultural understanding, holistic teaching/learning, and family/community involvement.

We believe that learning is an active process of self-construction, which occurs as we (children, parents, teachers/staff, and friends) go about our everyday routines in the company of other people. There are two critical notions embedded in this view of learning.

First, all learning constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and “school success”) are intertwined; they simply cannot be separated. Schools and homes are social learning environments--just being in the company of others affects (and changes) each of the participants.

Second, we each (children and adults) bring to this community our own unique personal history. We, as teachers, need to listen to--in the deepest sense--children’s and parents’ personal stories (perspectives), and also to each other’s stories, if we want our curriculum and everyday studio experiences to be meaningful. If we do not base our curriculum and practices on these stories, we end up creating “busy work” environments. They look good, but are not effective if true learning is to take place. Ongoing, two-way communication between parents and teachers is the only way to ensure meaningful home and school environments. If we only focus on our studios and ignore children’s home lives (their home stories), we are only doing half our job.

We come together as a staff not only with our vision and personal stories, but also with expectations of and responsibilities to each other. We will promote the highest quality, professional, consistent and respectful school environment. We will support each person’s personal and professional endeavors to the best of our ability. In turn, we expect each of you to be 100% accountable for your performance and to work collaboratively with all other members of our community. We expect you to stay informed of school matters by attending staff meetings, Parent Involvement Partnership educational workshops and other school functions, and by reading the staff updates/e-mails and the school newsletter, “The Community Times”.

C. Non-Discrimination Policy

Community Montessori is a non-profit, 501(c) 3 organization. We value, welcome and celebrate a diverse population. The school treats all employees and applicants for employment without unlawful discrimination as to race, creed, color, national origin, age, disability, marital status, or sexual orientation in all employment decisions.

D. Sexual Harassment Policy

Sexual harassment in employment violates the provisions of Title VII of the Civil Rights Act of 1964. Any employee who is aware of any instance of sexual harassment should report the alleged act immediately to the Director. All complaints will be investigated promptly, impartially and discreetly and, upon completion of the investigation, the

appropriate parties will be notified immediately of the findings. A form to report the alleged sexual harassment will be available in the Media Center. The School will not tolerate any forms of discrimination and harassment by anyone. Any employee who harasses another will be subject to disciplinary action up to and including termination.

** No words, acts or symbols of racial or gender discrimination will be allowed. Proven harassment because of an individual's race, color, religion, gender, national origin, age disability or sexual orientation will not be tolerated and may result in disciplinary action up to and including termination.**

E. Whistleblower Policy

Any instances of illegal or unethical actions or events should be reported to the Director or Board of Directors immediately upon becoming aware of such action. To report to the Director, a form will be available in the Media Center, and to report to the Board of Directors a form is available at the Curved Desk. All reported actions will be investigated promptly, impartially and discreetly and the appropriate parties will be notified immediately of any findings.

F. Substance Abuse Policy

All use or possession of any alcoholic or illegal substance on School grounds or at a Community Montessori event or reporting to work while under the influence of intoxicants or drugs will not be tolerated. Use or possession is grounds for immediate dismissal. Any observed use or possession is to be reported directly and immediately to the Director. Failure to do so can be cause for immediate termination. Per state law, any convictions of drug abuse will also be reported to the Indiana Department of Education. In the event of adult-only school events where alcohol is served, all staff members are expected to conduct themselves in a professional manner.

G. Criminal Background Check Policy

All employees and contracted individuals that work with children/teens will have a national background check conducted upon their initial employment. All employees and above contracted individuals will have a limited background check conducted annually. All volunteers that work with children/teens will have a limited background check conducted annually. Any offense set forth in IC 20-26-5-11 or IC 20-28-5-8(c), or any successor statute will constitute grounds for termination. Per state law, any convictions will also be reported to the Indiana Department of Education. If at any time an employee, contracted individual or volunteer is under investigation or is convicted of any offense as listed above, they will notify the Director immediately. All criminal background checks may be shared with Ball State University Office of Charter Schools.

H. Non-Smoking/Tobacco Free Policy

We believe in the right of all people to breathe clean air. To help protect the health of our learners, families, staff and our global community, we are a Tobacco Free Campus. Smoking is not permitted on school premises or at school events. Staff should take great care in assuring that if they go off campus to smoke, they do not smell like smoke upon their return.

I. Cell Phone Etiquette

Appropriate cell phone etiquette should be modeled at all times. If cell phones are appropriate to be carried in your studio or workspace for children, the adult may also carry their phone. Cell phones should always be silenced when near or around children/teens. Checking voicemail, texting or answering the phone when with children/teens should only happen in rare situations when the exception has been discussed with the studio (ex. your child's doctor is returning your call).

J. Care of the Building

Before leaving the building staff must:

- Turn off all unsensored lights when exiting a room.
- Turn off all water faucets, where applicable, and flush all toilets.
- Check all windows and exterior doors to make sure they are tightly closed and locked.

Open flame candles are not permitted to burn in the school buildings.

Velcro adhesive material may not be adhered to any wall carpet throughout the buildings unless discussed with the Director as a permanent placement.

SECTION II **PROFESSIONAL PROCEDURES**

All staff members at Community Montessori are encouraged to be members of the American Montessori Society and must follow their code of ethics. (http://www.amshq.org/society_ethics.htm)

Community Montessori agrees with and adheres to this Code of Ethics and expects all staff members to adhere to this code of ethics as well. We also expect all staff to show proficient knowledge of the Community Montessori Mission, Belief Statements, Adult Commitments and Educational Programs. Any of these documents that are not attachments to this handbook are available from the office.

All full-time staff members are expected to write goals each year to strengthen their personal and professional development. These goals will set the path for the evaluation process where self-evaluation and mentoring pave the road to further development of the individual and the school.

A. STAFF JOB DESCRIPTIONS – additional general duties and guidelines are listed throughout

All Staff Members are expected to:

- Demonstrate a true love and respect for children/teens and their individual learning differences;
- Demonstrate knowledge of and commitment to Community Montessori's mission statement, beliefs, school wide goals, Adult Commitments and delivery of instruction;
- Demonstrate the characteristics of honesty, integrity and sense of humor;
- Demonstrate the ability to effectively deal with confidentiality issues;
- Communicate directly and effectively with all staff members without adhering to gossip or speaking ill of others at any time;
- Show compassion and empathy with parents/families at all times without adhering to gossip or speaking ill of others at any time;
- Be constantly aware of the appropriateness of the conversations that we have with co-workers, learners and other adults;
- Show evidence of on-going professional growth;
- Model positive attitudes and courtesy for all children and adults;
- Demonstrate an ability to communicate and collaborate with colleagues, parents, and community;
- Be flexible and open minded to new ideas and processes;
- Possess a strong aptitude for or willingness to grow in regard to technology and it's applications;
- Meet or exceed all other expectations in this Employee Handbook.

1. ADMINISTRATION/FACILITIES

Director of Community Montessori (Full Time)

- Is the agent of the Board of Directors and the school and is its legal representative designated to sign for all matters of the school;
- Holds an earned Master of Arts degree in education/management related content;
- Manages the school budget;
- Is the instructional leader of the School;

- Oversees all special education meetings as the School Representative;
- Coordinates fundraising and professional networking with the Board of Directors, Assistant Director, staff and families;
- Coordinates and mentors staff on individual goals spreadsheet that determines the differentiated staffing model;
- Coordinates continuous staff development, personally and professionally, to assure all practices within the school are consistent with the mission and beliefs of the school through the filter of “what is best for the child”;
- Demonstrates the ability to plan, schedule and coordinate the efforts of numerous people and numerous projects simultaneously;
- Demonstrates the ability to recruit, employ, supervise, evaluate, apply due process, dismiss and compensate personnel;
- Demonstrates the ability to facilitate groups of people from diverse backgrounds and interests;
- Demonstrates the ability to oversee a physical plant including its use, maintenance and new construction;
- Demonstrates the ability to empower others and delegate both responsibility and authority to others;
- Demonstrates knowledge and skills in the use of computer applications and programs for the accounting principles of the school;
- Develops and maintains all contractual agreements for the school in areas of leasing, maintenance, Special Education, and others deemed necessary.

Assistant Director/Family Liaison (Full Time)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Demonstrates effective communication skills, as the Family Liaison, and assists current families in all of their informational needs with immediate response;
- Oversees and maintains the overall maintenance, cleanliness, and safety of the building and grounds;
- Oversees the Extended Learning, Summer Program and Enrichment staff and those educational programs;
- Demonstrates the ability to supervise several people and projects simultaneously, including: Administrative Services, Family Volunteers, Extended Learning staff, and others when necessary;
- Oversees school network/IT needs and handles all technology support;
- Oversees the school admission program with all new families;
- Oversees all security and life safety needs;
- Oversees all Accounts Receivable transactions and past due accounts with support from Administrative Services Coordinator, Finance Director, and Curved Desk Support.
- Supports the Administrative Services Coordinator on all past due accounts;
- Oversees student arrival and dismissal for efficiency, safety, and effectiveness;
- Supports studios in any need areas and disciplinary procedures for children/teens;
- Oversees first aid care in coordination with the Health Services Coordinator;
- Performs monthly reconciliation of bank statements;
- Supports the Director and Expansion Development Coordinator in fundraising and donations.

Administrative Services Coordinator (Full Time)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Assists the Director and Assistant Director/Family Liaison in all areas of need;
- Oversees/organizes timelines and reporting of all operations of the school;
- Oversees/organizes all Cupola activities and weekly administrative meetings with Finance Coordinator and Curved Desk Support;
- Oversees/organizes all staff, student, and school wide calendars and activities;
- Oversees/organizes the annual enrollment and student records;
- Works with Finance Coordinator to organize/prepare billing for Accounts Receivable;
- Demonstrates ability to effectively collect and report data for charter authority and applicable local, state, and federal guidelines;

- Demonstrates ability to supervise several people and projects simultaneously, including, Curved Desk, PIP Council, Family Volunteers and others as necessary;
- Maintains and organizes all corporate and office documents;
- Demonstrates competencies in executive clerical and communication skills;
- Demonstrates knowledge in computers and technology and is very interested in applying new information;
- Staff liaison to the Parent Involvement Partnership Council;
- Prepares/coordinates the publication of the Community Times newsletter.

Administrative Services – Finance Coordinator (Full Time)

- Reports directly to either the Director or the Assistant Director on all pertinent matters;
- Assists the Administrative Services Coordinator, Director, and Assistant Director in all areas of need;
- Assists the Director with annual budgets, reporting, and all other activities necessary for compliance;
- Works with the Director and School's Accountant to prepare monthly, quarterly, bi-annual, and annual financial reports;
- Prepares, organizes, oversees annual/biannual audits;
- Record keeps all grant revenue, disbursements, and budgets;
- Generates all purchase orders, tracks purchases, and approves invoices for payment;
- Performs Accounts Payable and accurately maintains all records;
- Oversees and maintains all vendor records, contracts, warranties, etc.;
- Generates payroll and all associated monthly and quarterly taxes;
- Supports and oversees all PIP transactions and reconciles account statements;
- Oversees the FACTS program and makes weekly deposits;
- Oversees/maintains the school wide inventory, annually and ongoing.
- Maintains employee records and coordinates benefits;
- Tracks and receipts all contributions and maintains donor database;
- Creates, organizes and maintains all records of the Community Montessori Board of Directors

Administrative Services – Curved Desk Support/Assistant Educarer (Part to Full Time)

- Reports directly to the Administrative Services Coordinator in all pertinent matters or areas of concern;
- Assists the Administrative Services Coordinator, Finance Coordinator, Director, Health Services Coordinator, and Assistant Director in all areas of need;
- Oversees the submission of daily attendance and follows up as necessary with staff and families;
- Demonstrates the ability to communicate and collaborate with other office staff;
- Oversees incoming phone calls and overall phone system maintenance; Joanne does phone maintenance
- Assists children who are awaiting family members or who are ill;
- Oversees visitor and learner logs and greets visitors and directs them to the proper resource;
- Retrieves, sorts and distributes the mail daily;
- Receives and maintains all orders/deliveries;
- Supports/trains Cupola Crew and teen volunteers;
- Maintains/beautifies the Curved Desk, First Aid area, Cupola area, and Parent Room;
- Writes and submits weekly school update to local newspapers.
- Supports the following: Maintenance of data in Employee files, maintenance of data in Learner files (including student records requests);
- Orders/receives all office supplies and school catalog orders;
- Maintenance of the office and entry areas of the school for organization and cleanliness;
- Oversees the distribution and follow-up of informational packets to interested families;
- Order tracking for internal orders (ex. enrichment, t-shirts, yearbooks, etc.); Joanne does
- Supports the completion/distribution of the Community Times newsletter;
- Assists the Infant/Toddler Educarer in the overall Infant/Toddler Program;

Learning Coordinator

- Reports directly to the Director in all pertinent matters or areas of concern;
- Holds a Bachelor of Arts or Bachelor of Science degree or higher, holds an Indiana State Teacher's License, is enrolled in the Transition to Teaching Program, and/or holds a Montessori Credential (MACTE);
- Support Director in implementation of curriculum, pedagogy, overall learning/support of children and teens;
- Initiates and facilitates ongoing dialogue with teachers (specifically in the 6-12 year old environments) and developmental specialists in the overall development of each child/teen;
- Demonstrates competency to deliver an educational program based on the individual;
- Demonstrates competency to provide effective, innovative instruction with a balance of Montessori materials integrated with the Indiana State Standards;
- Works with teachers to develop and implement strong philosophical base in Montessori by continuously questioning rational and purpose;
- Supports all staff in enhancing their teaching and communication skills to be in accordance with the vision of Community Montessori and Dr. Montessori's vision for children and teens;
- Schedules monthly classroom observations, and works to support areas of development in accordance with the direction of the Director;
- Oversees and gives direction to Developmental Specialist Staff in the overall support of children/teens;
- Oversees the learning of all children/teens in the studio while partnering with the co-teacher in supporting the needs of all learners;
- Open to continuous self-improvement and self-evaluation with evidence of improvement;
- Demonstrates basic computer literacy/competency;
- Models positive attitude and courteous behavior for children, teens and adults, and will prepare all other visitors and teachers to model the same respect when working in the building;
- Keeps accurate learning records for children in the MRX Software Program;
- Is consistent with age level Adult Commitments and Belief Statements;
- Supports Director in PIP workshops and Staff In-service programming;
- Holds monthly Friday afternoon educational question and answer meetings for parents on topic including philosophy, work at home, etc.

Health Services Coordinator

- Reports directly to the Director in all pertinent matters or areas of concern;
- Develops and maintains individual learner health files following HIPA/FERPA guidelines;
- Coordinates and schedules needed Individual Health Plan meetings and yearly review of plans;
- Develops and prepares Individual Health Plans based on the health form information and individual need;
- Prepares and files all health reports (immunizations, vision, hearing and Charter School) in an accurate and timely manner;
- Maintains immunization record requirements;
- Maintains required records and coordinates the health screenings for vision and hearing;
- Provides appropriate referrals and follow-ups for vision and hearing screens as needed;
- Provides yearly staff training for OSHA requirements regarding Universal Precautions and Blood born Pathogens;
- Provides yearly support staff training in areas such as, but not limited to proper medication administration, routine care for blood glucose monitoring for learners with diabetes, treatment for breathing difficulties, seizure management, food allergy reactions and recognizing emergencies;
- Develops and provides learner seminars regarding first aid and other health and safety issues.
- Maintains the first aid area and all supplies;
- Maintains supplies for individual studio first aid kits;
- Maintains all medications in a locked cabinet and medication records in a secure manner;
- Supports and coordinates with staff health and safety needs when on going-out trips and over-night stays away from the school environment;

- Participates in Individual Educational Plan (IEP) team meetings when needed to address health and safety concerns;
- Coordinates with the Developmental Specialist staff to provide a comprehensive plan of care regarding health and safety needs of learners.

Environmental Specialist Coordinator

- Reports directly to the Asst. Director in all pertinent matters or areas of concern;
- Develops and oversees the campus facilities in regard to cleanliness, aesthetics, and maintenance;
- Coordinates daily, weekly, monthly, semi-annually, and annual cleaning/maintenance with the Assistant Director and Environmental Specialist(s);
- Oversees and coordinates distribution of tasks with Environmental Specialist(s);
- Maintains all maintenance equipment (ex. floor machines, vacuums, water softener, etc.);
- Oversees and maintains all maintenance and supply orders in conjunction with the Asst. Director;
- Oversees and maintains the HVAC scheduled maintenance and coordinates changing the filters at least bi-monthly;
- Maintains a monthly cleaning schedule of all commons spaces, office areas and studios;
- Coordinates and maintains all snow and ice removal.

Environmental Specialist

- Reports directly to the Environmental Specialist Coordinator in all pertinent matters or areas of concern;
- Supports in maintaining the campus facilities in regard to cleanliness, aesthetics, and maintenance;
- Maintains and organizes all daily, weekly, monthly, semi-annually and annual cleaning/maintenance with the Environmental Specialist Coordinator;
- Supports HVAC scheduled maintenance;
- Supports all maintenance and supply orders and assures all storage areas are stocked;
- Supports in maintaining a monthly cleaning schedule of all commons spaces, office areas, and studios;
- Supports snow and ice removal.

Expansion Development Coordinator (Part Time to Full Time)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Develops and oversees marketing programs;
- Coordinates and oversees a list of possible community donors with input from families, staff and Board of Directors;
- Organizes/oversees all record keeping and billing for family donations in coordination with the Finance Coordinator;
- Oversees all record keeping and billing for community donations;
- Researches, writes, and tracks grant proposals with communication from the Director and establishes time frames for proposals;
- Assists the Director and Assistant to the Director in all areas of need;
- Oversees/organizes timelines and reporting of all operations of the school;
- Demonstrates ability to effectively collect and report data for charter authority and applicable local, state, and federal guidelines;
- Demonstrates competency in executive clerical and communication skills;
- Demonstrates knowledge in computers and technology and interest in applying new information;
- Communicates effectively and efficiently with stakeholders (i.e., Dream School Partners, Board Members, etc.) under supervision of Director;
- Has a history of solid accounting practices as an administrator of grants.

2. TEACHING STAFF

Lead Teacher/Teen Advisor (Co-Lead Teacher) (Full Time or Shared)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Holds a Bachelor of Arts or Bachelor of Science degree or higher, holds an Indiana State Teacher's License, is enrolled in the Transition to Teaching Program, and/or holds a Montessori Credential (MACTE);
- Prepares, and maintains a beautiful environment, on a daily basis, that meets the needs of all learners in all eight constructs.;
- Initiates and facilitates ongoing dialogue with parents on the overall development of each child/teen;
- Demonstrates competency to deliver an educational program based on the individual;
- Demonstrates competency to provide effective, innovative instruction with a balance of Montessori materials integrated with the Indiana State Standards;
- Oversees the learning of all children/teens in the studio while partnering with the co-teacher in supporting the needs of all learners;
- Open to continuous self-improvement and self-evaluation with evidence of improvement, based on the Differentiated Salary Structure;
- Demonstrates basic computer literacy/competency;
- Models positive attitude and courteous behavior for children, teens and adults, and will prepare all other visitors and teachers to model the same respect when working in the studio;
- Conducts the class: plans, develops, records and implements class curriculum; makes materials when needed, maintains studio materials and keeps shelves clean and orderly;
- Recruits, prepares, and trains at least three (3) parents to be possible substitutes for the studio. Provides list to the Director and continues to add to it throughout the year;
- Communicates ground rules/studio commitments and studio procedures effectively to all children/teens and is consistent with consequences. (Studio Commitments should be posted in the studio within the first month of school);
- Communicates verbally with Kindergarten and above families twice in the fall and twice in the spring and 3 and 4 year old families once or twice a year. This communication should be logged and tracked for each child. Conferences should include strengths and goals reporting with child/teen participation (6 years and up);
- Keeps accurate and daily attendance and tardiness records for each child/teen, including attendance for conferences, in the MRX Software Program. Input attendance daily by 9:30am, as directed. Staff may opt to also maintain a studio attendance book to be turned in at the end of the school year, however this is not a requirement;
- Collects Admit One slips from children/teens daily if they arrive after their designated time, and collects Absence Waivers from children/teens when applicable;
- Keeps accurate daily, weekly, and monthly lesson plans which describe lessons given, curriculum covered and observation notes for each child and turns them in as directed;
- Continues to get to know each child's learning style(s) and interests to increase all eight constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and "school success");
- Communicates weekly to families by email and copying all other staff.
- Updates the MRX software program daily by tracking/planning all lessons/learning consistent with the Montessori Scope and Sequences while integrated the Indiana State Standards;
- Is consistent with age level Adult Commitments and Belief Statements;
- Prepares, with co-teacher, to speak or lead a discussion at a PIP/level Workshop 1-2 times a year (topic reviewed with the Director);
- Turns in typed comprehensive reports for each child/teen on the last Friday at the end of each year or within two weeks of the child/teen's dismissal (template should be approved by the Director);
- Turns in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated on the last Friday at the end of each year. If you want particular materials, fill out the information neatly on the Vendor order form;

- Prepares “notes home” documentation when appropriate. All **pertinent** “notes home” should be viewed by the Director before they are sent. A copy of all “notes home” should be left in the Assistant Director/Family Liaison’s mailbox;
- Communicate all pertinent issues concerning children/teens or families with the Director immediately;

Co-Teacher (Full Time or Shared)

- Reports directly to the Lead Teacher/Teen Advisor in all pertinent matters or areas of concern;
- Develops an open and productive relationship with the lead teacher and takes advice and instruction to develop consistency in the environment;
- Co-teaches all learners in the studio under the guidance of the Lead Teacher;
- Evidence of basic computer literacy/competency;
- Holds a Bachelor of Arts or Bachelor of Science degree or higher, holds an Indiana State Teacher’s License, is enrolled in the Transition to Teaching Program, and/or holds a Montessori Credential (MACTE);
- Prepares and maintains a beautiful environment, on a daily basis, that meets the needs of all learners in all eight constructs;
- Initiates and facilitates ongoing dialogue with parents on the overall development of each child/teen;
- Updates the MRX software program daily by tracking/planning all lessons/learning consistent with the Montessori Scope and Sequences while integrated the Indiana State Standards;
- Is consistent with age level Adult Commitments and Belief Statements;
- Demonstrates competency to support an educational program based on the individual child/teen;
- Models positive attitudes and courteous behavior for all children/teens and adults and will prepare all other visitors and teachers to model the same respect when working in the studio;
- Keeps accurate daily, weekly, and monthly lesson plans which describe lessons given, curriculum covered and observation notes for each child/teen and turns them in as directed;
- Continues to get to know each child’s learning style(s) and interests to increase all eight constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and “school success”);
- Prepares, with the Lead Teacher, to speak or lead a discussion at a PIP/level workshop 1-2 times a year (topic reviewed with the Director);
- Prepares “notes home” documentation when appropriate. All **pertinent** “notes home” should be viewed by the Director before they are sent. A copy of all “notes home” should be left in Assistant Director/Family Liaison’s mailbox;
- Communicates all pertinent issues concerning children/teens or families with the Director immediately;

*Note to Interns – Interns should follow the co-teacher job description where applicable. Although this position is a non-employee/non-salary position, you are eligible for several benefits. You are eligible for a 25% tuition discount, extended learning at no charge, and substitute pay at \$8.00 per hour.

Infant/Toddler Educarer (Full Time)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Has completed the R.I.E. (Resource Infant Educarer) basic training;
- Develops, prepares, and maintains a beautiful environment, on a daily basis, that meets the needs of all learners in all eight constructs;
- Initiates and facilitates ongoing dialogue with parents on the overall development of each child;
- Is open to continuous self-improvement and self-evaluation with evidence of improvement, based on annual goal setting;
- Models positive attitudes and courteous behavior for all children and adults and will prepare all other visitors and volunteers to model the same respect when working with children in this area;

Extended Learning Coordinator(s) (Stipend position) (when applicable)

- Reports directly to the Assistant Director in all pertinent matters or areas of concern;
- Develops and implements an overall before/after care program for specified age levels;
- Demonstrates competency to deliver a multi-dimensional program that supports the needs of individual children/teens during an extended day within the Montessori framework;
- Is open to continuous self-improvement and self-evaluation with evidence of improvement and development based on the differentiated staffing model;
- Maintains the designated Extended Learning materials, and replaces or fixes materials/supplies as necessary to maintain the overall beauty of the environment;
- Evidence of basic computer literacy/competency;
- Demonstrates competency to deliver an educational program based on the individual child/teen;
- Models positive attitudes and courteous behavior for all children and adults and will prepare all other visitors and teachers to model the same respect when working with children in this area;

3. Exceptional Learner Staff

Developmental Specialist Director (Full-Time)

- Reports directly to the Director in all pertinent matters or areas of concern;
- Holds an Indiana Special Education Teaching License to support children/teens as the Teacher of Record;
- Holds weekly meetings with each Developmental Specialist to review plans for learners' needs based on the Individualized Education Plan (IEP) and other areas of learning exceptionality;
- Attends conferences with families when necessary, in communication with Developmental Specialist(s) and studio teachers;
- Coordinates and schedules needed evaluations for students with current or suspected areas of learning exceptionality;
- Oversees the overall compliance with special education with the Indiana Department of Education – Center for Exceptional Learners, IDEA, Article 7, and others when necessary in collaboration with the Director.
- Continues to get to know each child's learning style(s) and interests to increase all eight constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and "school success");
- Coordinates/verifies monthly meetings with Developmental Specialist(s) and Lead Teachers to assess IEP Goals;
- Works with Administrative Services Coordinator to ensure accurate data (ex. CODA filing) is maintained in the school's records for accurate tracking and reporting to charter authority and the Indiana Department of Education;
- Oversees all activities of the Developmental Specialists;
- Maintains accurate computerized ISTART7/ISTAR records for exceptional learners when applicable;
- Utilizes the MRX software program to organize, track, and plan IEP goals;
- Rotates and attends weekly staff level meetings;
- Facilitates studio integration: plans, develops and implements materials based on individual learner's IEP or observed area of learning exceptionality consistently with the Adult Commitments and Belief Statements as applicable by age level;
- Maintains accurate records and documentation in student files related to IEP;
- Prepares to speak or lead a discussion at a PIP educational workshop with the administrative staff once a year (topic reviewed with Director);
- Oversees the activities of and has ongoing communication with Speech, Occupational and Physical therapists and the School Psychologist regarding individual students;
- Creates/oversees all 504 Plans;
- Supports and oversees General Education Interventions and oversees referral paperwork if child/teen is identified for psycho educational testing.

Developmental Specialist (Full Time or Part Time)

- Reports directly to the Developmental Specialist Director in all pertinent matters or areas of concern;
- Demonstrates competency to provide effective, innovative instructional support to selected children/teens based either on their IEP or their observed area of learning exceptionality;
- Develops an open and productive relationship with the Developmental Specialist staff, Lead and Co-teachers, and takes advice and instruction to develop consistency in the environment;
- Facilitates studio integration: plans, develops, and implements materials in the studio based on individual student's IEP or observed area of learning exceptionality;
- Holds ongoing meetings with teaching staff to coordinate learning plans based on individual student's needs and IEP goals;
- Holds weekly meetings with Developmental Specialist Director to report and plan for student's needs based on the IEP or other area of observed learning exceptionality;
- Utilizes the MRX software program to organize, track, and plan IEP goals or other areas of observed learning exceptionality;
- Attends conferences with families, when necessary, in communication with the Developmental Specialist Director and studio teachers;
- Continues to get to know each child's learning style(s) and interests to increase all eight constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and "school success");
- Prepares to speak or lead a discussion at a PIP meeting once a year (topic reviewed with Director);
- Conducts monthly conferences with Lead Teachers, including Developmental Specialist Director, until notified to assess IEP and Speech goals;
- Communicate as needed with Speech/Language, Occupational, and Physical therapist regarding individual students based on IEP or observed area of learning exceptionality;
- Communicates all pertinent issues concerning children or families with the Developmental Specialist Director immediately.

B. Professional Conduct and Expectations

Living up to the mission of Community Montessori entails that we work in trusting, open and consistent relationships. So it is reasonable to insist on a high degree of mutual professional and personal respect and a high level of mutual support. In a community of mutual respect and support, we are able to converse freely among ourselves; the result being that our individual growth is accelerated.

We value staff actively participating in discussions of decisions affecting them. We value diversity in perspectives leading to a deeper understanding of organizational reality and an enriched knowledge base for decision making. We value staff members resolving conflict in a healthy way that leads to stronger solutions for complex issues. We value staff members reflecting on their own and others' thinking in order to achieve better organizational decisions. We value all staff acknowledging mistakes and learning from them.

Genuine community requires respect for individual rights. This means, among other things, a high degree of attention to confidentiality. We should share information about one another and our learners/parents on a judiciously defined need-to-know basis. If one needs to know something in order to carry out school responsibilities one should know it; otherwise one should not.

All attire should be neat and appropriate for the day's activities and the season. Our daily dress should bear in mind that we are professionals in the community and models for the children. Shorts and jeans can be worn in the summer program, but should be worn sparingly throughout the year, and only if it is appropriate for the day's activities.

We believe that each of us is an educational leader and that each of us is equally responsible for creating the Community Montessori community. To this end, we must be flexible and help out when needed. Staff members are expected to help in the Extended Learning Program, especially during snow days. To continue to improve

consistency in all areas of the school, staff may be asked to problem solve in other environments and to mentor new staff members.

We understand that many of us have additional jobs/hobbies/services that are offered outside of Community Montessori. Community Times (the school newsletter) would be an appropriate way to communicate any services or items (that pertain to youth) to families and these should be located in the classified or similar section and pertain to children. It is not appropriate to send out emails, or other forms of communication, to families soliciting for your event/product. In the instance of a close, personal relationship with families at school – of course those communications are appropriate to those families.

Goals with Children/Teens

All staff model attitudes and behavior throughout the learning environment and must therefore be meticulous about appearance, conduct and language. If we want the children/teens to sit a certain way at class meetings/line time, then we should sit that same way. We are also being role models at lunch and should use the same practices we expect from the children/teens. We should follow the same lunch guidelines for children/teens when we are in their presence. We should use low voices when speaking and whisper when talking about any behavioral issue. (See Adult Commitments - Attachment IIIa-d)

Goals with Parents

Parents are their children's first and primary teachers. The main way we establish a collaborative relationship with parents is through authentic communication.

Parents are welcome to observe at the observation windows in the Early Education studios, and visit the Elementary and Teens environments. We should meet with parents and discuss volunteer and substitute procedures in individual studios to build a community of parents active in the learning environments. Community Montessori has events to welcome parents as partners in their child's educational life and we as a staff work to support this practice.

Either parents or teachers may request a conference at any time. The Director of the school attends conferences at the request of the teachers or parents.

It is imperative that we as a staff not risk compromising our standards by seeking or accepting gifts or favors. Each staff member has a strong obligation to the School and to the standards of the profession.

C. Confidentiality

We emphasize the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all school matters, including information about children, families and employees. Personnel and student records should remain in the Administrative Office, with the exception of conferences. Our obligation to maintain confidentiality requires that information not be released to anyone other than the individual, the child/teen's parents, or the transferring school without the express written consent of the individual (or parent/guardian, if individual is a minor child). Exceptional care must be taken to protect confidential information; failure to abide by this procedure may lead to termination. This requires that private information not be discussed with parents, and that confidential information, including staff memos, correspondence, and student records, be safeguarded.

D. Primary Goals and Responsibilities of Staff

1. Your first responsibility is for the health and safety of all the children. Always be alert to any safety hazard and avoid even the appearance of a safety hazard or poor supervision of children or inattentiveness to their safety. Report any safety hazards immediately in writing to the Assistant Director or the Safety Director. Your next responsibility is for the development of each child's potential (social, emotional, physical, intellectual, aesthetic, creative, moral, and "school success") that help with the challenge of meeting their career goals and personal fulfillment needs.

2. You are expected to be non-judgmental towards people with different lifestyles, families who are from different ethnic groups and cultures, who have different goals and expectations for their children and themselves, and who may be dealing with the problems of changing life styles and family patterns in different ways. Families are subject to different stresses and have varying capacities for tolerating stress and organizing their life. We need to remember that parents may be under stresses and pressures we know nothing about. We can help them by being tolerant of their ways of coping and their occasional irritability or forgetfulness while continuing to remember that they do love their child/teen.

We all have a serious responsibility toward the school, its reputation, and its success educationally and financially. If we, as a School, should fail, or even become less effective, we would be letting down the children/teens and parents who depend on us. Beyond all this we have a responsibility to society as a whole by helping children/teens become caring people with high standards and goals, people who are happy, successful, wise, and competent. You are in a unique position to help create a more compassionate democracy. By creating powerful learning environments (social, emotional and physical environment) you can dedicate yourself to providing the most effective education ever for all in your care. Each of us at Community Montessori plays a key role in the education and future of our community and global society.

3. Educators are expected to be at work in their studio, preparing, maintaining, and implementing new materials at their contract start time and to leave no earlier than their contract end time except by approval of the Director and by filling out the proper form. Office and other staff should also be in their work space by their contract start time and leave no earlier than their contract end time except by approval of the Director and by filling out the proper form. We are paid professionals and contract times are **minimal** work times required for all staff. We should expect that on many occasions it will be necessary to meet on school matters outside of normal work hours especially at studio level and full staff meetings.
4. Studio level meetings and office level meetings will take place most weeks, for about thirty minutes, and days and times will be determined at the beginning of the year. We will discuss curriculum, philosophy, and materials to support more consistent programming. Thorough notes should be kept on these meetings and additional staff members should be scheduled to attend when necessary. (Staff members that work in Extended Learning may need to make arrangements to have co-workers cover a shift and make up additional time if the level meeting takes place during their Extended Learning shift. We will try to pick the best time with all staff members in mind.) Full staff meetings will take place from 5:30-6:45pm on the first Tuesday of each month.
5. It is expected that teachers and Developmental Specialists will provide a Montessori educational program and that they will cooperate fully with the Director in matters of curriculum, pedagogy, and all other studio matters. Each teacher should seek understanding of all materials in their studio and diligently read Maria Montessori's beliefs and words to better understand the pedagogy. It is also expected that office staff will use the school's mission and beliefs (Attachment IV) as filters in determining school process and procedures. Any questions about the philosophy or the beliefs of the school should be asked explicitly to the Director. Professional evaluation of faculty continues throughout the year for ongoing development through goal setting, staff self-evaluation, and ongoing dialogue. Ongoing evaluation leads to specific performance objectives and actions and is meant to encourage reflection and lead to continual improvements.
6. In the case of a grievance (incident, complaint, charge) with another staff member, we should first practice what we ask our learners to practice, which is discussing our concerns directly with the other person. If that does not resolve the situation you should ask for assistance from the Director in mentoring or facilitating the concern. If the assistance does not rectify the situation, make an appointment with the Director to file a formal grievance report (incident, complaint, charge). If this meeting does not resolve the issue (when applicable), the Director will determine if the meeting is deferred to the Board of Directors or Legal counsel as necessary. If you have a grievance with the Director that has not been supported through a meeting, you may address this grievance (incident, complaint, charge) through a form in the office to be sent to the Board of Directors.

All staff members will:

1. Smile and be friendly to all staff, children/teens, parents, and visitors.
2. Recognize that offensive language is never appropriate and set an example to your co-workers and the children/teens in your care by speaking appropriately.
3. Be in their studio/work area except for brief breaks when necessary. Copying materials and preparing activities should only take place during class time in extreme situations.
4. Be aware of the safety of all children/teens in and out of your care at all times.
5. Stop any visitors in the building without a visitor's tag, greet them and ask if you can assist them or direct them to the Curved Desk.
6. Recognize that safety and cleanliness is important at all times. Give written notice of anything needing repair by email or note in the Assistant Director's mailbox. Monthly review of areas will be conducted by each pair of staff members.
 - a.) School Wide– pick up papers on the floor or around coat storage, properly clean up spills on carpets and floors, maintain outside areas (look from a family's eyes when they enter the building, and help our children to form good cleanliness practices). Notify environmental maintenance staff of any areas that need attention.
 - b.) Office Areas – Keep all areas dusted, vacuumed, and neatly organized.
 - c.) Common Areas – Each staff member will care for their assigned common area daily/weekly as needed.
 - d.) Studios – eliminate all clutter, keep all shelves dusted and neatly organized, and keep all storage areas organized and accessible. Although empowerment and ownership are important for children/teens in studio maintenance, modeling and collaboration is paramount in maintaining the overall beauty of the studio.
 - i.) Morning – Prepare all materials, put down chairs, prepare all shelves, make adjustments in lesson plans (individual and small group), put together new materials, etc. Greet all children/teens as they enter with a smile and conversation!
 - ii.) Lunch – Check/maintain work rugs, clean/sanitize snack area, check/maintain restroom(s), check/maintain tile and carpet, check/maintain all shelves.
 - iii.) End of Day – Clean/sanitize any water/art activities, clean/sanitize tables (with bucket solution/spray bottles), put up chairs, re-roll rugs (launder at least once a month; parents can help with this), recount and check for completed activities, sharpen pencils, check paper/paint/glue supplies, check/maintain coat/folder storage, lunch box and/or slipper area, clean up any additional activities: outside, commons, Consumer Science Lab, teacher work space(s), storage rooms. Carpets should be vacuumed and tile swept daily. Any areas needing additional attention should be communicated to Environmental Services for support. Refrigerators should be cleaned/sanitized each Friday. These tasks should be completed by the end of the day.
8. End of Year – Clean and sanitize all shelves, materials (where appropriate), walls, tables, and chairs. Work rugs, towels, and all other cloth materials should be laundered and properly stored. All materials should be placed back in their proper storage space or shelves as assigned. All storage areas should be cleaned and properly organized.

SECTION III **HUMAN RESOURCES**

A. Payroll

Community Montessori follows a semi-monthly payroll, with pay dates on the 15th and last day of the month or the closest business day. All employees will be paid on a 12 month (24 pay) schedule. All payroll will be processed through Direct Deposit.

- Compensation is determined based on the Differentiated Staffing structure (where applicable) and communicated through the employment agreement.

- Contracted Extended Learning pay begins at \$12 per hour up to your hourly pay rate as noted on your Employment Agreement. Non-contracted Extended Learning staff substituting in Extended Learning receive \$12 per hour.
- Staff receiving stipends for additional responsibilities will be paid ½ of the total stipend on the first pay in November and ½ on the first pay in February.

B. Staff Attendance

Attendance and timeliness are crucial parts of the consistency and well being of the school and more specifically the child/teen.

- Your timesheet should be **filled in daily**, when you arrive and when you leave.
- All staff should be on time and work according to their contract. Each staff member should highlight any tardiness on their timesheet and prepare a written plan with the Director after three (3) episodes of tardiness.
- If you are sick or take time off, you must indicate the amount of paid time off used (PTO), in hours, on your time sheet in the appropriate area.
- Teaching staff should contact their own substitutes from their approved studio list.
- Attendance is required at all school wide functions including but not limited to: (2) Open House (when applicable), (2) New Family Meeting (when applicable), (2) Child's Work Night/Family Exploration Night, at least (2) PIP Meeting (*1/Fall, 1/Spring), (1) Spring Family Picnic, (1) Enrollment, (1-2) Family Volunteer/Substitute Workshop, (1-2) Level Workshop. *Staff only attending 2 PIP workshops for the year are expected to help in planning/speaking/sharing for at least one PIP workshop.
- You are required to attend all weekly studio level or office level meetings.
- Attendance is required at all monthly staff meetings on the first Tuesday of each month from 5:30pm-6:45pm. Absence from a full staff or level meeting should be written and turned into the Director or Program Coordinator at least one (1) week prior to the meeting. This should be marked on your sign-in sheet and a written summary of the issues discussed should be turned in to the Director within a week of the absence. Consistent absences may result in a deduction from employee pay. **Staff children should only be present at studio level and staff meetings in emergency situations so that staff can share information freely. If children are in attendance, please have appropriate activities planned for them in a location where they can be monitored by you and notify the Director of their attendance.**
- Attendance is required for all In-service days. PTO time should not be scheduled during these days and will only be approved in rare circumstances.
- Snow Day Attendance

If we are not planning on making up a snow day, all staff members are expected to attend school on snow days (refer to the Family Handbook for further definition) to conduct class, assist in Extended Learning or to help with other school organization or planning.

- If school is closed, you may arrive one hour later than your scheduled time.
- If school is delayed, you should arrive according to your normal schedule.

We understand that you will base your attendance on your individual family, safety and location. In extreme weather situations where roads are being closed, call the school for Emergency school/Extended Learning closing information. Staff members are able to take PTO on these days; however, you will need to find a staff member to work for you during your scheduled time with children/teens and advise the Director of any adjustments.

C. Personal Information

All staff should Notify Administrative Services immediately of any changes in address, phone numbers or any pertinent life changes such as marriage or birth of a child.

D. Reimbursements

For purchases of Studio materials:

- All approved expenses should be documented by the Expense Reimbursement Form and turned in with **original** receipts. Approved expenses are those expenses which have been reviewed and approved by the Director.
- Reimbursements should be submitted in totals of \$35.00 or more.
We cannot reimburse you for sales tax. A copy of our Sales Tax Exemption information can be obtained from Administrative Services. Please use this for school purchases whenever possible.

For mileage or travel:

The Director will make travel decisions for other staff members for professional development on an as needed basis, based on budget/grant amounts, etc. Director and staff member, together, will fill out the Individual Travel Agreement to outline expectations.

E. Employee Benefits – All staff members are eligible for workers compensation, unemployment insurance, and professional liability insurance.

Please note, full time (FT) (35+ hours a week) employees under contract are eligible for all of the following benefits. Part time (PT) employee eligibility will be noted next to the appropriate benefit.

1. GROUP HEALTH INSURANCE:

Full-time staff members may elect to participate in the Group Health Insurance in August of each year or at time of contracted start date. This plan includes Health, Vision and company paid Life and Accidental Death & Dismemberment coverage. The Employee's contribution (currently 10%) is deducted each pay period with the amount set annually (in October) by the insurance provider. Health coverage begins on the first day of the month following the first 30 days of service, and payroll deductions begin two paychecks prior to the start of coverage. (Additional Life Insurance, Dental insurance and AFLAC are also available at employee's expense.)

- If the employee wishes to elect dependent coverage (spouse and/or children), as defined by the plan, 100% of the additional premium cost for this coverage is paid by the employee through payroll deductions.
- Any staff member not contracted for the subsequent school year will forfeit their health insurance coverage as of the last day of the month of which their contract ends or the soonest date thereafter based on the health insurance company policy.
- Employees covered for health insurance by another plan may elect not to be covered by the Community Montessori health plan. The proper waiver form **MUST** be completed.

2. TRF/PERF – Retirement fund for full-time staff. Employer contribution rates vary, and are set each year by TRF/PERF.

- Teacher Employee Retirement Fund for all certified teachers. (Current Employer contribution rate is 7%)
- Public Employee Retirement Fund for non-certified staff. (Current Employer contribution rate is 6.25%.)
- After 5 years of participation in the retirement program, members may make voluntary contributions up to an additional 10% with pre-tax dollars. (Complete details are available through Administrative Services.)
- Post Tax voluntary contributions may be made at any time up to a total of 10%.
- Please note: All Full Time Employees contribute a mandatory 3% to PERF or TRF.

3. TUITION REDUCTION – There is a 25% tuition reduction for the children of full-time staff members (or 20+ hour full year contracted) who are enrolled in the Early Education Program (excluding material/supply fees). This discount cannot be combined with the multiple children discount.

4. **PAYROLL DEDUCTION: (PT)** – Staff members may elect to have their children’s tuition and/or Extended Learning fees deducted via automatic payroll deduction.
5. **EXTENDED LEARNING FEES** - Extended Learning for full-time staff members’ children is free if the staff member volunteers 45 minutes per child per week in Extending Learning or another activity approved by the Assistant Director. This volunteer time must be tracked on the staff members’ timesheet. If volunteering is not an option, the staff member will receive a 50% reduction of the fee for the Extended Learning session in which the child is enrolled. This payment will be made through an automatic deduction on the staff members’ paycheck. Staff members are required to pay the Extended Learning application fee. Staff children should be enrolled in Extended Learning and maintain in that environment during staff contract time unless there is a plan communicated and approved by the Director.
6. **SUMMER PROGRAM FEES** – Staff members working during the summer are able to bring their child(ren) to the summer program without a fee as long as they are working. Staff who are not employed in the summer program or who are not full time 12-month staff will receive a 50% deduction of the “program by the week” fee.
7. **INFANT/TODDLER PROGRAM FEES** – (PT, preference to FT) **When spaces are available**, a staff member’s young child may attend the Infant/Toddler Program. Staff will receive a 25% deduction of the current rate. (2010-2011 full-time rate is \$150/infant and \$135/toddler (12 months or older.) Preference for available spaces will be given to employees contracted to work full time for the upcoming school year and spaces are filled on a first-come basis. This rate can be increased if there are less than 3 full-time staff children for the year.
8. **AMS CONFERENCE FEE** - 100% of regular conference registration fee will be paid if you are delegated to attend the annual AMS Conference. If you are a presenter at the conferences, you will be able to reimburse other expenses up to the registration fee.
9. **CPR/FIRST AID TRAINING** - Up to \$50 will be reimbursed to you for combined CPR and First Aid Training for the age level taught for full-time staff. We plan to offer this certification at school each year and currently **all full-time teaching staff are required to participate.**
10. **PAID TIME OFF (PTO)/VACATION** -
 - **PTO Approval** – Paid Time Off should be communicated in writing at least two (2) weeks prior to the date of absence. If planned PTO is less than two weeks, direct communication with the Director is necessary.
 - **Reporting Absences** - Absences should be reported by 7:00 a.m. to your co-teacher/co-worker (when applicable) and the Director, Barbara Burke Fondren, at 812-989-3823. Each staff member is responsible for contacting their own substitute (when applicable) from a pre-approved trained studio list and to assure that all responsibilities (including extended learning) are supported in your absence.
 - **Each 9/10 month full-time staff** member is eligible for the hourly equivalent of nine (9) days of Paid Time Off. Each individual’s contracted hours will be the basis for the PTO hours they receive. This time includes any contracted Extended Learning and *excludes* a 30 minute lunch. (ex. If you are contracted to a 7 hour workday, your PTO bank would have 63 hours in it.)
 - **Each 12 month full-time staff** member is eligible for an additional two days of personal Paid Time Off. Each individual’s contracted hours will be the basis for the PTO hours they receive. (ex. If you are contracted to a 7 hour workday, your PTO bank would have an additional 14 hours in it (77 total hours) – 7 hour day x 2 additional PTO days.)
 - **12 month full-time staff** members will be given vacation during the full week directly following the last week of the contracted school year. (If there is not a full week at the end of the contracted school year, additional days can be used throughout the summer).
 - **Summer Staff** - 9/10 month employees electing to work FULL TIME in the Summer Explorers Program will receive 24 additional PTO hours. Staff should secure their own substitute for this time, with the Director’s approval, and are responsible for preparing the substitute for the planned activities.
 - **Early Contract Termination** - PTO days will be pro-rated, by the percentage of days fulfilled in the contract, if the contract is ended prior to the contract end date. Any unused paid time off will be forfeited.

- **PTO Buy Back/Carry Over - (PT)** Any paid time off remaining at the end of the contract term may either be cashed in by You, in full, for one half of Your hourly pay rate **or** you may choose to “rollover” fourteen hours (or less than 14 if only less than 14 are available) to the next contract year and cash in any amount over fourteen hours. Cash-ins will appear on your final pay check of the contract period (August). “Rollover” will automatically occur unless you notify the Administrative Services-Finance by August 1st.
- **Jury Duty** – Full-time, contracted staff members called to Jury Duty may use up to two additional personal days for this purpose, as a school commitment to the community. If you elect to that the additional PTO time, any payment for Jury Duty should be forfeited to the school.
- **Maternity Leave** – (PT) Staff members are able to take 6 unpaid weeks of maternity/paternity leave. You may use PTO for this absence. When possible, contracts will be written to reflect any maternity/paternity leave to be taken during the year, so that the employee will receive continued payment. Staff should secure their own substitute for this time, with Director’s approval, and are responsible for preparing the substitute prior to their leave.
- **Bereavement** – Full-time (or 20+ hour full year contracted) staff members may take up to 5 personal days for the death of a spouse, domestic partner, child, parent, or sibling. These staff members are also eligible to take up to 2 personal days for the death of a close friend or extended family member.
- **Workmen’s Compensation Leave** – In the event of an injury that qualifies under the workmen’s compensation insurance, staff members should discuss any appointments and follow-up care with Administrative Services.

SECTION IV

GENERAL ADMINISTRATIVE PROCEDURES

These procedures are not all inclusive. All staff members are expected to read and thoroughly understand the Family Handbook and ask any questions necessary for clarification. The procedures and policies contained in the Family Handbook are to be followed thoroughly by all staff members. The following are some general guidelines, procedures in their entirety can be found in the Community Montessori Family Handbook.

A. Studio Activities

1. Going Out Trips (Refer to the CM Family Handbook and Attachment I for entire procedures.)

2. Studio Celebrations (Refer to the CM Family Handbook for entire procedures.)

- Staff members should communicate studio celebrations thoroughly to families and give families opportunities to share their specific family beliefs and celebrations to increase children’s perspectives.
- Staff members should also communicate to families how to celebrate summer birthdays. Sometimes this is set up as half birthdays or scheduled to be celebrated at the end of the year.

3. Studio Snack (Refer to the CM Family Handbook for entire procedures.)

- Parents should receive a calendar to communicate the snack schedule and should bring only approved food per level description.
- The child/teen that is scheduled to bring snack should assist or be in charge of snack preparation, maintenance, and clean up with as much responsibility and independence as is developmentally appropriate.
- Staff members should always monitor the snack area and maintain the cleanliness and safety of the children. This area should be closed if the food or drink has become contaminated.

B. Student Conduct (Refer to the CM Family Handbook for entire procedures.)

For consistency with student conduct, each teacher will do the following:

- Communicate ground rules clearly and respond consistently.

- Notify the Director of any behavioral issues and leave a copy of all ‘notes home’ or summary of pertinent conversations with parent in the Assistant Director’s mailbox.
- Communicate with families about positive and negative student conduct privately or with the possibility of a group conference with older children.
- Follow procedures, as stated in the handbook or otherwise, unless another method has been discussed and approved with the Director, and follow due process guidelines. Fill out the proper form “Record of Disciplinary Action” when necessary.

C. Students with Learning Differences/Exceptionalities

(Refer to the CM Family Handbook for entire procedures.)

- Staff members should communicate any suspected learning differences or exceptionalities about students in writing to the Developmental Specialist Director.
- Monthly General Education Interventions (GEI meetings) are scheduled so teachers can communicate and brainstorm to support specific children/teens.
- As Teachers of Service, all teachers are expected to support specific children/teen’s Individualized Education Plans (IEPs) and meet with specified Developmental Specialist monthly to monitor progress. IEP meetings will be conducted with families at least annually.
- Information and possible referrals should be communicated to the Developmental Specialist Director before conferencing with the families so that a learning or behavioral evaluation may be discussed/conducted.

D. Student Health, Wellness and Safety (Refer to the CM Family Handbook for entire procedures.)

For consistency with student Health and Wellness issues, each teacher should do the following:

- Be aware of all students’ health conditions and take temperatures when necessary. If a child is running a fever or has another symptom as listed in the Family Handbook, separate him/her to await the arrival of his/her family or walk him/her to the office where arrangements will be made for pick-up.
- If a child/teen has a Health Plan or is seen in the first aid area, all support should be documented in the log.
- Evidence of any type of abuse or neglect must not be tolerated and must be reported to local authorities.
- Always put on exam gloves when treating or assisting a child with blood related injury, vomiting, or bowel and bladder control issue. All contaminated clothing should be placed in a plastic bag, zipped or tied and sent home.
- All staff members should follow the proper procedures when checking in or distributing medicines.
- All medicines will be given by the student health support staff at lunch time unless otherwise approved by the Health Services Coordinator.
- Clean all bodily fluids properly as instructed in the beginning of the year in-service (OSHA Guidelines), by using proper attire, cleaning, and disposal procedures for blood-borne pathogens.
- Any communication to a staff member about a communicable disease should be directed to the Health Services Coordinator, and written on the School Health Information Form at the bulletin board at the entrance of the school.
- Communicate safety issues to our safety specialist (Assistant Director).
- Communicate any incidents, complaints, and charges to the Director.



Staff Off-Campus Trip Commitments

- Fill out the Going Out Trip Rationale Form at least 2 weeks before the scheduled trip with transportation form. (An additional copy should be given to Finance Services with Transportation Form.)
- Log the trip in the Google Calendar at least 2 weeks before the scheduled trip.
- Have learners bring cash for their own trip. (Families should not write checks) When at all possible, Children/teens should pay their own way and track their own money. It takes a little more time and planning – but it keeps the experience real and not just handled by adults.
- Have knowledge of the location – at least one staff member should have previewed the trip.
- When at all possible, children/teens should be put in groups with a child/teen leader and an adult leader to support the overall learning process.
- Children/teens should be asked to wear their School Spirit T-shirts unless it is a trip where another dress-code is more appropriate. If families need support with purchasing a t-shirt, solicit support from Administrative Services.
- Children/teens should be informed that if they cannot afford the cost of the trip to let you know and then solicit support from the Administrative Services.
- All areas of the trip should be well planned and organized – ex. if children/teens are bringing their lunch – napkins/utensils should be brought and a way for them to wash their hands.
- At least one staff member should have a mobile phone to communicate to the school and to families if the need arises during the day. The mobile phone number should be given to all volunteers if groups are going to be separated and to the curved desk when signing out.
- Staff should communicate the overall trip with families at least 10 days in advance with cost.
- Staff should remind families at least 2 days in advance about time, location, dress-code, lunch procedures, and any other pertinent information.
- At least one staff member should greet all visitors and make sure they are introduced to the children/teens. (children/teens can definitely support the introductions)
- Staff should model to families that this is their time with children/teens, not with other adults – and use questioning skills and ongoing conversation to support learning.
- Pack a First Aid Kit if you will be located in an area that will not have one.
- Staff members should wear Community Montessori shirts and name tags.
- Staff members should notify all volunteers of the time/place of the mandatory meeting prior to the start of the trip. If volunteers meet you at the location, they should be informed that they need to go over the procedures as soon as they arrive.
- Children/teens should go to and from the location on the bus. Exceptions must be granted in advance by volunteers communicating to the Asst. Director. All exceptions will be communicated to the staff members.
- Siblings are not able to attend going out trips.
- Any support for children/teens with exceptional needs should be discussed with the Teacher of Record at least 10 days prior to the planned trip.
- Any support for children/teens with a health plan should be discussed with the Health Services Coordinator at least 10 days prior to the planned trip.



Adult Computer Commitments

As an employee of Community Montessori, you commit to the following guidelines regarding computer usage and care.

- Staff should use the school computer mostly for activities related to your position. Other work with the computer can be used under scrutiny and utilizing best judgment.
- Any excessive or questionable damage to the computer may give cause for removal or reimbursement.
- Software should never be added to the computer without first having software approved by the Assistant Director.
- Verify that your computer is running the AVG anti-virus software daily and installing AVG/Microsoft updates as needed.
- Staff should take a computer home only in an appropriate computer bag.
- Computers that are not used consistently to improve our overall educational program may be re-distributed to other studios/staff members.
- Any problems with performance of the computer or damage to the computer should be reported to the Assistant Director in writing immediately.
- Student computers are for the use of the children/teens and should only be used briefly by staff.
- Staff should check their email at least four (4) times a day.
- Staff should only use the computer briefly in the presence of children/teens unless they are working directly with children.
- Staff will clean their studio (including staff) computer(s) at least monthly with Gleme (glass cleaner) and dust with a "3M" computer cloth at least weekly (computer should be turned off and cleaner sprayed on cloth).
- Staff will safely remove all hardware (ie. "thumb drive", digital camera) with icon.

Should you have any questions about the above guidelines, please contact the Assistant Director for assistance. Because some of the items above, if not performed correctly, could lead to extreme damage to the computer or its peripherals, it is imperative you ask for clarification for any items you are uncertain about.



Early Education Adult Commitments

The following document was formulated by the staff at Community Montessori to assist in consistency throughout the 3-6 year old environments. Although there may be individual child exceptions to these elements, our goal is to show these common consistencies.

Commitment	Strategies
1. Adults using wording consistent with Community Montessori philosophy and the Marie Conti handouts.	Talking so others cannot hear our voice. Encouragement over praise. Positive wording when talking to children. Not speaking poorly of any child in his/her presence or absence.
2. Teacher should have keen observation skills.	Listening to children's conversations. Assisting children in how they talk to others and what is being said. Observing their social choices.(outside/inside)
3. Encouraging children to resolve conflict independently with our modeling, support, and encouragement.	Not focusing on "who's right", but "what's right". Making "good choices" when others aren't watching.
4. Redirecting children by understanding what they need.	Giving a new presentation or asking to do a particular activity. Be specific in redirection – spitting can be done in a toilet or you can do the tooth brushing activity.
5. Modeling that learning happens all the time, not just with Montessori materials. Integrating and connecting new to existing information constantly.	Modeling writing children's names with them. Using questioning skills to develop new depth with children. Making math/language a natural part of every day life by counting out snack, pointing out words in reading, talking about letter sounds, inventive spelling, developmental story problems, and children "reading" books.
6. Children as maintainers of the environment. Children should ask other children for help.	Empowering children to be accountable for all work and materials in the studio. Making work "beautiful" and "ready for the next person." "Fixing" something on a shelf, table or the floor. Adults modeling appropriate behaviors. Children supporting each other with lunch items.
7. Everything has a consistent place in the environment unless it has been changed at a class meeting.	Some decisions are made by children through empowerment by the group or an adult, but some decisions are made by the adults for safety or consistency. Chairs, tables and work stations are stationary. Label and/or take pictures of the shelves.
8. Ensuring that our materials and activities are used/done for a purpose.	Every activity for an individual or developmental objective – not just materials that are "cute" or "look good." Videos/DVD's, visitors, activities and food for a purpose and to connect information.
9. Adults facing children at all times and <u>never</u> leaving children unattended.	Never having backs to children. When one teacher down, other teacher up. Always notifying another teacher for monitoring if you need to leave the room.
10. Room Preparation – studio completely prepared, maintained, and updated.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All pencils sharpened, papers filled and ordered. Crayons as an art medium, in art supply area after being peeled. Everything beautiful and ready!! Eliminating any clutter of children or adult materials. All missing parts, broken materials, and damaged materials taken out of studio and "fixed" within 2

	weeks or discussed with coordinator. Cleaning water activities daily.
11. Children have “presentations” or “lessons” on all activities in the studio before choosing work. Materials are designated for “table” or “rug” and for one or two children.	All materials should be presented or re-presented as necessary for each child with objective planned for each child. There are many different presentations that can be given for each material to make it developmental for an individual learner.
12. Both adults give presentations in all 8 constructs.	Presentations based on social, emotional, physical, moral, intellectual, creative, aesthetic, and “school success”. Not taking a break when things are going well. Giving new presentations to each child developmentally.
13. Activities for individual children or a group of two unless they conference with an adult.	Support children in working alone or with one other child. Encourage group activity as is developmentally appropriate for the individuals.
14. Line time – children sitting on their bottom on line and walking around their friends. Others can work at a table without talking if unable to stay.	Co-teacher is rubbing backs and whispering to children – reminding how to sit and respect their friends so that lead teacher does not call across line to redirect children.
15. Washing hands after using the restroom and before eating.	Rub hands until you “make bubbles”, singing ABC’s/“Twinkle”. Asking children if they washed their hands.
16. Adults should focus on children when they are with children and save personal conversations with adults for before or after school.	This behavior should be monitored at drop off/pick up times, generally in the studio, and <u>especially at lunch and on the playground.</u>
17. Room maintained during work time - work is not left unattended or paper/materials on the floor.	Asking children to help make an area beautiful. Sanitizing snack area, bathroom, or tables/floor when necessary throughout the day. If an adult would not eat snack or go in the restroom – it should be fixed immediately.
18. Using the computers responsibly - mainly with the children as a resource.	Using the computers to find out information with children when not found in books. Staff on the computer for less than 2-3 minutes (ex. Check email) or take the computer out of the studio. Asking children to wash their hands before using the computers.
19. Supporting our wellness initiative by planning wellness lessons weekly and sharing this with families through weekly communication (as able)..	Sending a note home in the child’s lunch box that reminds the family of the policy. Redirecting a child to eat part of a “large” or “multi” dessert or sending additional dessert home while still maintaining the dignity of the child. Have ongoing conversations about various nutritional beliefs to support their wellness development.
20. Engaging with children outside by balancing individual conversations with activities for one or a small group of children.	Working with one or a small group of children on the balancing beam – different things to do. Playing freeze tag, kick ball in the field(kicking the ball and running the bases), playing catch, exploring, etc.
21. Be aware that a safe (emotionally/physically) environment is essential for child development.	Help children transition into the studio – supporting each child while maintaining their independence. Support parents in comfort and trust in the environment, so they in turn can model that for their child.



Elementary Adult Commitments

The following document was formulated by the staff at Community Montessori to assist in consistency throughout the 6-12 year old environments. Although there may be individual child exceptions to these elements, our goal is to show these common consistencies.

Commitment	Strategies
1. Adults using wording consistent with Community Montessori philosophy and the Marie Conti handouts.	Talking so others cannot hear our voice. Encouragement over praise. Positive wording when talking to children. Not speaking poorly of any child in his/her presence or absence.
2. Listen to children's conversations.	Outside/inside – assisting children in how they talk to others and what is being said.
3. Encouraging children to resolve conflict independently with our modeling, support, and encouragement.	Not focusing on "who's right" but "what's right". Making "good choices" when others aren't watching.
4. Redirecting children by understanding what they need.	Giving a new presentation or asking to do a particular activity. Be specific in redirection – spitting can be done in a toilet or you can do the tooth brushing activity.
5. Modeling that learning happens all the time, not just with Montessori materials. Integrating and connecting new to existing information constantly.	Modeling writing children's names with them. Using questioning skills to develop new depth with children. Making math/language a natural part of every day life by counting out snack, pointing out words in reading, talking about letter sounds, inventive spelling, developmental story problems, and children "reading" books. Encouraging work at home strategies.
6. Children as maintainers of the environment. Children should ask other children for help.	Empowering children to be accountable for all work and materials in the studio. Making work "beautiful" and "ready for the next person." "Fixing" something on a shelf, table or the floor. Adults modeling appropriate behaviors.
7. Everything has a consistent place in the environment unless it has been changed at a studio meeting.	Some decisions are made by children through empowerment by the group or an adult, but some decisions are made by the adults for safety or consistency. Chairs, tables and work stations are stationary.
8. Ensuring that all materials and activities are used/done for a purpose.	Every activity for an individual or developmental objective – not just materials that are "cute" or "look good." Videos/DVD's, visitors, activities for a purpose and to connect information.
9. One adult facing children at all times.	Never having backs to class. Rugs can be in a designated area. When one teacher engaged, other teacher overseeing. Always notify another adult when you are leaving the room.
10. Room Preparation – studio completely prepared, maintained, and updated. This includes facilitating studio job responsibilities.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All materials and supplies organized and ready for the children. Children notifying adults of missing/broken materials. All missing parts, broken materials, and damaged materials taken out of studio and "fixed" within 2 weeks. Make sure lunch materials are in place <u>before</u> lunchtime.
11. Children have "presentations" or "lessons" in the studio that are organized by the teachers to meet the developmental needs of each learner and age level for Indiana State Standards.	Utilizing group assignments and individual assignments for the Montessori sequence and the Indiana State Standards. There are many different presentations that can be given for each material to make it developmental for an individual learner.
12. Both adults give presentations in all 8 constructs.	Presentations based on social, emotional, physical, moral, intellectual, creative, aesthetic, and school success. Not taking a break when things are going well. Giving new presentations to each child developmentally.

13. Empowering children to solve studio issues/concerns without adults just fixing the problems.	Adults should establish "committees" of children that can research information and report back to the class. (With follow up by adult) Adults listening to and addressing the concerns of children.
14. Identifying a time everyday where children can share information.	Children being able to share everyday about goals met or studio activities/problems. Appropriately calling on children who do not raise their hands to encourage diverse participation.
15. Supporting our wellness initiative by planning wellness lessons weekly and sharing this with families through weekly communication (as able).	Sending a note home in the child's lunch box that reminds the family of the policy. Redirecting a child to eat part of a "large" or "multi" dessert or sending additional dessert home while maintaining the child's dignity. Have ongoing conversations about various nutritional beliefs to support their wellness development.
16. Helping children to branch out while still bringing an appropriate snack.	Encouraging fresh green beans, vegetable recipes, "fruit art", and others to support variety.
17. Engaging with children outdoors by balancing individual conversations or activities for one or a small group of children.	Working with one or a small group of children on the balancing beam – different things to do. Playing freeze tag, kick ball in the field(kicking the ball and running the bases), playing catch, exploring, etc.
18. Consistently checking and holding children accountable for individual/studio responsibilities.	Verifying if they washed their hands, cleaned up after snack, made sure the <u>bathrooms</u> and hook areas are beautiful, completed job responsibility, cleaned up after lunch, put material away ready for the next person. Ex. Bathrooms – checklist, child leaders..
19. Class Meetings – children sitting up and giving their attention to the speaker without individual conversations or walking in the middle of the group.	Adults using sign language to redirect behavior with alternate adult walking around the group and whispering redirection or initiating natural/logical consequences. Ground rules consistent at all times. Engaging all children.
20. Adults eating with the children should bear in mind what's expected of their children. (No double standards)	Eating/drinking appropriate foods when eating with children. Children should be eating on plates, lunch boxes should not be on the table. Children must eat over their plate, and not walk around the room with food. Redirecting children talking with food in their mouths.
21. Ground rules are developed and posted within 2 weeks of start of school and communicated ongoing verbally and with sign language.	Ground rules are developed through discussion with children and should further define school ground rules: Respect for self, respect for others, respect for environment. Communicate in sign language when appropriate ("walk", "lower your voice", etc.).
22. Natural and/or logical consequences are adhered to by staff when supporting a child/teen's behavior or lack there of.	Children are not given "time out", withheld from outside time or withheld from other activities as a consequence for a behavior.
23. Any changes in studio procedures or ground rules should be discussed with the Level Coordinator.	If teaching staff wants to try a new strategy pertaining to studio management or instruction, they should discuss/email this idea first for discussion.
24. Children having a consistent seat determined by a balance of adult and child decisions to assist children in the development of new relationships.	Adults should organize a seating plan that supports this commitment.
25. Going out trips should be approved by the Director within 2 weeks of the date of trip with a rationale paper.	Children handling their own money (making sure this is communicated with the establishment being visited), children riding the bus. All children must ride the bus with their class. Limited amount of trips each year.
26. Adults should focus on children when they are with children and save personal conversations with adults for before or after school.	This behavior should be monitored at drop off/pick up times, generally in the studio, and <u>especially at lunch and on the playground.</u>
27. Have a thorough understanding of the content and materials and be able to adapt that information for understanding for every learner.	Teaching staff should strive to build on content knowledge and researched "best practices" daily by practicing with "tools" and planning individual and group lessons.
28. Room maintained during work time - work is not left unattended or paper/materials on the floor.	Asking children to help make an area beautiful. Sanitizing snack area, bathroom, or tables/floor when necessary throughout the day. If an adult would not eat snack or go in the restroom – it should be fixed immediately.
29. Assigning individual and group assignments for means of observation, cooperative learning and assessment.	Staff should initiate and manage these assignments for consistency and effectiveness without structuring their day. Appropriate follow up by the studio adults.



Teen Adult Commitments

The following document was formulated by the staff at Community Montessori to assist in consistency throughout the 12-18 year old environments. Although there may be individual child exceptions to these elements, our goal is to show these common consistencies.

Commitment	Strategies
1. Adults using wording consistent with Community Montessori philosophy and the Marie Conti handouts.	Talking so others cannot hear our voice. Encouragement over praise. Positive wording when talking to teens. Not speaking poorly of any learner in his/her presence or absence.
2. Listen to teens' conversations to support social, emotional, moral growth.	Outside/inside – assisting teens in how they talk to others and holding high standards for what language or wording they use with one another by direct conversations, role play, modeling.
3. Conversations with teens should not communicate our beliefs or "agreements" without first owning them.	We should use great care in our communication so as not to use any stereotypes, generalities, and/or use our beliefs as facts.
4. Adults will genuinely get to know each teen and their development in all 8 constructs. (social, emotional, physical, intellectual, creative, aesthetic, ethical, and "school success")	Adults spending at least the first 6 weeks of school getting to know each learner and communicating with family members and other teachers to better understand the whole learner.
5. Encouraging teens to resolve social conflict independently with our role playing, support, and encouragement.	Not focusing on "who's right" but "what's right". Making "good choices" when others aren't watching. Engaging teens in drama and role play to work through difficult topics and situations.
6. Questioning teen's work choices by understanding what they need and the level of development they have achieved.	Connecting new skills and concepts to prior knowledge and by making information real and relevant.
7. Modeling life long learning consistently by showing excitement and enthusiasm for learning and by showing that learning happens all the time and everywhere. (seminars)	Using questioning skills to develop new depth with learning. Making math/language a natural part of every day life by connecting all subjects with interests and strengths. Holding at least two seminars a week as a choice or assignment.
8. Teens as facilitators/leaders of class meetings.	Using scaffolding and co-leaders to support teens in attaining the skill to be successful leaders/participants in group meetings.
9. Teens as cooperative maintainers of the environment.	Preparing and empowering teens to be accountable for all areas of the environment(s). Encouraging them in developing and adding to the materials in the environment.
10. Ensuring that materials and activities are used for the purpose of "true learning".	Every material/activity for an individual, academic or developmental objective – not just materials that are "cute" or "look good." Videos/DVD's, visitors, "going out trips", activities are all for a purpose and to connect information in the studio.
11. Adults overseeing the activities of teens at all times.	If teens are in common spaces, their activities should always be monitored on a regular basis. Adults should notify other adults when leaving an environment. Adults not taking a break when things are going well, but continuing to support the development of all constructs.
12. Adult Room Preparation – studio completely prepared, neat, maintained, and updated. This includes overseeing studio job responsibilities.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All materials and supplies organized and ready for learners. Making lists of missing/broken materials.
13. Hold teens accountable for time management and "purposeful work".	Utilize group assignments and individual assignments from the Montessori scope and sequence and the Indiana State Standards. Track and support online courses, career awareness, seminars, internships, and semester projects.
14. Both adults give "lessons"/role playing in all 8 constructs.	Objectives based on social, emotional, physical, moral, intellectual, creative, aesthetic, and school success.
15. Empowering teens to solve issues/concerns	Adults will establish "committees" of teens that can research information and

without adults just fixing the problems.	report back to the class. Adults listening to and addressing the concerns of teens.
16. Adults identifying a time everyday where teens have a time to share information("tell their stories")	Teens being able to share everyday about goals met, successes in learning, or concerns in the class at necessary times.
17. Supporting our wellness initiative by planning wellness lessons weekly and sharing this with families through weekly communication (as able).	Holding teens accountable to the "one small dessert" policy and for them preparing their own lunches daily. Have ongoing conversations about various nutritional beliefs to support their wellness development.
18. Snack should be prepared by teens utilizing fruits, vegetables, eggs, hard cheese, and whole wheat crackers only.	Teens should be given a budget by their family to purchase enough snack for the week. Teens are encouraged to prepare dishes in which at least 90% of the ingredients are approved contents.
19. Engaging with teens, outdoors and indoors, by supporting fitness and wellness goals for individuals and small groups.	Introducing new group games and fitness activities. Give teens choices for fitness exploration and hold them accountable for reaching individual goals.
20. Consistently checking and holding teens accountable for individual/studio responsibilities.	Cleaned up after snack, maintaining clean bathrooms and coat areas, completing job responsibilities, cleaning up after lunch, put material away ready for the next person. Ex. Bathroom checklists, etc.
21. Adults eating with the teens should bear in mind what's expected of their learners. (No double standards)	Eating/drinking appropriate foods when eating with teens. (ex. one small dessert, no soft drinks, etc.) Teens should be eating on plates with napkins and utensils. Learners should not walk around the room with food and keep their mouths over their plate. Redirecting teens talking with food in their mouths.
22. Ground rules are developed and posted within 2 weeks of the start of school and communicated verbally and with sign language throughout the year.	Ground rules are developed through discussion with teens and should further define school ground rules: Respect for self, respect for others, and respect for environment. Communicate in sign language when appropriate ("walk", "lower voice", etc.).
23. Natural and/or logical consequences are adhered to by staff when supporting a teen's behavior or lack thereof.	Children are not given "time out", withheld from outside time or withheld from other activities unless as a part of a natural/logical consequence. We should always strive to put teens in situations where success is possible – ex. – If a teen is having trouble with time management, they may come early to class or stay after to "catch up".
24. Any pertinent changes in studio procedures or ground rules should be discussed with the or Director.	If teaching staff want to try a new strategy pertaining to studio management or instruction, they should discuss/email this idea first for discussion.
25. Teens having a consistent seat determined by a balance of adult and child decisions to assist children in the development of new relationships.	Adults should organize an evolving seating plan that supports this commitment.
26. Going out trips should be approved by the Director within 2 weeks of the date of trip with a rationale paper.	Teens handling their own money when at all possible(making sure this is communicated with the establishment being visited). Teens only ride on the bus, riding with parents must be approved by the Director prior to the trip. Going Out trips should be limited, so as to respect fees to families and should be only used if purposeful for growth in one of the eight constructs.
27. Adults should focus on children when they are with children and save personal conversations with adults for before or after school.	This behavior should be monitored at drop off/pick up times, generally in the studio, and <u>especially at lunch and during outside time</u> . Adults should genuinely greet teens daily.
28. Have a thorough understanding of the content and materials and be able to adapt that information for understanding for every learner.	Teaching staff should strive to build on content knowledge and researched "best practices" daily by practicing with "tools" and planning individual and group lessons.
29. Room should be properly maintained during work time.	Asking teens to help make an area "beautiful". Sanitizing snack area, bathroom, or tables/floor when necessary throughout the day. Bathroom(s) and snack areas could be signed on the hour.
30. Encourage children to look outside of the black and white of information.	Support teens in developing the "gray" in multiple situations and looking at many different levels and view points.



community Montessori **Developmental Specialist Adult Commitments**

The following document was formulated by the staff at Community Montessori to assist in consistency throughout all age levels. Although there may be individual child/teen exceptions to these elements, our goal is to show these common consistencies.

<i>Commitment</i>	<i>Strategies</i>
1. Adults using wording consistent with Community Montessori philosophy and the Marie Conti handouts.	Talking so others cannot hear our voice. Encouragement over praise. Positive wording when talking to children. Not speaking poorly of any child in his/her presence or absence.
2. Adults should have keen observation skills.	Listening to children/teen's conversations. Assisting them in how they talk to others and what is being said. Observing their social choices.(outside/inside)
3. Encouraging learners to resolve conflict independently with our modeling, support, and encouragement.	Not focusing on "who's right", but "what's right". Making "good choices" when others aren't watching.
4. Redirecting learners by understanding what they need.	Giving a new presentation or asking to do a particular activity. Be specific in redirection – Ex. boundary - "You are welcome to work quietly in this space or return to your studio" or "I am noticing your arms and legs are fidgeting, would you like to walk outside or go through the tunnel/shoot hoops".
5. Modeling that learning happens all the time, not just with Montessori materials. Integrating and connecting new to existing information constantly.	Making math/language a natural part of every day life by developmental story problems, basketball and probability, The Story of Language, why do we use letters (uppercase/lowercase), etc.
6. Children/teens supporting the beautification of the environment.	Making work "beautiful" and "ready for the next person." "Fixing" something on a shelf, table or the floor. Adults modeling appropriate behaviors. Children/teen supporting each other with this process.
7. Ensuring that our materials and activities are used/done for a purpose.	Every activity for an individual or developmental objective – not just materials that are "cute" or "look good." Videos/DVD's, visitors, activities and food for a purpose and to connect information.
8. Adults overseeing children/teens in our care at all times and only asking support from teaching staff if need to leave the area.	Children/teens should not be left with admin or other non-teaching staff unless working on a specific skill or concept. (ex. accounting with finances, answering the phone or greeting visitors, etc.)
9. Room Preparation – Peace Room, Biome's Commons and Serenity Room completely prepared, maintained, and updated.	Making a list of what needs to be done, exchanging responsibilities with co-workers. All pencils sharpened, papers filled and ordered. Everything beautiful and ready!! Eliminating any clutter of learner or adult materials. All missing parts, broken materials, and

	damaged materials taken out of work space and “fixed” within 2 weeks.
10. Clear and consistent guidelines should be established for Peace Room, Biomes Commons, and Serenity Room.	These guidelines should be re-introduced throughout the year and supported consistently by all adults on an ongoing basis.
11. Adults should focus on children/teens when they are with them and save personal/professional conversations when learners are not present.	We should sparingly close these learner spaces and make sure that all conversations are held privately. Learners should feel open to coming to these spaces and not be made to feel inferior if the adults are busy.
11. Using computers responsibly in the presence of children/teens.	We should conduct our personal record keeping to a minimum and not during our time with learners.
12. Be aware that a safe (emotionally/physically) environment is essential for human development.	Help children/teens transition to and from their studio, while maintaining their independence and dignity. If a child/teen is struggling, we will always ask the teachers if they need our support, before becoming involved. (ex. use signals like “help” in sign language.)
13. Consistently support all staff in solving concerns and supports independently to further conceptualize the role of the Developmental Specialist.	Every conversation we have should keep this goal in mind. We are creating a new culture – and that takes time! (collaboration instead of accountability)
14. Actively listen to staff concerns and opinions without judgment and by giving the benefit of the doubt.	There are many ways to reach the same goal and empowerment can come through our leadership in being open to new ideas and recognizing what might be working.
15. Hold comments/clarifications of IEP goals or methods to reach those goals until a conversation can be had privately.	Sometimes giving ourselves time to process a situation will give rise to new opportunities.
16. Carefully phrase conversations with staff and families concerning support and services.	We always have time. We can say, “let me confer with my co-workers and I will get back to you”.
17. We will take great care in the type of conversations that we share with co-workers to not say anything that we would not say in another’s presence.	It is so easy to build animosity between our co-workers and every conversation should be challenged to make sure we are seeking professional support. If you must vent, that can be done at home.
18. Always be aware of our facial expressions when communicating with staff, parents and learners.	If we do not feel “spiritually prepared” for a conversation, we should put the conversation on hold or ask another for help.
19. Work diligently to not take any behaviors or reactions personally.	We need to be consistently aware that others process information differently and that sometime emotions may appear raw or mechanical.



Mission and Beliefs

Our Mission Statement:

Respecting children. Engaging families. Encouraging thoughts. Embracing the community. Community Montessori gives children an environment that respects all people and ideas. We also give families a vehicle to learn cooperatively, have fun, and promote peace with their children. As a school family we continue to expand our minds and use this knowledge to make an impact on our community.

Early Education and Elementary Beliefs

- ◆ We believe that education should be an active process of gaining and adapting new information involving many learners.
- ◆ We believe that we should support all children in developing strong moral values that reflect empathy, respect, honesty, compassion, integrity, and trust – while keeping personal dignity intact.
- ◆ We believe that enthusiasm and curiosity should be cultured in each child's learning.
- ◆ We believe that the curriculum should reflect life long learning by expanding the traditional subjects and make all learning relative.
- ◆ We believe that children learn best in a safe, nurturing, respectful environment that promotes independence and a positive sense of self-esteem.
- ◆ We believe that children should have the freedom to develop goals that encourage internal motivation and nurture inner harmony.
- ◆ We believe learning is a natural process that develops spontaneously in the learner.
- ◆ We believe that the teachers in the environment are really "child" development specialists that guide the learner through the learning process by keeping extensive records and through keen observations.
- ◆ We believe children should be encouraged to teach, collaborate, and assist each other in their journey to attain and effectively use new or existing information.
- ◆ We believe children should use self-teaching, self-corrective material to set their own learning pace to internalize information.
- ◆ We believe children should be free to use repetition to gain mastery of new materials or information and be encouraged to use critical thinking skills to come up with their own answers.
- ◆ We believe children should have the freedom to be themselves and develop individual and group identities within the community.
- ◆ We believe that the school community shares the love of each child and that we respect and encourage each child to develop his/her own uniqueness and individuality.
- ◆ We believe that we all have a direct responsibility to our self, our family, our school, our community, our nation, and our world and we instill this responsibility as a continuing part of the curriculum.
- ◆ We believe that learning should take place in a non-competitive environment where learning is driven internally to better ourselves.



Teen Belief Statements

We believe:

- ◆ Education should be an active process of gaining and adapting new information involving many learners.
- ◆ We should support all teens in developing strong moral values that reflect empathy, respect, honesty, compassion, integrity, and trust – while keeping personal dignity intact.
- ◆ The curriculum should reflect life long learning by expanding the traditional subjects and making all learning relative.
- ◆ Teens learn best in a safe, nurturing, respectful environment that promotes independence and a positive sense of self-esteem.
- ◆ Teens should have the freedom to develop personal goals that encourage internal motivation and nurture inner harmony.
- ◆ Learning is a natural process that develops spontaneously in the learner.
- ◆ Teens should be encouraged to teach, collaborate with, and assist each other in their journey to attain and effectively use new and existing information.
- ◆ Teens should have the freedom to be themselves and develop individual and group identities within the community.
- ◆ The school community shares the love of each learner and that we respect and encourage each teen to develop his/her own uniqueness and individuality.
- ◆ Ownership, Empowerment, Accountability, and Respect are the four main components of the overall program.
- ◆ Listening, without judging, is crucial to the trust partnership with each teen.
- ◆ We all have a direct responsibility to our self, our family, our school, our community, our nation, and our world to question the foundation of our beliefs and we instill this responsibility as a continuing part of the curriculum.
- ◆ Learning should take place in a non-competitive environment where learning is driven internally to better ourselves and each other.
- ◆ Learning is not about what is taught by the adult, but how a learner takes new information, connects it to existing information, and changes a perception or expands an idea or concept.
- ◆ Teens are directly responsible for their own actions and adults are expected to hold them accountable to their actions while maintaining dignity and respect.
- ◆ Teens should be encouraged to question and look at situations from multiple viewpoints.
- ◆ Understanding the developmental needs of teens is crucial to their overall support and learning.

Criteria of Exceptional Teachers at



Being an exceptional teacher is an ongoing journey. The following components provide an overview of the road to becoming an exceptional teacher!

- They have a true love and respect for children/teens, and they are humble enough to admit their mistakes and apologize when necessary.
- They are consistent with the Adult Commitments.
- They are consistent with the Employee Handbook guidelines.
- They maintain a beautiful, clean, and functional workspace for learners.
- They collaborate with family volunteers to support them in working with other learners, ensuring that all CM filters are in place and supported.
- They prioritize empowerment and ownership when working with children/teens and are constantly supporting these initiatives in daily routines and practices.
- They have an insatiable work ethic that blends knowledge, teamwork, creativity and intuition for constant improvement in supporting learning.
- They know themselves well and are able to reconcile stress and frustration in a healthy manner.
- They are honest with themselves and others and are open to new ideas and suggestions.
- They recognize their limitations, set professional development goals, and work candidly with other staff members to improve in these areas.
- They have outstanding “with-it-ness” skills and consistently know where learners are and what they are working on, both inside and outside the workspace.
- They take great care in organizing/orchestrating a respectful, peaceful environment in which children/teens work in diverse groups with multiple work partners.
- They understand the use, function, and objectives of all of the materials in the workspace and seek out new ways to use those materials to connect learning to children/teens.
- They are independently reading and internalizing the beliefs and philosophy of Maria Montessori.
- They enthusiastically get to know each learner and take pride in knowing how to support him/her in connecting to new information by blending strengths and interests in this process. (This includes knowing the child/teen outside of the school day.)
- They are constantly learning by reading and conceptualizing educational best practices, and they share this information with other co-workers (ex. reading current articles/books, visiting other Montessori schools, talking with other teachers, etc.).
- They are active participants in all staff meetings and use their voices with other staff members to support CM in “walking the walk.”
- They follow through with all staff responsibilities in a timely fashion.
- They meet with their co-teacher weekly to discuss planning, areas of improvement and overall learning.
- They recognize the importance of being consistent in their actions and being intentional in their wording with children/teens to support self-discipline and self-regulation.